

Associate Degree Nursing

Student Handbook

2025-2026



SOUTH TEXAS
COLLEGE

Preface

Welcome to the 2025-2026 Associate Degree Nursing (ADN) Student Handbook. This handbook is essential for all students applying to and admitted to the ADN Program to understand its guidelines and procedures.

The ADN Student Handbook outlines crucial information from South Texas College (STC), the Health Science Professions (HSP) Division, and the ADN Program, including guidelines, procedures, student expectations, student code of conduct, and professional standards.

It is the responsibility of ADN Program students to thoroughly understand the information in this handbook and comply with the policies, standards, procedures, and guidelines outlined in the STC Student Handbook, HSP Student Handbook, and ADN Student Handbook. Students must also stay up to date with the changes in the handbook, including standards, guidelines, and procedures.

Please be advised that the HSP Division and ADN Program reserve the right to change the standards, guidelines, and procedures without prior notice. The ADN Student Handbook is not intended to be considered a contract between the College, the HSP Division, and any student or individual.

The standards, procedures, guidelines, provisions, and stipulations in the ADN Student Handbook for 2024-2025 are deemed amended/updated by the ADN Student Handbook for 2025-2026 when it is published on the STC ADN Website.

Please note that the electronic version of the ADN Student Handbook on the ADN Website is the current and updated copy. It should be the primary resource for consultation.

South Texas College Health Science Professions
1101 E. Vermont Avenue,
McAllen, Texas
78503

Notice of Non-Discrimination

South Texas College does not discriminate or tolerate discrimination against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, national origin, ethnicity, religion, age, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, parental status, disabilities, genetic information, veteran status, or any other protected category under applicable local, state, or federal law. Conduct that excludes participation, denies benefits or subjects others to discrimination is prohibited. The College complies with all applicable policies and state and federal legislation in order to combat discrimination.

For inquiries or more information, contact the [Executive Director of Human Resources and Talent Development](#) or visit the [Notice of Non-Discrimination](#) website.

Associate Degree Nursing Approval

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

South Texas College Accreditation

South Texas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Baccalaureate and Associate degrees. South Texas College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of South Texas College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Associate Degree Nursing Accreditation

This nursing education program is accredited by the Accreditation Commission for Education in Nursing. Contact: Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-500, www.acenursing.org.

South Texas College – Associate Degree Nursing Program

Acknowledgment 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: _____

Initial	Commitment	Reference
_____	Academic Integrity	Student Handbook, page _____
_____	Class Attendance and Participation	Student Handbook, page _____
_____	Clinical Experiences	Student Handbook, page _____
_____	Course Grade Appeal	Student Handbook, page _____
_____	COVID-19 Guideline and Procedures	Student Handbook, page _____
_____	Disciplinary Action & Grievance Due Process	Student Handbook, page _____
_____	Excused Absence for Exam	Student Handbook, page _____
_____	Grievance Policy and Procedure	Student Handbook, page _____
_____	HSP Student Handbook: https://nah.southtexascollege.edu/resources.html	
_____	Nursing Practice Act: https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp	
_____	Student's Mid-Program Review	Student Handbook, page _____
_____	Pregnancy-Related Absences	Student Handbook, page _____
_____	Pregnant and Parenting Students	Student Handbook, page _____
_____	Professional Appearance	Student Handbook, page _____
_____	Program Learner Outcomes	Student Handbook, page _____
_____	Readmission Criteria	Student Handbook, page _____
_____	Readmission Procedure	Student Handbook, page _____
_____	Requesting Special Accommodations	Student Handbook, page _____
_____	Safe Clinical Practice Standard	Student Handbook, page _____
_____	Social Media Policy by Texas Board of Nursing Implications: https://www.bon.texas.gov/practice_bon_position_statements.asp	
_____	Social Media Policy	Student Handbook, page _____
_____	Student ATI Assessment and Review Policy	Student Handbook, page _____
_____	Testing Guidelines	Student Handbook, page _____
_____	Vision, Mission, and Philosophy	Student Handbook, page _____
_____	Texas Board of Nursing Rules & Regulations relating to Nurse Education, Licensure, and Practice https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp	

Acknowledgment of Receipt of HSP Division and ADN Program Student Handbooks

I have been informed of the locations of the current Standards governing the Health Sciences Professions Division and the ADN Program at South Texas College. For this Acknowledgment, the term "Standards" shall include but is not limited to Expectations, Conduct, and clinical Practice Standards, Academic Standards, Clinical Education Standards, and ADN Program Standards. I have reviewed the Standards and understand that my continuance in the ADN Program is contingent upon my adherence to the standards outlined in the HSP and ADN Student Handbooks. I agree to abide by the Standards and fully understand the implications and consequences of any failure on my part. I understand that changes to the standards may be made during my participation in the Program. I am responsible for being informed of updates and new STC Policies, guidelines, and procedures through the STC and ADN Website, course syllabus, class announcements, and my cohort's student representative. An updated copy of the ADN Student Handbook takes effect by the time it is posted online.

Received and acknowledged by:	Student signature	Date
Printed Faculty Name	Faculty signature	Date

Table of Contents

Preface	2
Acknowledgment of Student Handbook	3
Staff & Student Services Contact Information	7
Vision, Mission and Philosophy	8
South Texas College Comprehensive Mission Statement.....	8
Health Science Professions Mission Statement.....	9
Mission of the Associate Degree Nursing Program.....	9
Institutional Policies	10
Program Learning Outcomes	12
Alignment of Course Learning Outcomes and Program Learning Outcomes.....	13
Alignment Table of Program Learning Outcomes and Course Learning Outcomes:.....	14
ADN Program Information and Requirements	20
Admission Criteria: Admission to South Texas College.....	20
Admission to the Associate Degree Nursing Program	20
Mandatory Orientation and Boot Camps in the ADN Program	20
Transfer Students	20
Current Students Reapplying to the Program	21
STC Student Services	21
ADN Program Standards	22
Guidelines and Procedures	22
Class Attendance and Participation.....	22
Religious Accommodations.....	25
Alternative Learning Experiences	25
Course Syllabus.....	26
Confidentiality	27
ADN Test Improvement Plan (ADN TIPs).....	27
Guidelines for Written Work.....	29
Faculty and Student Communication	29
Professional Appearance	29
Nursing Skills Lab/Simulation/Computer Lab	31
Student Discipline.....	33
Grievance Policy and Procedure.....	33
Communication Channels	33
Complaints and Grievances.....	34
Employment While in the Program.....	34
Progression Criteria to the Next Level.....	34
Course Grade Appeals.....	34
Graduation Requirements	34
Pinning and Lamp Ceremony.....	35
Texas Board of Nursing Affidavit of Graduation	35
Student Code of Conduct	35
Professional Behavior	35
ADN Standards of Professionalism and Academic Integrity	36
Unprofessional Behaviors	36

Academic Integrity in the ADN Program	36
Professional Clinical Behavior	37
Student Discipline Classroom/Clinical Process.....	37
Disciplinary Action Due Process HSP Division.....	38
Social Media Policy	38
Safety Procedures	38
Communicable Diseases	39
Evaluation and Grading	39
Basis for Determination of Final Grade	39
Release of Final Grades.....	40
Evaluation Method for Didactic Courses	40
Evaluation Method for Skills Classes	40
Clinical Grading Process (Updated) Fall 2025	42
Testing Procedures and Grading.....	50
Testing Guidelines	50
Alternate format question.....	53
Review of Examinations Guidelines.....	55
Frequency/Number of Examinations per Course	57
End-of-Course Exams	57
Excused Absence for Exam	59
Clinical Experiences.....	59
Safe Clinical Practice Standard Purpose of Professional Clinical Experiences.....	60
Clinical Requirements	61
Clinical Warning.....	62
Failure to meet the standard	63
Health Examination.....	63
Healthcare-Associated Infection Guidelines	63
Functional Abilities Standard	64
Clinical Procedure.....	64
Preceptorship/Capstone Learning Modalities and Experience	65
Supervisory Visit.....	68
Clinical Communications	68
Notice to HSP Program Clinical Students	68
Program Committees	68
Organization and Composition of the Program Committees	68
Disciplinary Action Process	70
Readmission Procedure	70
Drug Testing.....	70
Remediation: Readiness and Proficiency Exams.....	70
Failing Grades in Didactic Classes with Associated Clinicals	73
Student Withdrawal: with a Failing Grade	74
Student Withdrawal: Documented Medical Reason or Extenuating Circumstance	76
Incomplete Grades from any RNSG course for documented medical/extenuating reasons	79
Students with Failing Grades in any (1) One RNSG Course.....	81
Important Websites	85
Forms	86

Course Syllabus Acknowledgement Form	87
Statement of Commitment	88
Waiver: Mandatory Orientation/Boot Camp	89
Professional Appearance Checklist:	90
Clinical Requirements	92
Notice to HSP Program Clinical Students	93
Late Coursework Form	94
Actual Clinical Performance Rubrics (Rubrics Progress depending on the Level).....	95
Case Study Grading Rubric.....	98
Holistic Health Assessment Rubric.....	99
Community Project	100
Student's Self-Reflection on Clinical Performance:.....	101
Evidenced-Based Practice Article Review	103
Community Project Peer-Evaluation	104
Creighton Competency Evaluation Instrument (CCEI).....	105
ADN Test Improvement Plan	106
ADN Test Improvement Plan Phase 2	107
Remediation Checklist A:	108
Remediation Checklist B:	110
Skills Lab Review Referral.....	112
Test Item Distribution Form	113
Exam Item Challenge Forms	114
Exam Item Deliberation Form	115
Issuance of a Grade of "I" (Incomplete).....	116
Admission and Readmission Agreement.....	117
Agreement: Readmission Action Plan.....	119
Student Conference Form	120
Student ATI Assessment and Review Policy.....	121
Review Modules/Ebooks.....	121
Tutorials to Support Assessment and Remediation Process	121
Assessments	121
Focused Reviews/Active Learning/Remediation	121
Student Acknowledgement (ATI Assessment and Review Policy)	123
Graduation Clearance for Affidavit of Graduation (AOG).....	124

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Vision, Mission and Philosophy

South Texas College Comprehensive Mission Statement

Vision Statement

Changing lives and transforming communities through higher education.

