Welcome to the 2019-2020 Associate Degree Nursing (ADN) Student Handbook. The ADN Student Handbook is developed for students admitted into the ADN Program to provide them with 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; which includes policies and procedures, expectations of students, student code of conduct, and professional conduct.

The ADN Program students are responsible for knowing the information and complying with the policies, procedures, and guidelines outlined in the ADN Student Handbook.

The NAH Division reserves 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/or 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

Statement of Equal Employment Opportunity (EEO)
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an 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 policy extends to individuals seeking employment with and admission to the College.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved with commendation 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 Candidacy for Accreditation
This nursing education program is a candidate for accreditation 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
# Acknowledgement of Student Handbook

I, _____________________________________________ A# ______________________ will fill in the page number in the Student Handbook to indicate that I know where to locate the guidelines and procedures.

RNSG _________________ Semester __________________ Level ___________________

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I have read, understood, and will abide by the policies, procedures, rules, and regulations as 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 that must be adhered to during my tenure as an ADN nursing student. It is my responsibility to stay 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.

Received and acknowledged by: Student signature Date

Printed Faculty Name Faculty signature Date
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# STAFF & STUDENT SERVICES CONTACT INFORMATION

## ADN PROGRAM STAFF
- **ADN Advisor**
  - Email: adninfo@southtexascollege.edu
  - Phone: 956-872-3132

- **ADN Faculty Secretary (McAllen)**
  - Phone: 956-872-3070

- **ADN ADVISOR ASSISTANT**
  - Email: adninfo@southtexascollege.edu
  - Phone: 956-872-3089

- **ADN Faculty Secretary (Weslaco)**
  - Phone: 956-872-3010

## NAH STUDENT SERVICES
- **Center for Learning Excellence**
  - Regina Welch, Coordinator
  - Email: rwelch@southtexascollege.edu
  - Phone: 956-872-3060

- **Counseling**
  - Elizabeth Delgado
  - Email: ed1012@southtexascollege.edu
  - Phone: 956-872-3077

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

- **Student Financial Services**
  - Phone: 956-872-3019

- **Admissions**
  - Phone: 956-872-3100
VISION, MISSION, AND PHILOSOPHY

VISION
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
The mission of the Associate Degree Nursing Program is to prepare individuals to become professional nurses who will be providers of patient-centered care, patient safety advocates, and members of the health care team and profession, meeting the needs of our growing and diverse community.

PHILOSOPHY
The South Texas College Department of Associate Degree Nursing Program believes nursing is both an art and an 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 science of nursing 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. 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 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 to 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. Spiritual domain is the belief in high power; it includes ethical standards, moral character, and values. The nurse assists to attain, maintain and/or restore optimal level of wellness permitted by their potential across the lifespan.

**Environment:** The faculty believes that environment has a profound effect on the person. 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 as evidenced by enthusiasm, continued professional growth, and respect of the learner. The facilitator needs to be creative, an expert in content area, and a critical thinker to effectively utilize all tools and teaching strategies currently available to enhance the learning environment.

Nursing Education and the Teaching-Learning Process: The Faculty designs learning experiences by implementing a variety of teaching strategies in the classroom and 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 have to offer and their personal uniqueness. 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 to provide the community with safe, caring, and efficient nurses.


**PROGRAM LEARNING OUTCOMES**

At the completion of the ADN Program, the Associate Degree Nursing graduate will be able to:

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<tr>
<th>PLO NUMBER</th>
<th>STATEMENT OF PROGRAM LEARNING OUTCOME</th>
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<tr>
<td>PLO 1</td>
<td>Perform holistic health assessment of assigned patients independently.</td>
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<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>
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<tr>
<td>PLO 3</td>
<td>Utilize clinical reasoning towards clinical judgement in providing safe and competent nursing care to assigned patients and their families in collaboration with the interdisciplinary health care team.</td>
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<tr>
<td>PLO 4</td>
<td>Develop and implement teaching plans for patients, their families, and/or the community to provide relevant health information.</td>
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<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>
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<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>
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Alignment of Course Learning Outcomes and Program Learning Outcomes