Mission Statement

South Texas College is a comprehensive public higher education institution that transforms lives through innovative education, holistic learner support, and community engagement. We empower our region and drive socioeconomic advancement through lifelong learning opportunities.

Core Values

1. Student Success: We are committed to the personal, academic and career goals of each student.
2. Excellence: We are committed to excellence and innovation in teaching, learning, and services.
3. Opportunity: We are committed to providing access and support for students to achieve their academic and career goals.
4. Caring: We are committed to creating a campus culture that embodies respect, empathy, and genuine care for all.
5. Integrity: We are committed to being respectful, professional, honest, accountable, and transparent.

Strategic Goals and Directions

Champion Student Success: Ensure every student has the support and resources needed to succeed from entry to completion.

1. Remove Barriers to Educational Goals.
2. Strengthen Student Engagement and Campus Culture.

Develop, Align and Optimize Educational Programs: Deliver innovative, future-focused programs that equip students with the skills and credentials needed for success.

1. Innovate and Expand Learning Opportunities
2. Optimize Existing Programs
3. Enhance Student Transitions Across Education Pathways

Maximize Institutional Effectiveness and Efficiency: Align resources, talent and technology to ensure operational excellence and mission-driven decision-making.

1. Align Resources and Operations to Advance Institutional Goals
2. Leverage Technology and Data
3. Develop and Retain Institutional Talent

Cultivate Community Engagement: Strengthen relationships and partnerships with community to build trust, visibility and shared prosperity.

1. Enhance Visibility and Reputation of the College
2. Deepen Strategic and Regional Partnerships
3. Grow External Investment and Philanthropic Support

Health Science Professions Mission Statement

The mission of the Health Science Professions (HSP) division is to provide graduates with a complex set of knowledge, skills, and values that enable them to function safely and competently in their chosen field.

The faculty and staff are committed to providing students with the knowledge, skills, confidence and professional integrity to become outstanding practitioners, serving their community and the healthcare profession.

The Health Science Professions division will promote partnerships with local health care providers, for external learning experiences, to provide close linkages with the community and meet the unique needs of a growing, diverse, and complex healthcare environment.

Mission of the Associate Degree Nursing Program

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

Philosophy

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

Nursing: Nursing is a 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. Caring, compassion, commitment, communication, and critical thinking lead to competence. Nursing science is based on a critical thinking framework, 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: A person is a unique holistic being of inherent worth and dignity, composed of physical, psychological, emotional, and social dimensions. While people share commonalities, each individual is diverse in age, gender, race, ethnicity, culture, religion, and lifestyle, with values and beliefs that give meaning to life and health. The person is an individual, family, group, and community member. The patient can be an individual, a family, a group, or a community of people.

Health: Health is a dynamic, multi-faceted continuum 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 meaningfully and form meaningful relationships with others, recognizing that people are unique and come from diverse backgrounds. Psychological health is an individual's ability to solve problems, manage stress and crises, and appropriately respond to situations. A spiritual domain believes in high power; it includes ethical standards, moral character, and values. The nurse assists in attaining, maintaining, and/or restoring the optimal level of wellness permitted by their potential across the lifespan.

Environment: The faculty believes that the environment profoundly affects the person. The environment consists of internal and external elements constantly interacting with the person. The internal environment comprises all forces or influences entirely within the person. The external environment is made up of all parties or influences that exist outside of the person. Both internal and external environments influence the person. In their various roles, nurses 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 that is never-ending, continuous, and dynamic. Each learner has a style that includes 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, and an atmosphere that 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 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 must love learning, evidenced by enthusiasm, continued professional development, and respect for the learner. The facilitator must be creative, an expert in the content area, and a critical thinker to effectively utilize all available tools and teaching strategies to enhance the learning environment.

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

Institutional Policies

Starfish Activation

South Texas College uses the [Starfish Early Alert System](#) to help the students succeed in their courses and continue the path toward graduation. Starfish allows the students and the faculty to communicate with each other regarding their progress in the course. Students may login into Starfish, through the [JagNet](#) student portal, to create or update their profile. For more information about Starfish, contact the South Texas College Starfish Administrator at 956-872-1954 or email starfish@southtexascollege.edu.

Notice of Non-Discrimination

South Texas College does not discriminate or tolerate discrimination against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, national origin, ethnicity, religion, age, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, parental status, disabilities, genetic information, veteran status, or any other protected category under applicable

local, state, or federal law. Conduct that excludes participation, denies benefits or subjects others to discrimination is prohibited. The College complies with all applicable policies and state and federal legislation in order to combat discrimination.

For inquiries or more information, contact the [Executive Director of Human Resources and Talent Development](#) or visit the [Notice of Non-Discrimination](#) website.

Title IX Statement

Title IX of the Education Amendments 1972 (20 U.S.C. s1681 et seq.) and its implementing regulations, 34 C.F.R. Part 106 (Title IX) state the following: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

South Texas College does not discriminate or tolerate discrimination against any student, or applicant for admission, employee, or applicant for employment on the basis of sex in the College’s education programs, activities, admissions, financial aid, work-study, athletics, counseling, or employment. South Texas College strives to maintain a healthy and safe environment where all members of the community, students, faculty, and staff feel welcome on the College’s campuses and classrooms. Students, faculty, and staff are thus prohibited from conducting themselves in a way that results in any form of sexual harassment, sex-based harassment, and/or sexual violence, including sexual assault, dating violence, domestic violence, or stalking. Sexual harassment can occur in any sex or gender configuration without regard to gender identity, gender expression or sexual orientation, and may include conduct off-campus or online.

Resources, questions, or requests for information regarding Title IX, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator or Title IX Deputy Coordinators listed on the [Title IX website](#).

For further information, refer to [DIAA](#) – Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence, and [DIAB](#) – Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics.

Pregnant and Parenting Students

Students are protected from harassment based on sex, gender, gender identity, gender expression, pregnancy or parental status. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, and other conduct that may be humiliating or physically threatening or harmful. Specifically, Title IX prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.

Pregnant or parenting students requiring assistance or access to receive services should contact Counseling & Student Accessibility Services immediately at 956-872-2173 or at disability@southtexascollege.edu. You may also refer to policies [DIAA](#) – Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence, and [DIAB](#) – Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics.

ADA Statement

The College complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act, and does not discriminate on the basis of a disability in the areas of admissions,

accessibility, treatment, and employment. Individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements will be provided with services and resources accordingly. [Section 504 of the Rehabilitation Act of 1973 / Americans with Disabilities Act](#).

Students with disabilities requiring assistance or access to receive services should contact Counseling & Student Accessibility Services at (956) 872-2173. You may refer to [DAA - Employment Objectives: Equal Employment Opportunity](#) for further information.

Veterans Statement

The STC Office of Veterans Affairs provides support services to our military veterans and their dependents and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs at (956) 872-6723 or vaoffice@southtexascollege.edu for questions or to set an appointment.

Developmental Studies Policy Statement

The College's Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from all college courses.

Student Handbook Statement

The [Student Handbook](#) is your guidebook to support you as you continue to work toward your degree and contains helpful information such as student rights and responsibilities, the Student Code of Conduct, Conflict Resolution services and other support services for students.

Institutional Continuity Statement

South Texas College Emergency Management program employs an all-hazards approach to prepare for emerging or unexpected incidents that may impact business operations including course delivery through the use of a Multi-Hazard Operations and Continuity of Operations plan. To ensure campus community safety, the college Crisis Management Team, composed of essential college function departments, will communicate emergency alerts and critical information using the RAVE alert messaging system. Up-to-date information related to crisis events can be found on the South Texas College [Campus Safety](#) website.

Program Learning Outcomes

The graduates of the Associate Degree Nursing Program will be able to:

ESPLO	Description
EPSLO #1	Perform holistic health assessment of assigned patients independently.
EPSLO #2	Utilize clinical reasoning and clinical judgment in providing a patient-centered plan of care to patients, families, and the community with interprofessional collaboration.
EPSLO #3	The student will implement a teaching plan for patients, families, and communities based on cultural practices, beliefs, values, and social determinants of health.
EPSLO #4	Manage information technology to promote the safe delivery of care.

EPSLO #5	Provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community.
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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 on the 2021 [Differentiated Essential Competencies \(DECS\) of Graduates of Texas Nursing Programs](#) by applying nursing knowledge, clinical judgments, and behaviors in partnership with patients and families in health promotion, health maintenance, and health restoration. Various healthcare settings available in our community will allow students to provide care for patients and families with predictable and unpredictable healthcare needs across their lifespans.