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 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.
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<th>RNSG Course</th>
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<td>RNSG 1140: Professional Nursing Skills for Articulating Students (8 weeks)</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 judgement 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 record (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>
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<td>RNSG 1144: Nursing Skills II (8 weeks)</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 record (EHR) accurately.</td>
<td>Discuss the ethical and legal implications in the performance of intermediate and advanced nursing procedures and practices.</td>
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<td>RNSG 1162: Transition Clinical (8 weeks)</td>
<td>Perform a holistic health assessment on assigned patient 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 patient.</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 patient, 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 patient in collaboration with their family and the interdisciplinary health care team.</td>
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<td>RNSG 1205: Nursing Skills I</td>
<td>Perform a holistic health assessment of a peer under direct supervision of faculty.</td>
<td>Describe the nursing process in the development of a patient-centered plan</td>
<td>Define clinical reasoning based on the associate degree-nursing program of study as a basis for clinical judgement 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>Demonstrate the use of simulated electronic healthcare record (EHR) in the documentation of basic, intermediate, and advanced nursing skills.</td>
<td>Identify the ethical and legal standards in the performance of basic nursing.</td>
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<td>Level 1 course in the Traditional Track</td>
<td>supervision of faculty in a skills lab. of care based on interpretation of assessment data.</td>
<td>study as a basis for clinical judgement in nursing practice. (DECS)</td>
<td>nursing skills in a teaching plan.</td>
<td>documentation of basic nursing skills.</td>
<td>procedures and practices.</td>
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<td>RNSG 1209: Introduction to Nursing</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, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>Explain the importance of teaching patients, families, and/or the community on relevant health information.</td>
<td>Discuss the use of technology in the health care field.</td>
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<td>RNSG 1262: Clinical I</td>
<td>Perform a holistic health assessment on assigned patient 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 patient.</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 patient, 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 patient in collaboration with their family and the interdisciplinary health care team.</td>
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<td>RNSG 1301: Pharmacology</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 the administration of drug.</td>
<td>Integrate the use of clinical reasoning in making clinical judgement in the administration of drug.</td>
<td>Develop teaching plans for patients, families, and/or the community using drug knowledge.</td>
<td>Discuss the use of technology and technological equipment in the safe drug administration.</td>
<td>Identify the ethical and legal standards in the safe administration of drugs.</td>
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<td>RNSG 1341: Common Concepts of Adult Health (8 weeks)</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 plan of care 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 in the diagnosis and management of 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>Level 2 course in the Traditional track</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 plan of care for adult patients with complex medical/surgical conditions.</td>
<td>Integrate the use of clinical reasoning in making clinical judgement 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 the diagnosis and management of 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 1343: Complex Concepts of Adult Health (8 weeks)</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 childrearing patients.</td>
<td>Integrate the use of clinical reasoning in making clinical judgement in providing nursing care for childbearing and childrearing 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>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 childrearing patients.</td>
<td>Integrate the use of clinical reasoning in making clinical judgement in providing nursing care for childbearing and childrearing 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 1412: Nursing Care of Childbearing &amp; Childrearing Family (8 weeks)</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 childrearing patients.</td>
<td>Integrate the use of clinical reasoning in making clinical judgement in providing nursing care for childbearing and childrearing 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>Level 3 course in all tracks</td>
<td>Discuss assessment data obtained from holistic health assessment of patients with common conditions.</td>
<td>Explain the nursing process as the systematic problem-solving tool in developing a patient-centered plan of care 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>Develop teaching plans with relevant health information for patients with common medical/surgical conditions.</td>
<td>Identify the technological equipment used in the diagnosis and management of care of patients with common medical/surgical conditions.</td>
<td>Differentiate the legal and ethical framework of the nursing profession from the paramedic.</td>
</tr>
<tr>
<td>RNSG 1417: Concepts of Professional Nursing Practice I for Articulating Students (8 weeks)</td>
<td>Discuss assessment data obtained from a holistic health assessment of patients with common conditions.</td>
<td>Explain the nursing process as the systematic problem-solving tool in developing a patient-centered plan of care 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>Develop teaching plans with relevant health information for patients with common medical/surgical conditions.</td>
<td>Identify the technological equipment used in the diagnosis and management of care of patients with common medical/surgical conditions.</td>
<td>Differentiate the legal and ethical framework of the nursing profession from the paramedic.</td>
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<td>RNSG Course</td>
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<tr>
<td>Level 1 course in the LVN-RN and Para-RN tracks</td>
<td>medical/surgical conditions.</td>
<td>for patients with common medical/surgical conditions.</td>
<td>List the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. (DECS, PSA)</td>
<td>common medical/surgical conditions and their families.</td>
<td>List the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. (DECS, PSA)</td>
<td>and/or vocational nursing practice.</td>
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<tr>
<td>RNSG 1513: Foundations for Nursing Practice</td>
<td>Discuss assessment data obtained from a holistic health assessment of adult patients.</td>
<td>Explain the nursing process as the systematic problem-solving tool in developing a patient-centered plan of care for adult patients.</td>
<td>Discuss clinical reasoning skills in providing care for adult patients.</td>
<td>List the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. (DECS)</td>
<td>Identify the technological equipment used in the diagnosis and management of care for adult patients.</td>
<td>Identify evidence-based nursing care within the legal and ethical framework of the nursing profession.</td>
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<tr>
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<td>utilizing</td>
<td>implementing</td>
<td>utilizing</td>
<td>providing</td>
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<td>RNSG 2161: Clinical-Medical/Surgical (8 weeks)</td>
<td>holistic health assessment of assigned patients with close supervision of faculty.</td>
<td>assessment information to formulate a patient-centered plan of care for the patient with common medical/surgical conditions in</td>
<td>clinical reasoning skills in providing care for adult patients with common medical/surgical conditions,</td>
<td>teaching plans with relevant health information for patients with common medical/surgical conditions, their families.</td>
<td>technological equipment in the diagnosis and management of care for adult patients with common medical/surgical conditions, their families.</td>
<td>evidence-based nursing care within the legal and ethical framework of the nursing profession, under close supervision, to</td>
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<td>Aligning to PLO #6</td>
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<td></td>
<td>conditions in collaboration with their families and the</td>
<td>collaboration with their families and the interdisciplinary</td>
<td>families, and/or the community.</td>
<td>medical/surgical conditions.</td>
<td>patients with medical/surgical conditions in collaboration</td>
<td>medical/surgical conditions in collaboration with their</td>
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<td>interdisciplinary health care team.</td>
<td>interdisciplinary health care team.</td>
<td>families, and/or the community.</td>
<td>medical/surgical conditions.</td>
<td>families and the interdisciplinary health care team.</td>
<td>families and the interdisciplinary health care team.</td>
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<td>RNSG 2162: Clinical-Mental</td>
<td>Perform a holistic health assessment of assigned patients</td>
<td>Utilize assessment information to formulate a patient-</td>
<td>Utilize clinical reasoning skills in providing care for</td>
<td>Implement teaching plans with relevant health information</td>
<td>Document the care rendered to assigned patient under close</td>
<td>Provide evidence-based nursing care within the legal and</td>
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<td>Health (8 weeks)</td>
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<td>centered plan of care for the patient with mental health</td>
<td>patients with mental health conditions in collaboration</td>
<td>for patients with mental health conditions.</td>
<td>supervision by the faculty, in the simulated electronic</td>
<td>ethical framework of the nursing profession, under close</td>
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<td></td>
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<td>conditions and their families.</td>
<td>with their families and the interdisciplinary health care</td>
<td></td>
<td>health care record accurately.</td>
<td>supervision by the faculty, to patients with mental</td>
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<td>(DECS,PPCC)</td>
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<td>health conditions in collaboration with their families</td>
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<td>and the interdisciplinary health care team.</td>
</tr>
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<td>RNSG 2163: Clinical IV (12</td>
<td>Perform holistic health assessment of assigned patients</td>
<td>Develop and implement a patient-centered plan of care based</td>
<td>Utilize clinical reasoning towards clinical judgement in</td>
<td>Implement teaching plans for patients, their families, and/or</td>
<td>Use technology in the management of information to</td>
<td>Demonstrate responsibility and accountability for</td>
</tr>
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<td>weeks)</td>
<td>independently.</td>
<td>on the nursing process, in collaboration with patients, their</td>
<td>providing safe and competent nursing care to assigned</td>
<td>the community to provide relevant health information.</td>
<td>support decision-making and prevention of errors, in</td>
<td>evidence-based nursing care provided to patients and</td>
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<td>families, and the interdisciplinary health care team.</td>
<td>patients and their families in collaboration with the</td>
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<td>collaboration with patients, their families, and the</td>
<td>their families within the ethical and legal framework of</td>
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<td>interdisciplinary health care team.</td>
<td></td>
<td>interdisciplinary health care team.</td>
<td>the nursing profession.</td>
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<td>RNSG 2213: Mental Health</td>
<td>Discuss the importance of a holistic health</td>
<td>Explain how assessment information help</td>
<td>Discuss the importance of utilizing clinical</td>
<td>Develop teaching plans with relevant health information</td>
<td>Identify the technological equipment used in</td>
<td>Identify evidence-based nursing care within the legal and</td>
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<tr>
<td>Level 2 course in the Traditional track</td>
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<td>Aligning to PLO #3</td>
<td>Aligning to PLO #4</td>
<td>Aligning to PLO #5</td>
<td>Aligning to PLO #6</td>
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<tr>
<td>RNSG 2221: Prof. Nursing: Leadership &amp; Management (12 weeks)</td>
<td>assessment of patients with mental health conditions.</td>
<td>formulate a patient-centered plan of care for the patient with mental health conditions and their families. (DECS)</td>
<td>reasoning skills in providing care for patients with mental health conditions.</td>
<td>for patients with mental health conditions.</td>
<td>the diagnosis and management of care of patients with mental health conditions.</td>
<td>ethical framework of the nursing profession to patients with mental health conditions.</td>
</tr>
<tr>
<td>Level 4 course in all tracks</td>
<td>Discuss priority of nursing care based on 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) Utilize clinical judgement skills in the delegation of safe and competent nursing care.</td>
<td>Prioritize 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 prevention of errors, in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Examine 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 2260: Clinical Pediatrics/Maternal/Infant (8 weeks)</td>
<td>Perform holistic health assessment of assigned childbearing and childrearing patients under minimal supervision of the faculty.</td>
<td>Utilize information obtained from holistic assessment of childbearing and childrearing patients based on the nursing process to formulate a patient-centered plan of care. (DECS, PPCC)</td>
<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>Implement a teaching plan with relevant health information to assigned childbearing, childrearing patients, and their families.</td>
<td>Document the care rendered to assigned patients in the simulated electronic health care record accurately.</td>
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<tr>
<td>Level 3 course in all tracks</td>
<td>Explain the impact of holistic health assessment on the plan of care for multiple patients and Synthesize information obtained from holistic health assessment of patients with</td>
<td>Discuss how clinical reasoning can lead to clinical judgement while providing safe and competent</td>
<td>Develop teaching plans with relevant health information to advanced</td>
<td>Examine the use of technology in the management of information to support decision-making</td>
<td>Prioritize the roles of the professional nurse in the provision of evidenced-based nursing care for adult</td>
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<tr>
<td>Level 4 course in all tracks</td>
<td>their families with advanced medical/surgical conditions.</td>
<td>multiple patients utilizing nursing process in developing a patient-centered plan of care for patients with advanced medical/surgical conditions.</td>
<td>nursing care to patients with advanced medical/surgical conditions.</td>
<td>medical/surgical conditions.</td>
<td>making and prevention of errors, in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>patients with advanced medical/surgical conditions.</td>
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<tr>
<td>RNSG 2363: Clinical V (4weeks) Preceptorship Course in all tracks</td>
<td>Perform holistic health assessment of assigned patients independently.</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>
<td>Utilize clinical reasoning towards clinical judgement 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 with relevant health information to patients and their families.</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>
<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>
</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.