Alignment Table of Program Learning Outcomes and Course Learning Outcomes:

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 1140: Professional Nursing Skills for Articulating Students (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks	Perform a complex holistic health assessment under the direct supervision of faculty.	Apply advanced psychomotor skills using clinical reasoning and judgment to provide patient-centered care with interprofessional collaboration.	Demonstrate patient health teaching while considering cultural practices, beliefs, values, and social determinants of health as they relate to basic, intermediate, and advanced nursing skills.	Utilize information technology and simulated electronic healthcare records (EHR) in the documentation of safe delivery of nursing care related to basic, intermediate, and advanced nursing skills.	Analyze evidence-based nursing care within ethical and legal standards while performing basic, intermediate, and advanced nursing skills.
RNSG 1144: Nursing Skills II (8 weeks) Level 2 course in the Traditional ADN track	Perform a complex holistic health assessment under the direct supervision of faculty.	Apply advanced psychomotor skills using clinical reasoning and judgment to provide patient-centered care with interprofessional collaboration.	Demonstrate patient health teaching while considering cultural practices, beliefs, values, and social determinants of health as they relate to basic, intermediate, and advanced nursing skills.	Utilize information technology and simulated electronic healthcare records (EHR) in the documentation of safe delivery of nursing care related to basic, intermediate, and advanced nursing skills.	Analyze evidence-based nursing care within ethical and legal standards while performing basic, intermediate, and advanced nursing skills.
RNSG 1162: Transition Clinical (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks	Perform basic holistic health assessment of assigned patients with close supervision of faculty.	Discuss clinical reasoning and clinical judgment in the formulation of patient-centered care plans for common medical/surgical conditions in collaboration with their families, the community, and interprofessional healthcare teams.	Develop a teaching plan with relevant health information for patients with common medical and surgical conditions, their families, and the community based on cultural practices, beliefs, values, and social determinants of health.	Utilize information technology to promote the safe delivery of care of adult patients with common medical/surgical conditions.	Discuss evidence-based nursing care of patients with common medical/surgical conditions. within the legal and ethical framework of the essential competencies as a member of the nursing profession, provider of patient-centered, patient safety advocate, member of the healthcare team.

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 1205: Nursing Skills I	Perform basic holistic health assessment under the direct supervision of faculty.	Identify basic psychomotor skills using clinical judgment for patient-centered care and interprofessional collaboration.	Discuss patient health education, considering cultural practices, beliefs, values, and social determinants of health in relation to basic, intermediate, and advanced nursing skills.	Illustrate how information technology and simulated electronic healthcare records (EHR) can be used to document the safe delivery of nursing care, focusing on basic and intermediate nursing skills.	Identify evidence-based nursing care within ethical and legal standards when performing basic and intermediate nursing skills.
RNSG 1209: Introduction to Nursing Pre-requisite for the Traditional track	Discuss the nursing profession, the Texas Board of Nursing Practice, the Nursing Practice Act, and Nursing Theories	Discuss Critical Thinking and the Nursing Process, including the Next Generation NCLEX Clinical Judgement/ Reasoning Model.	Examine different educational and health promotion plans for patients, families, and the community based on cultural practices, beliefs, values, and social determinants of health.	Discuss the use of technology in the healthcare field. Explain the Quality and Safety Education for Nurses (QSEN) Discuss new healthcare documentation systems.	Identify healthcare Values, Ethics, and Legal issues. Discuss the current healthcare and nursing issues. Solve and apply Medical Math calculations for medication safety.
RNSG 1262: Clinical I Level 1 course in the Traditional track	Perform a basic holistic health assessment of the assigned patient under the direct supervision of faculty.	Identify clinical reasoning and judgment to provide patient-centered care for common medical/surgical conditions in collaboration with families, the community, and the interprofessional healthcare team.	Identify a teaching plan with relevant health information based on cultural practices, beliefs, values, and social determinants of health for patients with common medical/surgical conditions, as well as their families and the community.	Describe the role of information technology in improving the safe delivery of care for adult patients with common medical and surgical conditions.	Identify evidence-based nursing care for patients with common medical/surgical conditions within the legal and ethical framework of the essential competencies as a member of the nursing profession, provider of patient-centered, patient safety advocate, and member of the healthcare team.
RNSG 1301: Pharmacology Level 1 course in all tracks: Traditional, LVN-RN, and Para-RN	Describe the importance of holistic health assessment in safe drug administration.	Discuss a patient-centered care plan using clinical reasoning and judgment, with interprofessional collaboration for safe drug administration to patients, families, and the community.	Develop a teaching plan for patients, families, and the community using drug knowledge, considering cultural practices, beliefs, values, and social determinants of health.	Discuss how information technology can be used to promote the safe administration of drugs.	Identify evidence-based nursing care within the legal and ethical framework of nursing practice for the safe administration of drugs for patients, families, and the community.

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 1341: Common Concepts of Adult Health (8 weeks) Level 2 course in the Traditional track	Describe assessment data obtained from a holistic health assessment of clients with common medical or surgical conditions.	Discuss the use of clinical reasoning, clinical judgment, and the nursing process as a systematic problem-solving tool in developing client-centered care plans for patients with common medical/surgical conditions.	Develop teaching plans for clients with common medical-surgical conditions based on cultural practices, beliefs, values, and social determinants of health.	Recognize ways to utilize information technology in the diagnosis and management of care for clients with common medical or surgical conditions.	Identify evidence-based nursing care within the legal and ethical framework of the nursing practice, focusing on client-centered care.
RSNG 1343: Complex Concepts of Adult Health (8 weeks) Level 3 course in all tracks	Utilize assessment data from a holistic health assessment in the care of adult clients with complex medical/surgical conditions.	Apply clinical reasoning and judgment based on the nursing process to develop a collaborative patient-centered care plan for adults with complex medical-surgical conditions.	Develop teaching plans for clients with complex medical-surgical conditions based on cultural practices, beliefs, values, and social determinants of health.	Articulate the use of information technology to promote safe delivery of care to adult patients with complex medical and surgical conditions.	Analyze evidence-based nursing care within the legal and ethical framework as a member of the nursing profession, provider of patient-centered care, patient safety advocate, and a member of the health care team.
RSNG 2361: Clinical Complex Concepts of Adult Health (8 weeks) Level 3 course in all tracks	Perform complex holistic health assessments of assigned patients with minimal supervision from the faculty.	Implement clinical reasoning and clinical judgment to develop patient-centered care plans for complex medical and surgical conditions in collaboration with patients, families, the community, and interprofessional healthcare teams.	Create a teaching plan with relevant health information for patients with complex medical/surgical conditions and their families and the community, considering cultural practices, beliefs, values, and social determinants of health.	Integrate information technology to enhance the safe delivery of care for adult patients with complex medical and surgical conditions.	Integrate evidence-based nursing care of patients with complex medical/surgical conditions within the legal and ethical framework as a member of the nursing profession, provider of patient-centered, patient safety advocate, and member of the healthcare team.

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 1412: Nursing Care of Childbearing & Childrearing Family (8 weeks) Level 3 course in all tracks	Discuss assessment data obtained from holistic health assessment of childbearing and childrearing clients.	Utilize the nursing process to develop client-centered care plans and integrate clinical reasoning and judgment for childbearing and child-rearing clients.	Develop teaching plans with relevant health information for childbearing and childrearing clients and their families.	Discuss the technological equipment used to diagnose and manage care for childbearing and childrearing clients.	Explain evidence-based nursing care provided to childbearing and childrearing clients and their families within the legal and ethical framework of the nursing profession.
RNSG 2260: Clinical- Pediatrics/ Maternal/Infant (8 weeks) Level 3 course in all tracks	Perform complex holistic health assessments on childbearing, newborn, or pediatric patients with minimal supervision from the faculty.	Implement clinical reasoning and clinical judgment to provide patient-centered care with childbearing, newborn, or pediatric conditions in collaboration with families, the community, and the interprofessional healthcare team.	Create a teaching plan with relevant health information for childbearing, newborn, or pediatric patients, their families, and the community, considering cultural practices, beliefs, values, and social determinants of health.	Integrate information technology to promote the safe delivery of care for adult patients with childbearing, newborn, or pediatric conditions.	Integrate evidence-based nursing care for childbearing, newborn, or pediatric patients within the legal and ethical framework as a member of the nursing profession, patient-centered provider, patient safety advocate, and member of the healthcare team.
RNSG 1417: Concepts of Professional Nursing Practice I for Articulating Students (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks	Describe assessment data obtained from a holistic health assessment of clients with common medical or surgical conditions.	Discuss the use of clinical reasoning, clinical judgment, and the nursing process as a systematic problem-solving tool in developing client-centered care plans for patients with common medical/surgical conditions.	Develop teaching plans for clients with common medical-surgical conditions based on cultural practices, beliefs, values, and social determinants of health.	Recognize ways to utilize information technology in the diagnosis and management of care for clients with common medical or surgical conditions.	Identify evidence-based nursing care within the legal and ethical framework of the nursing practice, focusing on client-centered care.
RNSG 1513: Foundations for Nursing Practice Level 1 course in the Traditional track	Describe the significance of findings and data from a holistic health assessment of adult clients.	Utilize clinical reasoning and judgment to provide patient-centered care with interprofessional collaboration for patients, families, and the community.	Develop teaching plans for adult clients and their families, considering cultural practices, beliefs, values, and social determinants of health.	Identify the technological equipment used to diagnose and manage care for adult clients.	Identify evidence-based nursing care within the legal and ethical framework of the nursing profession.