Procedure for Pre-Accepted Students
Students pre-accepted into the ADN Program including the “alternate students” will be granted three (3) attempts on Dosage and Calculation Math Exam to achieve a 100% proficiency in one (1) of the three exam attempts. Once the student achieves a 100% proficiency on the first attempt, he/she is not required to take the remaining exams. Refer to Student Step-by-Step guide for further information https://nah.southtexascollege.edu/adn/index.html.

Mandatory Orientation and Boot Camps of the Associate Degree Nursing Program
The Associate Degree Nursing Program (ADN Program) sets in place mandatory orientation for students to attain 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. It is imperative the student attend the mandatory orientation. Any student not able to attend will sign a Waiver and complete an alternative assignment due the first day of class.

Boot Camps are set by the program 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: https://nah.southtexascollege.edu/adn/index.html.

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 is valid for 2 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 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
ADN PROGRAM STANDARDS

Level Boot Camps
Boot Camps are essential for Student Success. Boot Camps are designed to inform the students of necessary level expectations and student success strategies. It is mandatory for the student to attend. If the student cannot attend the scheduled level boot camp, student will be given an alternative assignment and will be required to sign the Waiver for not attending. The alternative assignment will be emailed to the student to include, but not limited to, CLE services, Remediating Strategies, Test Taking Skills, Professional Behavior, Time Management, Critical Thinking in Nursing, Clinical/Preceptorship Expectations, etc. and due the first day of class.

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.

A student in an on campus course missing a cumulative of 10 percent (10%) of the class meetings may be dropped by the faculty member in accordance 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. For more information, visit the Nursing & Allied Health Division Student Handbook and the South Texas College Student Handbook & Student Code of Conduct.

Calculations of 10% absence per course

<table>
<thead>
<tr>
<th>Course</th>
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<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.

Examination Absence: Students must take examinations at their scheduled time and date. The
student must contact the instructor two (2) hours before the scheduled exam time via Blackboard. For an excused absence, make-up examination must be taken on the next class day or at a time designated by the instructor. The student must complete the exam before he/she is allowed to return to the classroom. The format of the examination may differ from the original exam, i.e. an essay exam instead of multiple choice. The same Test Blue Print will be utilized. No make-up examinations will be administered for an unexcused absence.

**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 is to make contact with the instructor within 2 hours prior to 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. 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. 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 student’s personal 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 pertaining to their religious faith. The program will provide reasonable accommodations for students to attend class/clinical due to religious reasons. Students will be required to provide verifiable documentation to the program prior to missing a class/clinical.

**Course Syllabus**
The Course Syllabus is the student’s guide for the course. Faculty will be responsible to inform location of the syllabus or give a copy of such on the first class day. The purpose of the syllabus is to effectively clarify the student understanding of the course content and requirements. The syllabus will include, but not limited to, name of instructor, contact information, and 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.

**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:

1. 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.
2. Proper identification as stated in the STC Dress Code is required before reading charts/records.
3. Under no circumstances are students to photo copy, take pictures, and/or tape record any part of the client’s record. The clients will not be identified by name on any written paperwork of the student.
4. Failure to honor these basic ethical client rights may result in the immediate dismissal of students from the Program.

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.

**Individual Learning Achievement Plan for Success (ILAP)**

The ADN Program aspires to give all students tools and resources to help them achieve success in their courses, which will translate into Program completion. The faculty of the Associate Degree Nursing Program are 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 student to establish a plan of success for students who are 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, grade below 80% on unit exams, end-of-course HESI exams with scores below 900, class absences, and behaviors in 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. The student is to bring the ILAP Phase 1 form and the completed Student Test Analysis Tool 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. It is the student’s responsibility 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 HESI exams and is to be followed by all students. Students will review their individual HESI report focusing on the “Nursing Concepts” categories and identify those with scores below 900. The student is responsible for applying the learning strategies outlined in the ILAP Phase 2 form on the identified categories. Students will compile handwritten concept maps, notes, quizzes, and case studies to make a HESI portfolio. This portfolio will be submitted through Blackboard at the beginning of the following semester. Failure to submit the HESI portfolio will result in a delay in releasing the student’s grade in the first unit exam.

**Alternative Learning Experiences**

The ADN Program faculty may utilize a variety of alternate learning experiences to meet course 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 group collaborative activity that should foster leadership and teamwork. 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 found not participating and/or 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/or 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. He/she who was 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 members of the group 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.

**Online Discussion:** This is a reflective student activity that enhances active participation in the class and thereby promotes active method of learning. Students are expected to achieve greater cognitive, critical thinking skills, and exploratory learning. Online discussions will require students to create a thread in response to the discussion questions and may give 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 be available to present and respond to questions of the audience. The course faculty will design grading rubric.

**Online Comprehensive Simulated Adaptive Tests:** This online platform will engage and prepare students to develop comprehensive knowledge and skills utilizing simulated, comprehensive adaptive testing 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. 

\[
\text{Test Grade} = \left( \frac{\text{Mastery Level Achieved}}{\text{Mastery Level Set by Faculty}} \times 100 \right)
\]

**Blackboard:** All course and school-related information will be communicated through STC’s Blackboard system. It is the responsibility of the student to check their Blackboard on a regular basis, before, during, and after school to keep abreast with all current information.

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**Guidelines for Written Work**

All ADN students should take pride in their work and in 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. Papers that may be handwritten as approved by the faculty, must be legible. The faculty reserves the right to return papers with an abundance of noticeable corrections including spelling and grammar. For tutorial, log in to [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx).
Faculty and Student Communication

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

Once the semester begins, faculty will use Blackboard system as form of communication with students. Students are to email instructor through Blackboard. The instructor will have 24-48 hours to respond to student’s Blackboard message.

Channels of Communication

The channels of communication is the line of authority and responsibility in an organization, which oversees the implementation of policies, guidelines, and procedures. Following the channels of communication 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 the channels of communication may result in progressive disciplinary action up to and including termination.

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

Professional Appearance

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

a. Standard scrub uniform top and pants in designated color (ceil blue)
b. White lab coat with collar will be worn over ceil blue scrubs for clinical prep and for clinical according to infection control standards.
c. Standard white nursing shoes with closed toe and heels, or all white (non-canvas) tennis shoes with conservative logo (no colored stripes)
d. Student should wear appropriate undergarments.
e. Proper name badge(s) on left side of the uniform at all times (class and clinical).
f. School patch on left sleeve of uniform and/or left side chest of lab coat.
g. White socks and/or white hose must cover the ankle entirely; no no-show socks allowed.
h. If a skirt will be worn, skirt’s length should be right below the knees
i. The following are not to be worn in the classroom or in 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 special care areas, such as; Labor and Delivery, Operating Room, Recovery Room, Behavioral Health and/or other designated areas. Other attire may be required and/or worn; students will be notified by clinical instructor when it is required.
— **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/culture reasons. Students must be clean-shaven; this includes moustaches, sideburns, goatees, and beards. If facial hair is maintained for religious, cultural, or medical reasons, 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:
  - Wrist watch 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.** Should be covered at all times.

— **Communication.** Gum chewing not only looks unprofessional, but also interferes with clear communication and can be extremely 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 are 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.

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.

**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 setting, 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.

**Nursing Skills Lab/Simulation/Computer Lab**

The nursing **skills laboratory** is designed to enhance students’ learning. The laboratory will be used at specific times for the demonstration and practice and competency testing of skills necessary for client care. Students are expected to demonstrate correct procedure in the skills lab setting before they will be
allowed to perform a 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.

The simulation laboratory houses 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 the promotion of critical thinking and clinical reasoning, it is incorporated in every
clinical course. Dress code, attendance, and grading in the clinical courses apply to simulation.

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 provides the students with Computer Open Labs, over five (5) STC
campuses, and are able to log on anywhere there is internet access.

Simulation Laboratory

Students attend Simulation Laboratory as scheduled in the Course Calendar. Case scenarios will take the
place of a patient assignment. Nursing care will be rendered to the various types of manikin. Virtual
simulation scenarios may be utilized. All the policies, procedures, and requirements in clinical including
but not limited to uniform, attendance, professional behavior, and grading criteria will be enforced in Simulation Laboratory.

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency of Sim</th>
<th>Grade equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Level 1</td>
<td>2 per semester</td>
<td>2 clinical days per semester*</td>
</tr>
<tr>
<td>Traditional Level 2</td>
<td>1 per week</td>
<td>Average of all grades=1 clinical day per semester*</td>
</tr>
<tr>
<td>Transition Level 2</td>
<td>1 per semester</td>
<td>1 clinical day per semester</td>
</tr>
<tr>
<td>Traditional Level 3</td>
<td>1 per week</td>
<td>1 clinical day per week*</td>
</tr>
<tr>
<td>Transition Level 3</td>
<td>1 per week</td>
<td>1 clinical day per week*</td>
</tr>
<tr>
<td>All Level 4</td>
<td>1 per semester</td>
<td>1 clinical day per semester</td>
</tr>
<tr>
<td>Clinical V – Capstone</td>
<td>as specified in the course syllabus</td>
<td></td>
</tr>
</tbody>
</table>

*Based on the required clinical contact hours per level.

The clinical performance grade is based on clinical assignments, student self-evaluation, clinical
performance evaluation tools, clinical documentation, and concept mapping. The final course grade is
calculated by averaging the scores of hospital clinical, simulation, orientation and community outreach
divided by the number of clinical days for the entire semester.

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 extra-curricular 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.
Readmission Criteria to Next Level
Student must successfully complete the requirements of each Level course with a minimum grade of “C” in order to progress to the next Level.

Course Grade Appeals
Refer to South Texas College Website for Procedure and Forms.

Graduation Requirements
Refer to South Texas College Graduation Requirements.

Pinning Ceremony
The ADN Program holds a Pinning Ceremony after the Fall and Spring semesters. The Pinning Ceremony is a tradition in the nursing profession as a rite of passage from being a student nurse to a professional nurse. A pinning fee is assessed through the students’ tuition on their last semester in the program. The Pinning Ceremony is usually held before graduation and before the last day of submission of grades. Students are highly encouraged to attend the Pinning Ceremony; however, participation does not ensure that the student has passed all nursing courses.

Texas Board of Nursing Affidavit of Graduation
After successful completion of all the academic requirements of the Associate of Applied Science Associate Degree Nursing, the student must submit the following requirements in order 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 or 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.

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 procedure must be observed:

1. In an effort to resolve misunderstandings, complaints or grievances, students must first make every 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 next 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.
Complaints and Grievances

Refer to NAH Handbook.
STUDENT CODE OF CONDUCT

All ADN Program students are to comply with the South Texas College Student Handbook and Student Code of Conduct, which can be found at https://www.southtexascollege.edu/index.html. Any violations will result in disciplinary action. Disciplinary action may include, but not limited to, dismissal from the ADN Program, ineligibility in any NAH programs, and/or additional sanctions from the Office of Student Rights and Responsibilities.

Professional Behavior

Students in the ADN Program are expected to conduct themselves in a professional manner 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 the society. These responsibilities are delineated in the Code for Nurses, American Nurses' Association. The statements of the Code and their interpretation provide guidance for nurses' behavior in relation to carrying out nursing responsibilities within the framework of ethical decision making. Students are obligated to function at all times within the framework of the Code for Nurses. American Nurses' Association Code of Ethics can be found on https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/

Unprofessional Behaviors

Unprofessional behaviors may include, but 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
- Inappropriate 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 at any time that the student exhibits unsafe clinical performance. Unsafe clinical performance is defined as the inability to safely meet the needs of the patient. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course.

Unsafe behavior may consist of a behavior, or pattern of behaviors that include, but are not limited to:
- Failure to document and/or communicate vital client information and changes in client’s condition
- 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.

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
- Repeatedly 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 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 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.

“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 that is 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 each maintain 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. Payment for insurance is made at the time of student registration of clinical courses.
Emergency Health Care
Nursing & Allied Health students are responsible for their own 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.
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 his or her presence does not pose a threat or danger to that individual, others in the College, or to 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.
GRADING SYSTEM

Grade Scale
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>

Basis for Determination of Final Grade
Student 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.

Evaluation Method for Didactic Courses
A letter grade of “C” is the minimal requirement to progress in the nursing curriculum. The theory, skills and clinical companion course and co-requisite courses must be passed before students may progress to courses in the next level. All course requirements are graded numerically. The final course grade will be converted to a letter grade according to the Program Grade Scale. Course grades will be based on, but not limited to: unit exams, final exam, quizzes, assignments, and standardized custom or specialty end-of-course exams.

Grading Criteria for RNSG1209 Introduction to Nursing is as follows:

- Unit Exams = 30% of the student’s final grade
- Presentation = 20% of the Student’s final grade
- Quizzes/Assignments = 25% 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/HESI = 70% of the student’s final grade
- Final Exam = 25% of the Student’s final grade
- Quizzes/Assignments/Projects = 5% of the Student’s final grade

Total = 100%

Grading Criteria for RNSG 2221 Professional Nursing: Leadership and Management, due to the incorporation of HESI Exit Exams, is as follows:

- Unit/Section Exams = 20% of the student’s final grade
- Final Exam = 20% of the student’s final grade
- NCLEX Preparation/HESI Exit Exams = 50% of the student’s final grade
- Group Activity/Discussion Forum = 5% of the student’s final grade
- Quizzes/Assignments = 5% 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 (based on the feedback from the preceptor) = 10%
- Preceptorship Reflection Evaluation (reflection journaling: 2 grading periods) = 15%
- Clinical Simulation (Group Grade Simulation Laboratory) = 30%
- Examinations (Proctored Comprehensive Simulated/Adaptive Tests) = 20%
- End-of-Course Comprehensive Examination = 25%

Total = 100%

Evaluation Method for Skills Classes

Nursing Skills are taught in Level 1 and in Level 2. Videos are utilized and demonstration by the faculty is done. Students are allowed to practice before competency testing. A Competency Performance Evaluation (CPE) form is used as the grading rubric for each specific skill that is being tested.

Grading criteria and method of evaluation for Nursing Skills RNSG1205, RNSG1144 and RNSG1140 is as follows:

<table>
<thead>
<tr>
<th>Psychomotor/Skills Competencies*</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>04% Hand washing</td>
<td></td>
</tr>
<tr>
<td>06% Vital Signs</td>
<td></td>
</tr>
<tr>
<td>10% Physical Assessment</td>
<td></td>
</tr>
<tr>
<td>15% Oral Medication Administration</td>
<td></td>
</tr>
<tr>
<td>15% Parenteral Medication Administration</td>
<td></td>
</tr>
<tr>
<td>05% Wound Care</td>
<td></td>
</tr>
<tr>
<td>05% Suctioning</td>
<td></td>
</tr>
<tr>
<td>05% NGT</td>
<td></td>
</tr>
<tr>
<td>05% Urinary Catheterization</td>
<td></td>
</tr>
<tr>
<td>Quizzes, Homework, Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Skills Final EXAM</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- Passed the first time = 100%
- Passed the second time = 85%
- Passed the third time = 78%

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, a conference with the student will be done by the course faculty. If the student fails to meet the required skill competency in the second attempt, a conference with the student will be done by the course faculty 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 he/she will automatically get a zero grade for that skill.

Skills competency for the students are documented in a Procedure Checklist, which is applicable for the entire duration of the Associate Degree Nursing (ADN) Program. It is the student’s responsibility to obtain the course faculty’s signature after every skills competency test and/or 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 book, the student maybe asked by that course faculty to demonstrate the skill(s) again.

**Evaluation Method for Clinical**

A. Clinical Experience  
Clinical experiences involve holistic analysis of the health status of clients in a variety of settings. Students are allowed to function safely as a novice within the organization 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 not limited to, hospital, simulation, and community outreach.

B. Method of Evaluation  
The weekly clinical performance grade is determined by dividing the sum of all points earned from individual clinical performance criteria by the total number of possible points a student could have earned during the week. If the faculty determines that a student has not had the opportunity to earn points for a given criteria, the item will be omitted. Other than the students’ clinical performance, the weekly grade reflects the written nursing care map, medication sheet, diagnostic sheet assessment form, references, and any other work assigned to the student.