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 2161: Clinical- Medical/Surgical (8 weeks) Level 2 course in the Traditional track	Perform basic holistic health assessment of assigned patients with close supervision of faculty.	Discuss clinical reasoning and clinical judgment in the formulation of patient-centered care plans for common medical/surgical conditions in collaboration with their families, the community, and interprofessional healthcare teams.	Develop a teaching plan with relevant health information for patients with common medical and surgical conditions, their families, and the community based on cultural practices, beliefs, values, and social determinants of health.	Utilize information technology to promote the safe delivery of care of adult patients with common medical/surgical conditions.	Discuss evidence-based nursing care of patients with common medical/surgical conditions. within the legal and ethical framework of the essential competencies as a member of the nursing profession, provider of patient-centered, patient safety advocate, member of the healthcare team.
RNSG 2162: Clinical-Mental Health (8 weeks) Level 2 course in the Traditional track	Perform basic holistic health assessment of mental health patients with close supervision of faculty.	Discuss the process of clinical reasoning and judgment in developing a patient-centered care plan for individuals with mental health conditions in collaboration with their families, community, and interprofessional healthcare team.	Develop a teaching plan with relevant health information for patients with mental health conditions and their families based on cultural practices, beliefs, values, and social determinants of health.	Utilize information technology to promote the safe delivery of care to adult patients with mental health conditions.	Discuss evidence-based nursing care for patients with mental health conditions within the legal and ethical framework, emphasizing essential nursing competencies as a patient-centered care provider, patient safety advocate, and collaborative healthcare team member.
RNSG 2213: Mental Health Nursing (8 weeks) Level 2 course in the Traditional track	Discuss the importance of a holistic health assessment of patients with mental health conditions.	Explain the process of clinical reasoning and judgment when developing a patient-centered care plan for individuals with mental health disorders in collaboration with their families, communities, and interprofessional teams.	Develop teaching plans with relevant health information for patients with common mental health disorders, their families, and the community based on cultural practices, beliefs, values, and social determinants of health.	Utilize information technology to advance the safe delivery of care for patients with mental health disorders.	Identify evidence-based nursing care within the legal and ethical framework of the nursing profession when working closely with patients with mental health conditions, their families, and the community in collaboration with the interprofessional health team.

RNSG Course	Course Learning Outcome 1 Aligning to PLO #1	Course Learning Outcome 2 Aligning to PLO #2	Course Learning Outcome 3 Aligning to PLO #3	Course Learning Outcome 4 Aligning to PLO #4	Course Learning Outcome 5 Aligning to PLO #5
RNSG 2163: Clinical IV (12 weeks) Level 4 course in all tracks	Perform comprehensive, holistic health assessments of assigned patients independently.	Integrate clinical reasoning and clinical judgment to develop patient-centered care plans for individuals with advanced medical/surgical conditions in collaboration with their families, community, and interprofessional healthcare team.	Integrate a teaching plan with relevant health information for patients with advanced medical/surgical conditions, their families, and the community, considering cultural practices, beliefs, values, and social determinants of health.	Prioritize information technology to promote the safe delivery of care to adult patients with advanced medical/surgical conditions.	Analyze evidence-based nursing care of patients with advanced medical/surgical conditions within the legal and ethical framework of the essential competencies as a member of the nursing profession, provider of patient-centered care, patient safety advocate, and member of the healthcare team.
RNSG 2221: Prof. Nursing: Leadership & Management (12 weeks) Level 4 course in all tracks	Discuss the priority of nursing care based on the acuity of clients with information obtained from holistic health assessment.	Utilize the nursing process for client-centered care plans in leadership and management. (DECS)	Examine the roles of professional nurses within a health care delivery system (WECM) and employ clinical judgment skills in the delegation of safe and competent nursing care.	Discuss how technology supports decision-making and prevents errors in healthcare collaboration with clients, families, and the interdisciplinary team.	Examine evidence-based nursing care provided to clients and their families within the ethical and legal framework of the nursing profession.
RNSG 2331: Advanced Concepts of Adult Health (12 weeks) Level 4 course in all tracks	Analyze the impact of a holistic health assessment on the care plan for multiple patients and their families with advanced medical-surgical conditions.	Apply clinical reasoning and clinical judgment to develop patient-centered care plans for patients with advanced medical-surgical conditions, in collaboration with other healthcare professionals and the community.	Develop teaching plans for patients with advanced medical-surgical conditions, their families, and the community based on cultural practices, beliefs, values, and social determinants of health.	Analyze information technology data to promote safe care delivery for adult patients with advanced medical-surgical conditions.	Apply evidence-based nursing care within the legal and ethical framework of nursing practice to patients with advanced medical or surgical conditions, their families, and the community.
RNSG 2363: Clinical V (4 weeks) Preceptorship Course in all tracks	Perform holistic health assessment of assigned patients independently	Utilize clinical reasoning and clinical judgment in providing a patient-centered plan of care to patients, families, and the community with interprofessional collaboration.	Implement a Teaching Plan for patients, families, and the community based on diversity, inclusion, equity, and social determinants of health.	Manage information technology to promote the safe delivery of care.	Provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community.

ADN Program Information and Requirements

Admission Criteria: Admission to South Texas College

Students are admitted to South Texas College through [Board Policy FB - Admissions](#). General admission to the college does not imply admission to all its programs. The admission requirements for the College are found in the current College Catalog and on the College website, <https://studentservices.southtexascollege.edu/admissions/>.

Admission to the Associate Degree Nursing Program

The Associate Degree Nursing Program (ADN) is a selective Program with its own additional application requirements. Prospective students must meet all application requirements before being eligible to apply. In addition, the ADN Program selection process is Competitive Entry and based on a competitive Point System. <https://www.southtexascollege.edu/academics/nursing/>

Mandatory Orientation and Boot Camps in the ADN Program

The Associate Degree Nursing Program (ADN Program) sets mandatory orientation for students to obtain all necessary information such as, but not limited to, program expectations, schedules, clinical clearance, financial aid information, uniforms, purchase of electronic software, books, etc. The student must attend the mandatory orientation. Any student unable to participate will sign a [Waiver](#) and complete an alternative assignment due on the first day of class. The program sets boot camps for students' success. Students must attend or watch the recorded videos to introduce the Program expectations, skills, schedules, test-taking strategies, and 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](#).

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 must be 75% or higher in Math, English, and Science (Anatomy & Physiology) composites and must be valid for two years.
2. Have a minimum GPA of 2.5
3. Submit syllabi of nursing Courses already completed.
4. Present a transcript from all colleges or universities attended and have it evaluated by the Admissions and Records Office for transfer credits of the core curriculum.
5. After reviewing all course syllabi and transcripts from another college or university, the Program Director will determine if the Courses are transferrable.
6. Must complete the nursing program within one (1) year of enrollment in the Program's first nursing course.

7. All nursing students must meet the requirements for criminal background checks, drug screens, CPR, medical insurance, liability insurance, immunizations, and PPD.
8. Credit will not be given for nursing coursework over one (1) year old.
9. Placement in nursing Courses will depend upon space availability and recommendations of the Admissions and Readmissions Committee. A degree plan will be established for the student to complete on time and follow the course sequence of the STC ADN Program.
10. Transfer student nurses who have failed one or more nursing Courses in another college or a university nursing program are NOT eligible to seek entry into the STC ADN Program.
11. Transfer students must understand that readmission will be denied after failure in any nursing Courses taken in STC.

Current Students Reapplying to the Program

Students who are already in the program taking any RNSG Course and are currently failing in the enrolled Courses are ineligible to reapply as new students for the incoming new cohort for the upcoming Semester. The student must sit out for a semester after the last failing course to be eligible to reapply as a new student in the ADN Program.

STC Student Services

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

Career & Employer Services

Website: <https://studentservices.southtexascollege.edu/careerservices/>

Centers for Learning Excellence

Website: <https://www.southtexascollege.edu/cle/>

Counseling and Student Accessibility Services

Website: <https://studentservices.southtexascollege.edu/counseling/>

Course Registration

Website: <https://www.southtexascollege.edu/register/>

Health and Wellness Centers

Website: <https://www.southtexascollege.edu/health-wellness/>

Library Services

Website: <https://library.southtexascollege.edu/>

Learning Commons and Open Computer Labs

Website: <https://www.southtexascollege.edu/openlabs/>

Student Financial Services

Website: <https://studentservices.southtexascollege.edu/finaid/>

Transfer Resources

Website: <https://www.southtexascollege.edu/academics/transfer/>

Veteran Affairs Services

Website: <https://www.southtexascollege.edu/veterans/>

For a comprehensive list and information on STC Student Services, please see [Student Services](#) and [Support Services](#).

ADN Program Standards

Guidelines and Procedures

- I. **College, Division, and Program Guidelines and Procedures.** Students must understand and adhere to STC policies, guidelines, and procedures outlined in the [STC Student Handbook / Code of Conduct](#), including the [Health Science Professions Division Student Handbook](#). Students must study, understand, and strictly abide by the [ADN Nursing Student Handbook](#).
- II. **Institutional Continuity Statement.** In the event of a major crisis, such as a pandemic, hurricane, or other unforeseen emergencies, course meeting times/dates, requirements, and method of delivery may change according to county, state, and/or federal guidelines to ensure the safety of the South Texas College Community. Up-to-date information related to crisis events can be found on the South Texas College [Campus Safety](#) website.
- III. **Board of Nursing Guidelines.** Further, students must also adhere to the standards, guidelines, and requirements, as stated and stipulated in Texas Board of Nursing regulations, found on the Texas Board of Nurse Examiners website at [Texas Board of Nursing](#) to include but not limited to the [Texas Board of Nursing Education Guidelines: Nursing Practice Act: Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice](#).

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 and complete the first day of class and course orientation in full. This is when the course syllabus, schedule, deadlines, and class expectations will be discussed. Refer to the [Health Science Professions Division Student Handbook](#) and the [South Texas College Student Handbook / Code of Conduct](#).

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

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

Calculations of 10% absence per course

Course	# of Contact Hrs.	10% of Contact Hrs.	Dropped after # hours missed
RNSG 1140	64	6.4	6 hours
RNSG 1144	48	4.8	5 hours
RNSG 1162	64	6.4	6 hours
RNSG 1205	80	8.0	8 hours
RNSG 1209	32	3.2	3 hours
RNSG 1262	128	12.8	13 hours
RNSG 1301	48	4.8	5 hours
RNSG 1341	48	4.8	5 hours
RNSG 1343	48	4.8	5 hours
RNSG 1412	64	6.4	6 hours
RNSG 1417	80	8.0	8 hours
RNSG 1513	80	8.0	8 hours
RNSG 2161	96	9.6	10 hours
RNSG 2162	96	9.6	10 hours
RNSG 2163	64	6.4	6 hours
RNSG 2213	48	4.8	5 hours
RNSG 2221	32	3.2	3 hours
RNSG 2260	128	12.8	12.8 hours
RNSG 2331	64	6.4	6 hours
RNSG 2361	144	14.4	14 hours
RNSG 2363	160	16.0	16 hours

Contact hours are based on the WECM Course Manual.