C. Physical Assessment Evaluation  
The student is required to perform a holistic health assessment in every clinical course. The Holistic Health Assessment Rubric will be used to evaluate the skill. The student must meet at least 10 out of the 12 elements in order to pass the evaluation. There will be three (3) attempts for this skills evaluation. If a student fails on first attempt, he/she must complete skills remediation with the faculty before taking the 2nd attempt. If the student needs to complete a 3rd attempt, he/she 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.

D. Patient/Community Teaching Project  
A community teaching project is required of students in clinical courses. It is aimed to develop students’ skills in developing and implementing teaching plans for patients, their families, and/or the community. A Grading Rubric will be utilized in students’ patient and/or community teaching project.
TESTING PROCEDURES AND GRADING

Formative evaluations of students’ performance in the nursing courses are achieved through quizzes and unit tests that will be 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 the HESI examination, as scheduled by the course faculty.

Examinations are administered to measure and gauge students’ mastery, proficiency and competence on the subject matter, topics and concepts based on the course and Program learning outcomes. It is an essential element in determining students’ level of competence and skills gained in the course. Course Examinations include but are not limited to Unit Exams, HESI diagnostic, HESI Customized, HESI Exit Exams, Online Comprehensive Simulated Adaptive Tests, and Final Examinations and constitute a major part of the student’s grade.

Testing Guidelines

1. 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. All cellphones and electronic devices must be turned off and placed on the course faculty’s desk before the start of the exam.
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 student is late to a quiz, he or she will not be allowed to take the quiz. Missed quizzes cannot be made up.
5. If student is late to an exam, he or she will not be allotted extra time to complete the exam. Student can proceed with the exam with the remaining time allowed.
6. Student 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 administration of the exam.
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 progress of the class on lecture days, and will follow the same order of the topics based 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. Exam booklets, scratch papers, and/or any exam materials must be returned to the course faculty before leaving the examination room. Taking pictures of the exam and exam materials is not allowed. If the exam booklets/materials are taken out of the classroom and/or pictures of which are taken, 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. If the computer or online issue is not resolved within 30 minutes and multiple students are affected, 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 to 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 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. 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 conducted within a 16-week semester, exam scores/grade 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-mester on or after 5:00 PM. For Level 1 and Level 4 courses, final exam and course grade will be released as scheduled in the STC Academic Calendar.

16. Failure to abide by the Testing Guidelines will result to but not limited to a grade of zero on the exam, immediate failure in the course or dismissal from the program.

### Alternate format question distribution per Examination

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Alternate Format</th>
<th>Unit Test Number of Questions</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 a distribution of content format before every exam. The Item Distribution Form is based on the current NCLEX Blueprint.

### Review of Examinations Guidelines

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 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 device must be on the course faculty’s desk before the start of the review. Audio, video recording, and/or transcribing is not allowed during the duration of the exam review. If audio, video recording, and/or transcribing of 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 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 give rationale for the correct answer. If the student does not understand the course faculty’s rationale for the correct answer, he/she 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 day of the exam review. No challenge and review of the questions/exam will be accepted thereafter and the exam grade becomes final.

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

7. Faculty will have 48 business hours to respond to the Student Exam Item Challenge Form.
8. If the course faculty finds merit and sufficient acceptable current course textbook evidence on the exam item being challenged, the course faculty may give credit to the challenged exam item for the student(s) who challenged and to all students who gave the exact same response. Students who already have the correct answer will not receive additional points.

9. If the question and/or issue 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 section of the **Student Exam Item Challenge Form, Rationale and Reference(s)** must be typed; include the Student’s name, A#, STC email; attach to this form; and must be submitted to the course faculty the same day as the request for appeal 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 7 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 to the class. Only students who failed the course may set-up and 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 (HESI)</th>
<th>Final Examination</th>
<th>HESI Exit Exams</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>

**HESI End-of-Course Exam**

The Evolve (HESI) Exam is a customized (RNSG 1513, RNSG 1341, RNSG 1343, RNSG 1417, RNSG1301), or specialty/standardized (RNSG 1412, RNSG 2213, RNSG 2331) exam administered at a specified date before the final exam and must be completed by the student enrolled in the course. The end-of-course standardized/specialty HESI Exam has 55 items: 50 of which are graded and 5 are pilot questions and has to be administered over 1 hour and 30 minutes. The HESI Exit Exams administered in RNSG 2221 has 165 questions and are administered over 3 hours.

In RNSG 2363-Clinical V Capstone, one (1) End of Course Comprehensive exam will constitute 25% of the grade. This is a summative evaluation to assess student’s competence in clinical reasoning and nursing judgment in the delivery of safe and quality standard care. The computerized exam will have 160 NCLEX-RN style questions to be completed in three (3 hours).

To be prepared and be successful in taking course exams and tests, students are encouraged to maximize utilization of multiple and optional resources from the library, CLE, and other reference materials to augment and strengthen knowledge base, understanding, learning of concepts, development of and harnessing critical thinking skills and test taking strategies.
**Excused Absence for Exam**

For excused absence, make-up exam must be taken on the next class day or at a time designated by the course faculty and must be completed before the student can return to the classroom. The same test blue print may be utilized for the exam. Students will have 2 options for the special exam. The student has to submit a signed letter indicating the option he/she chooses 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 coverage of the test).

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

Student must follow the [Attendance](#) Procedure to be eligible for a make-up exam.
PROGRAM COMMITTEES

Organization and Composition of the Program Committees
The Committees are organized at the start of every academic year. All faculty members choose the committee they wish to serve and participate. The committee members elect a Committee Chair and a Secretary. 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.

Informatics Committee

Roles and Responsibilities
I. Educate, Train, And Provide Support To System Users
   a. Facilitates orientation and training of system users on use of information technology and management systems.
   b. Provides support in troubleshooting issues encountered by system users related to 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 recommendation in selection of information systems.
III. Project Management
   a. Develops implementation timelines for adoption of new systems.
   b. Develops schedule 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 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/or 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.

Readmission Committee

Roles and Responsibilities
I. Readmission
   a. Reviews letters of intent, letters of petition, and remediation portfolios of students seeking re-admission to the Program.
   b. Reviews and accepts students’ application for readmission to the Program for Math incompletes, Title IX, course failures, personal, and medical leaves.
II. Policy And Procedure Writing
   a. Assists in developing procedures related to readmission of students in the Program.
**Curriculum Committee**

The Associate Degree Nursing program maintains a Curriculum Committee to initiate and recommend necessary changes in the program’s curriculum assuring 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 the degree, Associate Degree Nursing. Necessary changes, improvements, 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) fulltime faculty members who has volunteered to be part of the Committee.

b. 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 tract and Paramedic to RN tract.

II. Term of Membership

a. Faculty serving on the committee will serve 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, organizes, 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 he/she represents;

   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 he/she represents;

   iii. Present issues, concerns during the Committee meetings;

   iv. Disseminate the results of reports, decision, and resolutions to the students of the Level he/she represents.

**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 who are 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 responsibilities of the student representative include attendance to 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 as approved by nursing program leadership.
   a. Mentors, advises, and provides 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 ceremony, 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 classroom, skills-lab, simulation, and clinical settings. Formative and Summative approaches will be utilized for both theory and clinical courses. Various evaluation approaches will be employed 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 course faculty’s assistance as needed in a direct and timely manner.

   The committee is tasked to review and evaluate, monitor and 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. Check and peer review tests and evaluations
   2. Review and evaluate item analysis of tests
   3. Monitor changes and update on exams
   4. Monitor the implementation of a minimum of 10% change in the test items of every unit tests 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 who volunteer to be part of 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 serve for the entire Academic Year.