Excused absence:

Excused absences from didactic/clinical/simulation, including but not limited to communicable illnesses (including COVID-19), surgeries, fractures, or any other ailment that will inhibit the student from performing in the class/clinical setting. The student must contact and inform the instructor that he/she will be absent **at least 2 hours before class starts**. Once the student is ready to return, the student must present a medical clearance without restrictions **from a US-licensed healthcare provider** to the instructor before the next class/clinical day.

The student will not return to the class/clinical until medical clearance is submitted. Unexcused absence(s) will automatically be recorded as a **zero grade** for an assignment/exam missed/clinical day. The student is responsible for completing all coursework and exams upon return.

Excused absences not exceeding 10%

(Including but not limited to COVID-19 precautions and absences for funerals) will be allowed to do make-up and complete the required contact hours and objectives within the current semester, provided there will be available space for the student to do the make-up (i.e., a clinical group not exceeding more than ten students, clinical clearance from the facility, availability of clinical on other days). If there are no opportunities to complete the hours and objectives, the student will earn an (I) Incomplete. A make-up will be scheduled the following semester to complete the course, and one must achieve a passing grade before progressing to the subsequent Course.

Excused absences exceeding 10%

(Including COVID-19 precautions) of the required contact hours and/or not meeting the objectives will follow [Board Policy FC - Attendance](#) and the Class Attendance and Participation guidelines of the [STC Student Handbook](#):

The following attendance guidelines will apply. Some departments or divisions may have stricter policies:

- 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 with the standard(s) outlined in the course syllabus.
- A student in an online course is required to successfully complete the online course orientation, if applicable, and actively participate in the course as described in the faculty member's course requirements. A student not meeting these requirements may be dropped in accordance with the policy outlined in the course syllabus.
- A student's absence on official school business is entitled to make up coursework missed but should contact the faculty member prior to the scheduled absence to make proper arrangements for coursework that will be missed.
- 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.

The students will be:

- **Dropped** from the Courses on accrued absences of 10% and above before the census date.
- **Withdrawn (W)** for absences of 10% and above accrued through the withdrawal deadline. Course withdrawals may occur any time after the official reporting date of a semester and up to the established deadline for withdrawals in each semester ([Board Policy ECC - Instructional Arrangements: Course Load and Schedules](#)) – withdrawal from Semester Credit Courses.
- **Incomplete (I)**, refer to the [Board Policy EGA - Academic Achievement: Grading and Credit](#) and STC Student Handbook for Grading Policies.

A passing grade (minimum of "C") must be achieved on the classes/Course being made up before progressing to the next course in the following semester.

Examination Absence

Students must take examinations at their scheduled location (classroom, computer lab), time, and date. The student must inform the instructor via Blackboard or Pronto of the absence two (2) hours before the scheduled exam. The faculty will allow less than 2 hours of notification to address extreme circumstances or emergencies (i.e., a car accident on the way to class/clinical).

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

For an excused absence, the make-up examination must be taken on the next day of the class or as designated by the instructor. The student must complete the exam before they are allowed to return to the

class. The examination format may differ from the original exam (i.e., an essay exam instead of multiple choice). A similar Test Blueprint will be utilized.

No make-up examinations will be administered for an unexcused absence. Absences due to COVID-19-related precautions are considered excused with proper documentation.

Late Coursework

Students must submit a [Late Coursework Form](#) with clinical paperwork that has not been submitted by the due date and time. Ten (10) points will be deducted each late day. The faculty will handle extenuating circumstances. Late Coursework form is **only** for Clinical paperwork. **No** late coursework applies to assignments, quizzes, and graded course requirements.

Religious Accommodations

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

Excused absences exceeding 10% of the required course contact hours will be scheduled for make-up and completion of the course requirements/objectives the following semester. Students must earn a passing grade before progressing to the following Course.

For Incomplete (I), refer to the [Board Policy EGA - Academic Achievement: Grading and Credit](#) and STC student Handbook for Grading Policies.

Alternative Learning Experiences

The ADN Program faculty will utilize alternate learning experiences to meet clinical objectives, course objectives, and learning outcomes. 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 the assignments and arrange the hours. Credit will be given to students' work in the didactic or clinical course where the alternate learning experiences are applied.

An Alternative Learning Experience activity (includes case studies, virtual sim, among others) **will be used** to achieve the Course/Clinical Objective for:

- Closure of the college due to inclement weather or officially declared closure and cancellation of classes by the College President
- Official notification from clinical facilities like Clinicals is not allowed for the day (i.e., Joint Commission visits).
- Emergency and unforeseen absence of faculty (i.e., faculty is sick)
- Official travel of the faculty for meetings and conferences.
- And must not exceed 10% of the course's contact hours.

Case Study Presentation/Community Outreach Project:

Case Study Presentation/Community Outreach Project is a collaborative group activity fostering leadership and teamwork. Case Studies and Presentations will enhance students' critical thinking skills and clinical

judgment. It encourages collaboration, teamwork, member participation, and a group learning process. The group members will get the same grade based on the rubric. After group deliberation, member/s were found not participating and not cooperating during the preparation up to the presentation; the group may collegially decide by majority vote to exclude the name of the non-cooperating and non-participating member/s from the list that will be submitted to the faculty. The list must be submitted to the faculty after the presentation. Those excluded from the list of members will get a grade of zero for the case study presentation/community outreach project. The grade will only be credited to the group members whose names appear on the list submitted to the faculty. See [Case Study Grading Rubric](#), [Community Teaching Project Rubric](#), and [Community Project Peer-Evaluation](#) in the appendices of this handbook. Community Outreach or Teaching projects may be scheduled outside the regular Class or Clinical Schedule. This activity must follow the Clinical and Class Attendance Procedure. Students must plan ahead to participate in the activity outside the Clinical or Class Schedule.

Online Discussion: This reflective student activity enhances active participation in the class and promotes active learning. Students are expected to achieve higher cognitive and critical thinking skills and exploratory learning. Online discussions require students to create a thread responding to the discussion questions and giving feedback and comments on the postings/discussions.

Poster Presentation: This small group active learning activity integrates 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 both the presenters and the audience can utilize 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, during which presenters will present and respond to the audience's questions. The course faculty will design a grading rubric.

Comprehensive Simulated Adaptive Tests and Online Quizzes and Tests: This online platform will engage and prepare students to develop comprehensive knowledge and skills utilizing simulated, comprehensive, adaptive testing or online quizzes and tests to assess and develop students' knowledge and critical thinking in the delivery of care based on client need categories, evidence-based, point-of-care content used by practicing nurses.

The simulated adaptive tests will cover nursing concepts applicable to the course. Test grades will be calculated based on the student's mastery level, divided by the maximum mastery level identified by the course faculty, and converted to percentage points. (*Mastery Level Achieved ÷ Mastery Level Set by Faculty x 100 = Adaptive Test Grade*). Test grades for quizzes and exams will be a percentage (*total correct answers/total number of test items*).

Alternative Learning Experience activity will be utilized only for missed contact hours due to extenuating circumstances such as inclement weather, sick days of faculty, facility-related events (Joint Commission visits), and the like.

Course Syllabus

The Course Syllabus is the student's guide for the course. The faculty will be responsible for informing students about the syllabus' location or giving them a copy of such on the first day of Class. The syllabus aims to effectively clarify the student's understanding of the course content and requirements. The syllabus will include the instructor's name, contact information, office location, policies, rules, regulations, required

texts, learning goals and objectives, course calendar, student responsibilities, grading criteria, disclaimers, contents referred to the ADN Student Handbook, etc. A signed/completed [Syllabus Acknowledgement Form](#) must be submitted/uploaded to the course faculty by the second week of class. Students are responsible for knowing the updates and changes on the course syllabus, HSP, and ADN Student Handbooks.

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 Associate Degree in Nursing Program adopted the following standards:

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

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

ADN Test Improvement Plan (ADN TIPS)

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

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

The guiding principle of the ADN Test Improvement Plan (ADN TIPS) is based on:

1. Providing documentation of the students' identified learning opportunities.
2. Providing a streamlined list of learning improvement activities.
3. Providing a list of evidence-based success strategies aligned with the learning improvement activities that faculty can recommend for their students.
4. Providing active hyperlinks within the document will allow students to view and download a written document containing recommended steps for each learning improvement activity.

5. Providing active referral hyperlinks that will direct students to the URL of the appropriate referral department.
6. Provide a Test-taking Trainer Drill Template link within the document that students can download and use to develop and practice a meta-cognitive approach in test-taking.

Phase 1: A student who obtains a unit exam score below 80% must follow the ADN Test Improvement Plan. The student is responsible for contacting the course instructor and Academic Coach using Starfish appointment within 24 hours after the official grades are issued (**No Academic Coach for Summer Classes**). The student must attend the instructor's exam review and complete the Student Test Analysis Tool (if applicable). The Academic Coach requires the following:

- Complete the GROWTH Questionnaire. The instructor will post the link to the Academic Coaching Workshop or GROWTH Questionnaire (available on the blackboard in the Test Improvement Resource Folder) and have a completed copy during a meeting with the instructor. The students must attend the workshop if applicable. Students that are "at-risk" starting with Exam 1 must make an appointment and meet individually with the Academic Coach.
- Schedule individual appointments with the ADN Academic Coach via Starfish within 24 hours of the official exam scores being released. The Academic Coach will call you via Pronto at your appointment time.

The student is to bring the ADN TIPs Phase 1 form and the completed Student Test Analysis Tool (if applicable) to the scheduled appointment with the instructor. An individualized testing improvement plan/strategy will be developed mutually and collaboratively with the student and documented in the ADN TIPs Phase 1 form. The student must also attend the scheduled focused tutorial in preparation for the next exam. The student must 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 ADN TIPs Phase 1 form and submitted to the course instructor on or before the next unit exam.

Upon completion and submission of the ADN TIPs, the numerical "zero" will be overridden by the actual grade the student achieved on that exam.

Student Mid Program Review

- a. Traditional Students at risk of failing the course upon completion of the 2nd Level must meet with the Academic Coach for Mid Program Review before Progressing to Level 3
- b. Transition Students at risk of failing the course upon completion of the first Semester must meet with the Academic Coach for Mid Program Review before Progressing to Level 3

Phase 2: The [Testing Improvement Plans \(TIPs\) Phase 2](#) applies to all end-of-course exams. Due to time constraints in completing Phase 2 between Minimester Courses, students must complete Phase 2 at the end of the full Semester. Students will review their Individual Performance Profile in the end-of-course exam report focusing on the "Topics to Review" for content mastery series exams. The student uses the learning strategies outlined in the TIPs Phase 2 form on the identified categories. Students will compile handwritten ATI System Disorder, ATI Critical Thinking Forms, notes, quizzes, and case studies to make a portfolio covering the content identified in "Topics to Review."

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

For customized end-of-course exams, the Test Improvement Plan Phase 2 will be tailored to the course in which the exam was administered. The faculty will discuss the procedure and requirements after the Exam is administered.

Guidelines for Written Work

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

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

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

For a tutorial, log in to <https://apastyle.apa.org/instructional-aids/tutorials-webinars>.

Faculty and Student Communication

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

Blackboard: Faculty will use the Blackboard system to communicate with students once the semester begins. The students must regularly check their Blackboard, Jamail, and Pronto to keep themselves updated and aware of current information. Students are to email the instructor through Blackboard. The instructor will have 1 to 2 working/class days to respond to Blackboard, Pronto, or Starfish messages.

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

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

Professional Appearance

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

- a. Standard Scrub Uniform Tops and Straight-leg Pants:
 - Designated color (ceil blue).
 - Tucked-in scrubs are not allowed.
 - Tight-fitting standard scrub tops and pants are not allowed. No Joggers.

- No seamless short-sleeved scrub tops
- b. Standard Scrub Type Jacket
- Standard Scrub-type ceil blue jackets can be worn on campus during Classroom/Didactic Settings. Not allowed in the Clinical and Simulation; The student must wear a lab coat or ceil blue uniform scrub type jacket when returning to the campus from Clinicals for post-conference or any related clinical activities.
 - White standard scrub-type jackets and lab coats are acceptable to be worn to and from Clinicals. No Ceil Blue color allowed.
- c. White dry-fit undershirts are permitted and may be used during cold weather.
- d. If wearing a skirt, the length should be right below the knees.
- e. Students should wear appropriate undergarments.
- f. Name badge(s)/IDs must always be worn on the left side of the uniform (class and clinical).
- g. The school patch/seal must be permanently sewn on the uniform's left sleeve and left side chest of the lab coat (if required).
- h. Only standard white nursing shoes with closed toes, heels, or all-white (non-canvas) tennis shoes with a conservative logo (no colored stripes) must be worn on campus and in clinicals.
- i. White socks or hose must cover the ankle entirely; no no-show socks are allowed.
- j. The following **are not** to be worn in the classroom, a clinical agency, or any HSP college-related activity. i.e.:
- Fleece jackets, hoodies
 - Tight clothing (including jogger/cuffed scrub pants) No jogger scrub pants will be effective Spring 2024
 - Jeans (torn, faded, low hipsters, etc.)
 - Shorts
 - Midriff-baring shirts
 - Low-cut shirts
 - Skirts above the knee
 - Open-toed shoes
 - High heeled shoes
- k. Dress code exceptions are allowed in specific care areas. The clinical facility's uniform guidelines (including Labor and Delivery, Operating Room, Recovery Room, Behavioral Health, and other designated areas) must be complied with. Other attire may be required or worn; the clinical instructor will notify students when necessary.
- l. Students must use personal protective equipment (PPE) according to the Clinical Facility's guidelines and procedure. PPE may include head covers and masks (surgical, KN-95, N-95). When asked to put one on, all students must have their face masks (surgical, KN-95, N-95) ready for use.
- **Hair.** Hair must be a 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 compatible with the dress or natural hair color. Ribbons, headbands, and scarves are not acceptable unless documented for religious/cultural reasons. **Hair claw clips (banana clips) are not allowed.**
- Students must be clean-shaven; this includes mustaches, sideburns, goatees, and beards. Suppose facial hair is maintained for religious, cultural, or medical reasons; in that case, a document from the spiritual leader or a primary care physician practicing in the US must be submitted to the clinical instructor every semester. **A medical disposable beard and**

mustache cover/beard guard must always be worn in Clinical/simulation (students with medical or religious documentation to wear a beard or mustache). Surgical caps may be worn,, must be on ceil blue. No bright colors are allowed.

- **Jewelry.** A minimum amount of jewelry may be worn. This provides safe, comfortable, and sanitary conditions for the patient and the care provider. The students may wear the following:
 - Wristwatch with a secondhand
 - Pierced earrings: one pair of small studs on the earlobes only; no stones, hoops, or dangling earrings are allowed.
 - Rings: one plain band only - no stones
 - No tongue rings or other visible body piercings are allowed.
 - No necklaces or bracelets are allowed.
- **Tattoos** must be covered at all times. Due to frequent handwashing and COVID-19 precautions, tattoos on the hands and arms must be covered discreetly without compromising infection control measures.
- **Communication.** Gum chewing looks unprofessional, interferes with clear communication, and can be highly offensive to others. Gum chewing will NOT be allowed in uniform or scrub attire on clinical/school premises.
- **Fingernails.** If desired, nails may be freshly polished with clear nail polish, and the length should not exceed the fingertips. No artificial nails of any kind are allowed.
- **Hygiene:** Good oral and personal hygiene is essential. Cigarette smoke, perfumes, or colognes are not allowed.
- **Cosmetics:** Make-up should be applied minimally and discreetly. False/artificial eyelashes are not allowed in Clinicals/Simulations.
- **COVID-19 Guidelines:** Students must comply with all the uniform requirements of the facility and or units during clinical days. These may include surgical caps, face masks (surgical or cloth), N-95 Masks, face shields, and shoe covers. The required PPE and uniform guidelines will follow unit and facility requirements. Students must comply with the most up-to-date COVID-19 precautions implemented on the STC Campuses (i.e., wearing a face cover). Refer to [Information Regarding COVID-19](#) for updates. The student's responsibility is to check the website for updates and new policies, guidelines, and procedures.

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

Students **should not** wear ADN official uniforms for other functions besides school and clinical activities.

Nursing Skills Lab/Simulation/Computer Lab

Skills Laboratory

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

Simulation Laboratory

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

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

Clinical Simulation Hours:

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

Simulation Guidelines:

1. Case scenarios will be utilized for Simulation and guided by the learning objectives the students must meet.
2. The simulation grade is calculated utilizing rubrics and will be a group grade based on performance and other clinical requirements.
3. Simulation is regarded as clinical (hospital setting); thus, uniform, COMPLIO, paper requirements, and **no food** allowed in the debriefing room or hallways of the 4th-floor Simulation Hospital must be consistently observed. Covered bottled water is permitted in designated areas only.
4. Students are to return medications properly in the bin. If used, do not return. Students must **not leave Simulation if there are discrepancies in the medication count.**
5. Utilize supplies appropriately. Students must clean up the room and return reusable supplies properly after the simulation/scenario is completed. Non-reuseable supplies must be appropriately discarded.
6. Electronic health records must be utilized for documentation of care.
7. The simulation must start and end as scheduled. Clinical attendance procedures apply in simulation (i.e., tardiness, absences)

8. Students must participate actively in the 3 phases of the simulation experience: Pre-brief, Simulation, and Debriefing. Simulation standards must be complied with, including confidentiality of information.
9. Students must have access to the Pyxis and undergo orientation (Level 1).

Computer Laboratory

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

Student Discipline

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

Grievance Policy and Procedure

STC and HSP Programs strive to provide fair and objective procedures for hearing student complaints and endorse compliance with the spirit of nondiscriminatory regulations.

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

Communication Channels

The communication channels are the line of authority and responsibility in an organization that oversees policies, guidelines, and procedures. Following communication channels in the healthcare workforce means moving up the administrative ladder when the nurse believes the patient's needs are unmet. The nurse's role as a patient advocate is of utmost importance. Failure to adhere to communication channels in most healthcare institutions may result in progressive disciplinary action, including termination.

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

Refer to Channels of Communication, [HSP Student Handbook](#).

Health Science Professions Division: Channels of Communication

Steps	Student to Student	Student to Faculty	Student with Staff
Step 1	Talk to the Student	Talk to the Faculty	Talk to the Staff
Step 2	Talk to the Course Faculty	Talk to the Program Chair	Talk to the Program Chair
Step 3	Talk to the Program Chair	Talk to the Division Dean	Talk to the Division Dean

Step 4	Talk to the Division Dean		
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Complaints and Grievances

Refer to [STC Student Handbook](#) and [HSP Handbook](#), and visit [Students Rights and Responsibilities](#) for guidance and procedures.