III. Responsibilities

   a. Chair of the Evaluation and Testing Committee
      i. Presides committee meetings
      ii. Schedules, organizes, 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 he/she represents
   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 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 serve for the duration of 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 Level 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 decision 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 he/she represents
      vi. Elect the Chair of the Math Dosage and Calculation Ad Hoc Committee
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 from an assignment sheet posted in a predetermined area of the client care unit at the agency. Level 4 Students: Assigned Team Leaders may obtain client assignments for their team members during pre-clinical hours. Assignments will be given to team members observing confidentiality and HIPAA guidelines.
3. Students should be in complete uniform during pre-clinical.
4. Students will be expected to perform procedures using principles learned within the specific agency’s procedure. 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 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 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 and contributing to the continuity of care, and maintenance of patient’s 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 being 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. Student 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 is or 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 off 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 insure 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 exactly, the Professional Appearance Standard as indicated in the student handbook and must submit the required Professional Appearance Standard Checklist at the start of each clinical day.
• Demonstrate full understanding of confidentiality by not participating anywhere in inappropriate conversations, inappropriate sharing of information, or obtaining information in any form which 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 has been outlined by the student’s immediate clinical supervisor.

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 with regard to 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 hand washing, and linen care.

Clinical Requirements
Once a prospective student is admitted into the ADN Program, they will be required to fulfill additional immunizations and clinical requirements. See NAH Handbook for more information on clinical
requirements. Disciplinary action for any student who is 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. 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 result in failure from 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. Student must inform the Clinical Faculty via BlackBoard at least two hours before the scheduled start of the clinical for an anticipated absence. During capstone, assigned preceptor must be notified at least one hour before the start of 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, which put the students, faculty, classmates, and clients at risk. Excessive unexcused absences put the students at risk for not meeting course/Program outcomes.

**Clinical Communication**

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

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, permits 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. 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 student and the faculty. Specific information regarding each clinical and its guidelines will be provided in the course syllabus.

**Clinical Warning**

Students must satisfactorily complete all required learning objectives/outcomes through clinical performance. The clinical faculty will document in writing the reasons for an 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 safely meet the needs of the patient. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course.

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

1. Failure to carry out the course requirements, including nursing care plans/concept maps;
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 of the above mentioned activities. The course faculty has the right and responsibility to dismiss students from the clinical area at any time that 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 prior to attending a clinical course, along with other requirements. Failure to provide this documentation will be the basis for not being able to attend 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 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 form

**Healthcare Associated Infection Guidelines**

The Center for Disease Control in Atlanta has developed Healthcare Associated Infection (HAI) Guidelines as recommendations to all health care workers for preventing transmission of blood borne diseases in the health care setting. Blood and certain body fluids of ALL patients 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. The implementation
of 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

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 mask and protective eyewear during any procedure that is likely to generate drops of sprays to prevent exposure of mucous membranes of 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 IV's 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 completion of incident reports.

Functional Abilities Standard

Refer to NAH Student Handbook for the Form.

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

These are applicable in classroom, laboratories, and clinical/practicum settings. The STC NAH Program uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations that are made available by 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 at all times 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 set forth in course syllabus. This is to include but 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 not limited to, conference summary up to dismissal from the program commensurate to the infraction.

1. It is the instructor’s responsibility to look for the placement of the student to complete the preceptorship experience. Student will be given the opportunity 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 is available qualified preceptors. A student’s request of preceptor, facility, unit, and shift 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. Student 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 request on time to any available facility or unit.

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

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

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

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

6. The student must notify the course instructor immediately in the event the primary preceptor is unavailable and a secondary preceptor is assigned. The student must submit the required completed documents (i.e. preceptor’s application form) for the secondary preceptor to the instructor before the end of the shift. The secondary preceptor is an alternate preceptor only and therefore hours cannot exceed 50% of the total clinical preceptorship hours (80 hospital clinical hours)

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

8. The instructor will conduct unannounced site visits for purposes of, but not limited to monitor 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 is required to clock in prior to the assigned shift and must clock out at the end of the shift utilizing the Preceptor’s Hours Log. The student is also required to notify the assigned
instructor of the arrival and departure time from clinical site via text message or similar messaging apps. Time sheet 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/or the patient. This includes but not limited to patient safety, unprofessionalism, nursing practice standards infractions.

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

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

13. NCLEX review session (HURST review) hours will not count as part of the required 160 preceptorship hours.

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

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

16. To ensure patient and student safety, no more than four (4) consecutive 12 hour shifts will be allowed. Failure to comply will forfeit all the hours obtained in excess of the four (4) consecutive twelve (12) hour shifts and will result in disciplinary action.

17. The required 160 hours must be completed within the allotted period. The student who fails to complete the required clinical hours will obtain a failing grade in the course.
DISCIPLINARY ACTION PROCESS

Refer to NAH Student Handbook.
READMISSION PROCEDURE

The following is the ADN Program’s readmission procedure:

- **Student Withdrawal** from any RNSG course with a failing grade or have failed one course
- **Student Withdrawal** from any RNSG course for documented medical/extenuating reasons
- **Incomplete Grades** from any RNSG course for documented medical/extenuating reasons

**Student Withdrawal: Failing Grade**

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

Prior to withdrawal, student must notify the course faculty for reason of withdrawal and must have the *Schedule Change Form* signed. Student must sit out one semester in the process of complying with the Readmission Process; however, student is encouraged to apply within one year to ensure continuity in their program of learning. Student is eligible to apply for readmission once throughout the ADN Program. Student failing one course within the semester can proceed to Phase 1. 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 reapply, he/she must meet all eligibility requirements and if admitted, must 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. Student must make an appointment to meet with Program Chair or designee through the Faculty Secretary to discuss the readmission procedure.
2. Student will sign Readmission Process Form during the meeting with Program Chair or designee.
3. 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 set deadline:
   a. Student’s signed *Letter of Intent* to inform the Committee of their intent to return to the program (letter must include reason(s) of withdrawal or failure 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)
   c. Student’s *signed* Letter of Petition

**Note:** The student who does not comply with the Committee procedures is not eligible for readmission.

**Program Chair or Designee Responsibilities:**

1. Program Chair or designee will meet with student, at least 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 assignment (i.e. essay)
iv. Letter of Petition

2. 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 to apply will be given an Outcome Letter.
3. Program Chair or designee will submit Letter of Intent and Readmission Process Form to the Committee Chair.

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. Committee will grade Remediation Portfolio using the rubric.
      ii. Remediation portfolios with grades below 80% will be returned to the student with feedback on how the portfolio can be improved. 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. Student’s submitted and signed Letter of Petition
   d. Committee will give preference to students who completed the course
   e. Student’s academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
   f. Input from current and past course faculty regarding the student’s performance.
   g. 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)
   h. Student’s resolution of mental, emotional, and physical issues influencing program success
   i. Resolution of outside extenuating circumstances, if applicable

Note: Student 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 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 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. Student must pick up the Remediation Portfolio and the Contractual Agreement from the department.
   a. At the time of pick up, student must submit the signed Contractual Agreement.
2. Student must contact and schedule a meeting with their assigned faculty advisor within one week of reentry (failure to comply can result in administrative dismissal).
3. Student must follow current course syllabus/program procedures.
4. Student must follow any recommendations given by the Readmission Committee as stated on the Contractual Agreement.
5. Student must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
6. If student has been out of the program for more than 1 year, 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. Student may petition for readmission to the NAH Readmissions Committee.
   a. Student must setup a meeting with the NAH Division Dean to discuss the NAH Readmissions Committee procedures, no later than 10 business days upon issuance of the Outcome Letter from the ADN Readmission Committee.

   Note: Refer to the NAH Student Handbook: Program Readmission Section.
2. The process ends here.

Faculty Advisor Responsibilities:

1. Faculty Advisor will be responsible to meet with the student within one week of reentry to the program.
2. Faculty Advisor and student will schedule regular meeting times for the remainder of the semester to ensure student success and to monitor student’s plan of action as deemed necessary.
3. Faculty Advisor and 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. Student must notify the course faculty of the intent to withdraw and the reason for withdrawal. Faculty must sign the Schedule Change Form.
2. Student must meet with the Program Chair to present documentation signed and dated by a healthcare provider who must be licensed in the USA.
3. Student must progress to Phase 1 to remediate for the current course and submit a Remediation Portfolio to continue retention of nursing content.
4. Student must present medical clearance without restrictions by a US licensed healthcare provider before student can be readmitted to the ADN Program.
5. Student must comply and submit proof of current clinical requirements (immunizations, insurance, CPR, etc.)
6. If student has been out of the program for more than 1 year, student will
   a. Petition to the ADN Program Chair for extension if extenuating circumstance(s) arise
   b. 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 student is medically cleared, the student may continue the following semester, if the course is offered and will follow the current course syllabus/program procedures.

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

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**Incomplete Grade**

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 a course faculty in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the course faculty by the end of the next long (Fall or Spring) term. Failure to complete all requirements by the end of the next long (Fall or Spring) term will result in a final grade of “F” for the course. For more information regarding the “I” (Incomplete) policies, visit the South Texas College Course Catalog.

The following circumstances may constitute for 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 a 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](http://www.southtexascollege.edu).
- 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. 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 class.
4. The student will communicate directly with the Counselor.
5. Course faculty must complete the ADN Issuance of grade of “I” (Incomplete) Form.
6. Course faculty will document the course grade and refer student to the ADN Program Chair.
7. Program Chair will sign the Issuance of Grade of “I” (Incomplete) Form.
8. Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student.
9. Proper documentation is required by the STC counselor indicating that student is allowed to return to the ADN Program.
10. The Readmission Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.
11. Student will not be officially registered for the course.
12. Once student successfully completes the course, the course faculty will complete and submit a Change of Grade Form to the Office of Admission and Records for the course grade to be reflected on their STC transcript.

**Procedure – Medical leave and/or extenuating circumstance(s)**

1. Student must inform the course faculty of the intent to take an “I” (Incomplete) grade.
2. Student must provide the necessary documentation.
3. Course faculty must complete the ADN Issuance of grade of “I” (Incomplete) Form.
4. Course faculty will document the course grade and refer student to the ADN Program Chair.
5. Student will meet with ADN Program Chair to discuss the request for an “I” (Incomplete) grade, if applicable.
6. Program Chair will sign the Issuance of Grade of “I” (Incomplete) Form.
7. Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student depending on space availability.
8. Student must submit medical clearance without restrictions from a US licensed healthcare provider to the ADN Program Chair.
9. The Readmission Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.
10. Student will not be officially registered for the course.
11. Once student successfully completes the course, the course faculty will complete and submit a Change of Grade Form to the Office of Admission and Records for the course grade to be reflected on their STC transcript.

A student who passes the courses in 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.

In the event 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. For further information, please refer to NAH Student Handbook and the Nursing and Allied Health Division Readmission Procedure Flowchart.
IMPORTANT WEBSITES

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

NAH Student Handbook

STC Student Handbook

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

Student Code of Conduct

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

Unprofessional Conduct

Declaratory Order of Eligibility for Licensure
Clinical Requirements
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 to better prepare 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
Associate Degree Nursing Program

*Item Distribution Form*

**Distribution of Test Content**

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<th>RNSG</th>
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According to 2016 NCLEX – RN Test Plan into four major ‘Client Needs’ categories

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**According to Nursing Process**

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</tr>
</thead>
<tbody>
<tr>
<td>Analysis – Nursing Diagnosis (NDX)</td>
<td></td>
</tr>
<tr>
<td>Planning (P)</td>
<td></td>
</tr>
<tr>
<td>Implementation (I)</td>
<td></td>
</tr>
<tr>
<td>Evaluation (E)</td>
<td></td>
</tr>
</tbody>
</table>

**According to Cognitive Level**

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension (C)</td>
<td></td>
</tr>
<tr>
<td>Application (App)</td>
<td></td>
</tr>
<tr>
<td>Analysis (N)</td>
<td></td>
</tr>
</tbody>
</table>
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

Late Coursework Form

Student Name ________________________________  Student ID A____________________

Name of late assignment ________________________________________________________

Due date & time ________________________ Date & time submitted ______________________

Semester/Course/Faculty _________________________________________________________

Reason for submitting 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
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 was 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 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 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 7 business days to review, research, discuss and decide if Challenge is granted or denied.
• 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 in order 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: _____________________________
South Texas College
Associate Degree Nursing Program
Statement of Commitment

Semester __________________________  RNSG _______: __________________________

I, _____________________________ (printed name) A#________________, pledge my commitment and professional decorum as a student of the Associate Degree Nursing Program. I will abide by the STC policies, guidelines, procedures of the ADN Program, acknowledge my responsibilities, and I will 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 not limited to concept retrieval, time management calendar, study and test-taking strategies.

_____ I will evaluate my action plan after every unit exam 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 the performance of students when working for compensation is the legal responsibility of my employer and me. I will not wear my school uniform or name badge during my 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 on my part 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
South Texas College – Associate Degree Nursing Program

Professional Appearance Standard Checklist

Uniform Code – Guidelines for Professional Appearance – Clinical and Classroom

— I am in standard scrub uniform top and pants in designated color (ceil blue).
— I am wearing white lab coat over ceil blue scrubs for clinical prep and clinical.
— I am wearing 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 left side of chest at all times.
— I am wearing my school patch on left sleeve of uniform and/or left side chest of lab coat.
— I am wearing white socks and/or white hose that cover the ankle entirely; no no-show socks 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/culture reasons. Students must be clean-shaven; this includes mustaches, sideburns, goatees, and beards. If facial hair is maintained for religious, cultural, or medical reasons, 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:
  • Wrist watch 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. Should be covered at all times.

— Communication. Gum chewing not only looks unprofessional, but also interferes with clear communication and can be extremely 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 are 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.

By signing, I attest that I am complaint with the Professional Appearance Standards. I understand that if I do not comply or my instructor determines I am in violation of the Professional Appearance Standards, I will be dismissed from the clinical site, will be marked absent, and will earn a grade of zero for the day.
South Texas College – Associate Degree Nursing
Graduation Clearance for Affidavit of Graduation (AOG)

Complete the form and attach with the required documents in order 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 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
- 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)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### Associate Degree Nursing Program Admissions and Readmissions Committee

**Remediation Portfolio Rubric**

**Student Name:** ___________________________  
**STC ID:** ___________________________

**STC 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>Title Page:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s name and Student’s ID number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Intent/Petition</td>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organization</td>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clearly labeled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Neat and clean</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>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Time management schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CLE Hour Log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes:</strong> Use HESI scores for remediation on concepts below 900 (only handwritten notes will be accepted)</td>
<td>30 points</td>
<td></td>
<td>Minimum required per level</td>
</tr>
<tr>
<td>• Concept maps</td>
<td></td>
<td></td>
<td>L1 – 5 concept maps</td>
</tr>
<tr>
<td>• Chapter notes</td>
<td></td>
<td></td>
<td>L2 – 8 concept maps</td>
</tr>
<tr>
<td>• Course Notes/Outlines</td>
<td></td>
<td></td>
<td>L3 – 10 concept maps</td>
</tr>
<tr>
<td><strong>Case Studies:</strong> Evolve and any other sources</td>
<td>10 points</td>
<td></td>
<td>Complete amount available per level</td>
</tr>
<tr>
<td><strong>Results of NCLEX practice questions</strong></td>
<td></td>
<td></td>
<td>Minimum required per level</td>
</tr>
<tr>
<td>(Can use different resources)</td>
<td></td>
<td></td>
<td>L1 – 200 questions</td>
</tr>
<tr>
<td>Every page should include</td>
<td></td>
<td></td>
<td>L2 – 400 questions</td>
</tr>
<tr>
<td>• Student’s name</td>
<td>20 points</td>
<td></td>
<td>L3 – 600 questions</td>
</tr>
<tr>
<td>• Student’s ID number</td>
<td></td>
<td></td>
<td>L4 – 800 questions</td>
</tr>
<tr>
<td>• Date</td>
<td></td>
<td></td>
<td>Score of 80% required</td>
</tr>
<tr>
<td>• Signature from CLE tutor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workshop certificates and completed Action Plan must be signed and dated by CLE tutor</strong></td>
<td>15 points</td>
<td></td>
<td>Minimum required per level</td>
</tr>
<tr>
<td>• Student Lingo</td>
<td></td>
<td></td>
<td>L1–5 workshops</td>
</tr>
<tr>
<td><strong>Completed Math Modules</strong></td>
<td>5 points</td>
<td></td>
<td>L3–10 workshops</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100 points</td>
<td></td>
<td></td>
</tr>
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</table>

**Approved:**

**Not approved: Needs improvement**
South Texas College – Associate Degree Nursing  
Case Study Grading Rubric

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

Total (24)

Total Points/24 X100 = ___________ Score
Associate Degree Nursing Program
Course Syllabus Acknowledgement Form

I, ______________________________________________ (print your name and ID), received, accessed online and reviewed the following syllabus/syllabi and handbooks with my instructor on _________________ for course RNSG ________________.