Employment While in the Program

The ADN Program guidelines regarding student employment:

- Students understand that the ADN is a rigorous program, and employment while in nursing school may jeopardize success in the Program.
- Nursing students shall not assume any position that requires Licensed Registered Nurses' skills, knowledge, and judgment.
- Employed students may not wear the school uniform (or name badge) during extracurricular employment.
- Students may not at any time be employed in the capacity of "Nursing Student." Students seeking employment in health care agencies refer 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](#).
- When working for compensation, students' performance is the legal responsibility of the employing agency and students.
- Students attending the scheduled classes virtually, remotely, or online activity must not be at work in the place of employment during class time. Full attention and participation in class are required and cannot be achieved if the student is at work while simultaneously attending the regularly scheduled classes virtually. This is an unexcused absence.

Progression Criteria to the Next Level

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

The didactic, skills, and clinical companion Courses and co-requisite Courses must be passed before students can progress to take Courses at the next level. All course requirements are graded numerically.

For students affected by COVID-19, see [COVID-19 Precaution Absence](#). The final course grade will be converted to a letter grade based on the Program Grade Scale.

Course Grade Appeals

Refer to the South Texas College Website for [Procedure and Forms](#).

Graduation Requirements

Refer to [South Texas College Graduation Requirements](#).

Pinning and Lamp Ceremony

The ADN Program only holds a Pinning and Lamp Ceremony after the Fall and Spring semesters. Students completing the degree in September/October (Summer Level 4) will attend the Fall Semester Pin and Lamp Ceremony. The Pinning and Lamp Ceremony is a tradition in nursing as a rite of passage from student to professional nurses. A pinning fee is assessed through the students' tuition on their last semester in the program. The Ceremony is held before graduation and before the last day of submitting grades. Safety Protocols must be followed in the Pinning and Lamp Ceremony. The ceremony may be held virtually or streamed, walk-through, or drive-through as determined by the Committee to ensure everyone's safety and available budget based on the number of graduating students.

Students are encouraged to attend the Ceremony; however, participation **does not indicate** that the student has passed all nursing Courses.

Texas Board of Nursing Affidavit of Graduation

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

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

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

Student Code of Conduct

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

Professional Behavior

Students in the ADN Program are expected to conduct themselves professionally when interacting with clients and peers, faculty, and staff. Students represent the Health Science Professions Division and the nursing profession; thus, students assume responsibilities toward society. These responsibilities are delineated in the Code for Nurses, American Nurses Association. The Code of Conduct and its interpretation guide nurses' behavior in carrying out nursing responsibilities within the ethical decision-making framework. Students are obligated to function within the [American Nurses Association Code of Ethics for Nurses](#) at all times.

ADN Standards of Professionalism and Academic Integrity

The ADN Program upholds professionalism in the delivery and conduct of all its Courses. Students are expected to conduct themselves professionally.

Unprofessional Behaviors

May include, but are not limited to:

- Disrespectful
- Non-compliant uniform
- Disruptive Behavior
- Demeaning or Humiliating Conduct
- Inappropriate use of electronic devices
- Leaving classroom/clinical/simulation premises during the duration of clinical rotation/shift/orientation without the approval of the faculty/preceptor
- Improper use of social media
- Lying
- Stealing
- Bullying/Cyberbullying
- Misuse of clinical/classroom equipment
- Intimidation, Threatening Behaviors, and/or coercion
- Severe, Persistent, and Objectively Offensive Expressions
- Frivolous appeals or complaints
- Facilitating any form of misconduct
- Disruption or Interference with an Investigation, Conference, Meeting, or Appeal
- False and/or unfounded accusations

Unprofessional behavior will result in students being immediately dismissed/sent home from class/clinical, a grade of zero for the day, up to dismissal from the program.

Academic Integrity in the ADN Program

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

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

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

Collusion includes, but is not limited to, unauthorized collaboration with another person to prepare an academic assignment offered for credit or grade.

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.

Professional Clinical Behavior

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

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

- Failure to document and/or communicate vital client information and changes in the client's condition
- Medication error
- Practicing beyond the student nurse's scope of practice
- Endangering the lives of the client/patient
- Violating HIPAA rules
 - Inappropriate use of electronic devices
- Failure to disclose students' communicable disease status to course/clinical faculty.
- Failure of the student to complete and submit Course/Clinical requirements and documents on due dates.
- Failure to come on time in Clinical and Simulation as scheduled.
- Non-compliant in COMPLIO
- Non-compliance with COVID-19 precautions and requirements of the Clinical facilities, Simulation, and in-campus activity.
- Performing procedures beyond the scope and/or not authorized/supervised by the faculty.

Student Discipline Classroom/Clinical Process

The student may appeal the decision of the course instructor by following the [Disciplinary Action Process](#). Conduct Violations ([STC Student Handbook / Code of Conduct](#)), HSP Program Standards, and/or Safe Clinical Practice Standards will result in disciplinary action. The sanctions will depend on the nature and

severity of the incident and the potential or actual threat to the client's safety and well-being or risk for the Program, College, and Clinical Affiliate Agency.

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

- Constantly interrupting
- Frequently leaving or entering class
- Making loud noises
- Using physical or verbal threats
- Repeated use of cell phones in the classroom
- Persistent speaking without being recognized.
- Non-compliance with professional appearance in class/clinical
- Failure to update and report changes and incidents in clinical to Faculty promptly

Disciplinary Action Due Process HSP Division

See the flowchart at: <https://nah.southtexascollege.edu/pdf/NAH-Disciplinary-Action-Flowchart.pdf>.

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 must adhere to the healthcare profession's high standards and uphold confidentiality ([HIPPA Privacy Rule](#) and [FERPA](#)).

Refer to the [HSP Student Handbook](#).

Social Media Policy of the Board of Nursing and NCSBN

Students are expected to abide by the "[Nurse's Guide to the Use of Social Media](#)" published by NCSBN and the [Texas Board of Nursing Position Statement 15.29, Professional Boundaries, including Use of Social Media by Nurses](#).

Safety Procedures

Students injured while functioning in a student role in the clinical area, laboratory, or classroom must report the incident to the course/clinical faculty. Refer to the [HSP Student Handbook](#) for the procedure and form.

Campus Safety

South Texas College is committed to the safety and security of our students, employees, and community members. Emergency preparedness is discussed during orientation, and students are encouraged to register for the [RAVE Alert Emergency Notification System](#). Students must review and visit the [Campus Safety](#) Website and be familiar with the information available.

Emergency Messages

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

Professional Liability Insurance

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

Emergency Health Care

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

Communicable Diseases

A safe environment must be maintained for all students and clients. Students with communicable diseases must immediately report the condition to their faculty (classroom or clinical). The Health Science Professions 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 and COVID-19 Exposure.
3. Students must be able to meet acceptable performance standards and course objectives.
4. Students with a communicable disease may attend classes or perform duties at the clinical site if their presence does not pose a threat or danger to that individual, others in the College, or the clients they will be in contact with during clinical experience.
5. Students must follow the affiliating agency's guidelines governing caring for clients with communicable diseases.

Evaluation and Grading

At the end of the course, students will earn a grade based on the following grade scale for all **RNSG Courses**.

Letter Grade	Percentage Earned
A	100% - 92%
B	91% - 85%
C	84% - 78%
D	77% - 70%
F	69% and below

Basis for Determination of Final Grade

Students must achieve a grade of 78.0 or better in the course. The numerical equivalent will round off (only for the Final Grade) at 0.5 or above; for example, 77.5 would round to 78; 77.49 would be 77, 69.5 would round to 70, and 91.5 would become 92.

A letter grade of "C" is the minimal requirement to progress in the nursing curriculum. The theory, skills, clinical companion course, and co-requisite Course must be passed with a minimum of "C" before students progress to the next level. All course requirements are graded numerically. For students affected by

COVID-19, see [COVID-19 Precaution Absence](#) for reference in progression. The final course grade will be converted to a letter grade based on the Program Grade Scale.

Release of Final Grades

1. Final exam and course grades for Levels 2 and 3 Courses will be released on Blackboard within 24 hours of the completion of the Final Exam. Posting the Final Grade on JagNet will follow the STC Course Calendar.
2. For Levels 1 and 4 Courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.

Evaluation Method for Didactic Courses

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

The grading Criteria for RNSG1209 Introduction to Nursing are as follows:

Unit Exams, Presentations	= 30% of the student's final grade
Quizzes/Assignments	= 25% of the student's final grade
Presentation/EVP Article	= 15% of the student's final grade
RN Interview	= 5% of the student's final grade
Final Exam	= 25% of the student's final grade
Total= 100%	

Grading Criteria for RNSG 1301, RNSG 1513, RNSG 1417, RNSG 2213, RNSG 1341, RNSG 1343, RNSG 1412, and RNSG 2331 are as follows:

Unit/Section Exams	= 60% of the student's final grade
End of Course Exam	= 10% of the student's final grade
Quizzes/Assignments/Projects	= 5% of the student's final grade
Final Exam	= 25% of the student's final grade
Total= 100%	

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

Unit Examinations	= 50% of the student's final grade
NCLEX-RN Success Preparation	= 10% of the student's final grade
Assignments, Assessments, & Quizzes	= 20% of the student's final grade
Final Examination	= 20% of the student's final grade
Total = 100%	

Evaluation Method for Skills Classes

Nursing Skills are taught in *RNSG 1205, RNSG 1144, and RNSG 1140*. The faculty will demonstrate, and students can practice the skills supervised by the faculty. During demonstration and practice, students will use manikins, videos, and simulated equipment. A Competency Performance Evaluation (CPE) form is used as the grading rubric for each skill being tested.