I am aware:

1. of the policies, guidelines and requirements of the STC Student Handbook, the ADN Handbook, NAH Student Handbook and the course syllabus/syllabi (STC website and www.southtexascollege.edu/nah).
2. of the Professional Appearance Standards stated the ADN handbook and course syllabus, as well as in the clinical arena. This includes wearing the South Texas College ID at all times while on campus or in the clinical setting.
3. of the statements regarding Texas Board of Nursing regulations for license eligibility policies (Nurse Practice Act, Article 4519a and 4525 policy, found on-line 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 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.
7. that 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 of the educational arena. I will abide by HIPAA Standards.
8. that all personal electronic devices are NOT allowed in clinical agencies or their grounds.
9. that due to copyright laws, I cannot copy texts that are required in this course.
10. of the Readmission of the ADNP (course syllabus and handbook).
11. of grading scale: A = 92 - 100, B = 85 - 91, C = 78 - 84, D = 70 - 78, F = 69 and below. The numerical equivalent only for final grade will round off at 0.5 or above.
12. that there are no children are allowed in the classroom/simulation during class session.
13. 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 to the instructor 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.
14. 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

______________________________________________________________________________  ____________  ____________
Student Signature                      Date                      Faculty Signature                      Date

This form will be kept in your student file in the ADN Nursing Office.
# Associate Degree Nursing Program

## Community Teaching Project

### Group Topic:

### Target Group:

### Date of Presentation:

## Group Members

## Performance Grading Scale

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Below Average</th>
<th>3 Satisfactory</th>
<th>4 Above Average</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavioral Indicators</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Presentation accurately teaches the:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction includes target group, topic and group members.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Objectives presented</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Definition/s and statistics of topic/disease process</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Risk factors, pathophysiology and symptoms of topic/disease process</td>
<td>(0-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diagnostic procedures indicated for the Group Topic</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diagnostic procedures, management (medical, nursing), referrals/follow-up care and prevention</td>
<td>(0-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics of Group Members presentation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participants DO NOT read presentation, speak clearly and in an adequate volume level.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participants give audience eye contact and demonstrate enthusiasm and creativity.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation is organized, concise, and no longer than 30 minutes.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teaching site is appropriate for activity. (Audience learning style, level, and language were considered).</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technical and environmental aspects were adequately addressed by the group. (Screens, audiovisual equipment, room was quiet, audience could see and hear at all times, etc.).</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation utilizes at least 3 teaching aides/tools that are adequate for the audience and site.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation is equally distributed among group members. (Peer-evaluations)</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group provides instructor with a portfolio that includes:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• APA format followed throughout portfolio.</td>
<td>(0-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cover page with group members and group topic.</td>
<td>(0-10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Objectives and outline of presentation.</td>
<td></td>
<td></td>
<td>(0-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of all handouts, PowerPoints, pamphlets, etc.</td>
<td></td>
<td>(0-10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reference page.</td>
<td></td>
<td>(0-10)</td>
<td></td>
<td></td>
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<tr>
<td>• Write-up of challenges encountered during the preparation and the actual teaching of the topic (1-3 pages double spaced)</td>
<td>(0-10)</td>
<td></td>
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</tbody>
</table>

**GRADE:** (100) %
# Associate Degree Nursing Program
## Community Project Peer-Evaluation

<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>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:**
# Conference Essay Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>None 0</th>
<th>Beginner 1</th>
<th>Developing 2</th>
<th>Almost There 3</th>
<th>Excellent 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>Paper is formatted in APA style with 3 errors.</td>
<td>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</strong> (Topic is discussed with at least 5 sentences)</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>
<tr>
<td><strong>Total %</strong></td>
<td></td>
<td></td>
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</table>

**Instructions:**
1. Attend a conference that is approved by faculty.
2. Submit 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 similar diagnosis?
Associate Degree Nursing Program

Mandatory Orientation/Boot Camp Waiver

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 am notifying the ADN Program that I will not be able to 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):_____________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

_________________________________________  __________________________
Student signature  Date
## Associate Degree Nursing
### Individual Learning Achievement Plan Phase 1

**Student Name:** ________________________________  **RNSG:** ________________________________

<table>
<thead>
<tr>
<th>Unit Test #</th>
<th>Due Date</th>
<th>Date Submitted or Completed</th>
<th>Signature</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Unit Test #: ___________________________(<80%)  Your grade: ______________

1. Contact your Course Instructor via Starfish requesting for an appointment within 24 hours after the official exam scores are released.

2. Academic Coach will contact the student regarding schedule of Learning Achievement Sessions within 24 hours of grades being posted in Bb.

3. Course Instructor will schedule an Exam Review and student will reflect on questions missed by completing the Student Test Analysis Tool (available on course Blackboard and CLE) and bring the tool to the meeting with the Course Instructor/Academic Coach to assess learning needs.

4. Course Instructor/Academic coach and student will collaboratively and mutually develop an individualized learning achievement plan based on the outcome of the Student Test Analysis Tool: (Instructor/coach will list what is applicable to the student as suggested in the Student Test Analysis Tool)
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________
   d. ______________________________________________________
   e. ______________________________________________________

5. Proof of student’s learning achievement activities identified in the plan should be stapled together with this flowsheet (or submitted together as attachment) and should be submitted to the Course Instructor on the next unit exam. Failure to submit proofs will result in a delay in releasing the student’s grade in the succeeding unit exam.

6. Proof of Completed Learning Achievement Plan will be signed by the Course Instructor and will be kept in the student’s file.

_________________________  ___________________________  ___________________________
Student Signature  Instructor Signature  Academic Coach Signature
Associate Degree Nursing
Individual Learning Achievement Plan Phase 2

Student Name: _____________________________________________ RNSG: ____________________________________________

<table>
<thead>
<tr>
<th>PHASE II: TO BE COMPLETED BY ALL STUDENTS</th>
<th>Due Date</th>
<th>Date Submitted or Completed</th>
<th>Signature</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Review the “Sub-Specialty” subject area categories in the individualized HESI report and identify the categories with scores below 900. These categories will be the focus of the learning achievement plan.</td>
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<tr>
<td><strong>2.</strong> Perform the following strategies to enrich the comprehension of concepts related to each sub-specialty with score below 900:</td>
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<tr>
<td>a. Handwritten concept maps, outline and/or notes on the concepts related to the sub-specialty categories identified</td>
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<tr>
<td>b. Complete any quiz included in your HESI report (save screen shot of score report)</td>
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<tr>
<td>c. Review any resources on the concepts suggested in your HESI report</td>
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<tr>
<td>d. Complete HESI case studies and/or practice tests related to the identified “sub-specialty” category (save screen shot of score report)</td>
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<tr>
<td><strong>3.</strong> Student must gather all documents in one portfolio to prove completion of learning achievement activities and will serve as the ticket-to-class in the following semester. This portfolio will be kept in the student’s file.</td>
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<td><strong>4.</strong> Failure to submit the HESI portfolio will result in a delay in releasing the student’s grade in the first unit exam.</td>
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__________________________________________  ______________________________________  ______________________________________
Student Signature                              Instructor Signature                        Academic Coach Signature
Statement of Equal Employment Opportunity (EEO)
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an 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 policy extends to individuals seeking employment with and admission to the College.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved with commendation 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 Candidacy for Accreditation
This nursing education program is a candidate for accreditation 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.