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

Psychomotor/Skills Competencies*		70%
Hand Hygiene	04%	
Vital Signs	06%	
Physical Assessment	10%	
Oral Medication Administration	15%	
Parenteral Medication Administration	15%	
Wound Care	05%	
Suctioning	05%	
NGT	05%	
Urinary Catheterization	05%	
Quizzes, Homework, Assignments		20%
Skills Final EXAM		10%
	Total	100%

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

Psychomotor/Skills Competencies*

Psychomotor/Skills Competencies*		60%
Documentation	20%	
5% Care map		
5% EBP with self-reflection		
5% Health Teaching		
5% EHR Tutor		
Skill	80%	
Final Exam (Psychomotor skill competency)		30%
Class Activities Quizzes and Modules		10%
	Total	100%

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

*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. The course faculty will conduct a conference with the students if the students do not pass on the first attempt. If the student fails to meet the required skill competency on the second attempt, the course faculty will conduct a conference with the student, and the student will be referred for skills tutoring. Another Nursing Skills faculty may evaluate the student on the specified skill's third (3rd) attempt. If the student fails on the third attempt on the specified skill, they will automatically get a zero grade.

Skills competency for the students is documented in a Procedure Checklist and is effective for the duration of the Associate Degree Nursing (ADN) Program. The student's responsibility is to obtain the course faculty's signature after every skills competency test and clinical performance. The designated faculty must

sign all skills performed per level on each line before progressing to the next level. Faculty will not sign skills completed from previous levels.

The faculty secretary can provide a replacement Procedure checklist in case it's lost or misplaced by the student. If a student needs a previous faculty to re-sign the replacement checklist for any reason, the student may be asked by that course faculty to demonstrate the skill(s) again.

Clinical Grading Process (Updated) Fall 2025

Clinical grades will be based on performance and completion of the assessment methods aligned with each Course Learning Outcome (CLO).

- Each Course Learning Outcome has identified assessment methods (e.g., rubrics, clinical tools, assigned documentation).
- Student performance on these assessment methods will determine the grade for that CLO.
- Faculty will evaluate students using designated rubrics and tools. If a student does not have the opportunity to demonstrate a specific criterion, that item will be omitted from grading.
- The overall clinical grade for the course will be determined by the cumulative performance across all Course Learning Outcomes, rather than by averaging daily grades.

This emphasizes competency-based evaluation tied directly to the CLOs, ensuring consistency and fairness in measuring student performance in both simulation and direct hands-on clinical experiences.

Clinical evaluation in this nursing program is conducted through both **formative and summative assessments**, utilizing **meaningful feedback** and **standardized rubrics** to measure each student's achievement of the **clinical course learning outcomes**. This process ensures that students receive ongoing guidance to support their skill development and are objectively evaluated on their competency, professional growth, and readiness for safe nursing practice.

Simulation

Simulation will utilize case scenarios that may include a virtual simulation component and/or an actual clinical simulation, depending on available resources. Low- to high-fidelity manikins will be used to achieve the identified clinical learning objectives. Simulation delivery will be guided by the INACSL *Healthcare Simulation Standards of Best Practice*TM. The policies, guidelines, and procedures expected in the clinical setting apply equally in simulation.

Simulation is designed to reinforce concepts from the didactic course for better comprehension, retention, and integration of theory into practice in a controlled environment. Evaluation of simulation will align with the Course Learning Outcomes (CLOs):

- Each simulation activity will be assessed according to the designated evaluation elements linked to the CLOs.
- Depending on the objectives of the simulation, grading may be assigned individually or as a group. For group-graded simulations, the grade earned by the group will be reflected as the individual grade of each participating student.
- Evaluation of student performance in simulation will be based on the rubrics aligned to the specific CLOs being assessed.

Simulation performance will directly contribute to the student's overall clinical grade through evaluation of course learning outcomes.

Holistic Health Assessment

The student must perform a Holistic Health Assessment in the Clinical Course. The Holistic Health Assessment Rubric will be used to evaluate this skill. The rubric has been expanded to a 75-criteria to provide a more objective and comprehensive evaluation of student performance.

To promote the progressive development of clinical competence and ensure consistent scaffolding of learning throughout the program, each level will adhere to the following proficiency benchmarks:

- Level 1: 78%
- Level 2: 83%
- Level 3: 85%
- Level 4: 90%

The score obtained by the student on the Holistic Health Assessment will serve as the grade for Course Learning Outcome (CLO) 1. The grade earned on the first attempt will be used in the calculation of the course grade.

Students who do not meet the required proficiency level on their first attempt must complete skills remediation with the assigned faculty before proceeding to a second attempt. If a third attempt becomes necessary, remediation must be completed with a different faculty member, and the third attempt will be proctored and evaluated independently by another faculty member to ensure objectivity and fairness.

Grades from the second and third attempts will be used to reflect the student's ongoing development of skill competence, except in RNSG 2163 (Clinical IV). In this course, only the first-attempt grade will be used for grading purposes, as it represents the student's initial ability to demonstrate competency at their current level without additional faculty intervention. Remediation and subsequent attempts in RNSG 2163 are required to support continued learning, skill mastery, and achieve the proficiency benchmark but will not alter the initial grade; instead, they serve to measure and promote improvement following guided remediation.

Patient/Community Teaching Project

A Patient/Community Teaching Project is required of students in Clinical Courses. Projects may include activities such as clinical teaching sessions, health assessments, or participation in community fairs, provided that the learning objectives are aligned with the Course Learning Outcomes (CLOs) for the student's level.

The project aims to develop students' skills in planning, implementing, and evaluating teaching plans and health promotion activities for patients, families, and the community. The Clinical Group will be responsible for creating a proposal, preparing project materials, and identifying a topic that is relevant to the needs of the specified audience and aligned with the clinical course concepts. Faculty will provide guidance and direction during the preparation, delivery, and evaluation phases of the project.

The Grading Rubric will include:

- Evaluation of the group's overall work and project outcomes

- Evaluation of each individual student's presentation performance
- A peer review component to assess contributions within the group

For individual patient teaching projects, dedicated rubric will be utilized to evaluate student performance.

The grade earned from the project will be reflected as each participating student's individual grade.

Students' Self-Reflection

Self-reflection is an essential part of the clinical learning experience. It is designed to help students think critically about their clinical day, evaluate progress, and connect theory to practice. Through reflection, students develop their ability to apply the Clinical Judgment Model and Differentiated Essential Competencies (DECs) while strengthening their professional identity.

Student Responsibilities

- Students are required to complete a Clinical Course-Specific Self-Reflection on Clinical Performance Form for each clinical day.
- The completed form must be uploaded on the due date as part of the required clinical paperwork.

Progression Across the Program

- Self-reflection is scaffolded within each Level and across the program, with expectations that become more complex as students advance.
- At every level, self-reflection helps students connect their learning to the Course Learning Outcomes (CLOs) and prepares them for higher-level clinical judgment.

Components of Daily Self-Reflection

Each daily self-reflection will include:

- Reflection on the Course Learning Outcomes (CLOs)
- Integration of an Evidence-Based Practice (EBP) article
- Identification of personal strengths demonstrated
- Recognition of areas for improvement
- Establishment of a goal for the next clinical experience
- A professional insight gained from the day's learning

Evaluation of Self-Reflection

- Faculty will evaluate student self-reflections using a rubric that measures completeness, depth of reflection, integration of evidence, and connection to CLOs.
- Faculty feedback will be provided to guide student growth and to ensure consistency in evaluation across levels and courses.

Importance of Self-Reflection

Completion and submission of self-reflections demonstrate accountability and support professional development. Failure to submit may result in loss of clinical paperwork credit for the day and may affect the student's overall clinical performance evaluation.

Determination Of Final Clinical Grade

The clinical grade is determined by student performance on the Course Learning Outcomes (CLOs) and supporting assignments and quizzes. All clinical activities – including hospital-based experiences, simulation, documentation, presentations, and related requirements – are assessed through the CLOs to ensure consistency and fairness across courses and levels.

Final Clinical Grade Calculation

- 90% of the clinical grade is based on the weighted grade for each CLO:
 - CLO 1 - Holistic Health Assessment: 15%
 - CLO 2 - Utilization of Critical Thinking and Clinical Judgment with the use of Care Map: 40%
 - CLO 3 - Communication and Collaboration with Patient & Community Teaching: 10%
 - CLO 4 - Use of Information Technology and Electronic Health Record for Safe Delivery of Care: 25%
 - CLO 5 - Evidence-Based Practice, Quality/Safety and Professionalism: 10%
- 10% of the clinical grade is based on the average of all assignments and quizzes, including post-conference participation and other required assessments.

Additional Information

- Each CLO is evaluated using course-specific rubrics and assessment methods, ensuring that student performance is measured objectively and consistently.
- This grading structure emphasizes the importance of students meeting the requirements of each outcome, rather than being assigned a grade based on daily attendance.
- The weighting of CLOs reflects the program's emphasis on critical thinking, patient-centered care, and clinical judgment, while also recognizing the importance of communication, professionalism, and evidence-based practice.
- Assignments and quizzes are incorporated as a smaller but meaningful portion of the grade to reinforce preparation, accountability, and application of knowledge outside of direct clinical practice.

Grading Criteria for RNSG 2163 - CLINICAL 4

- I. Evaluation Method for Leadership and Management Clinical Experience
 - A. Team Leader
 - Each student will be given an opportunity to serve as a Team Leader to apply leadership and management theory concepts.
 - The student's performance as a Team Leader will be evaluated using a Team Leader Rubric, designated forms, and assignments with Charge Nurse Shift Report Video recording rubric.
 - Expectations for the Team Leader role include:
 - i. Designating team member assignments appropriately
 - ii. Collaborating with team members to develop patient care plans
 - iii. Providing leadership and guidance to team members
 - iv. Demonstrating time-management and organizational skills
 - v. Conducting patient care rounds
 - vi. Coordinating interdisciplinary care as needed
 - vii. Fostering open communication with the healthcare team
 - viii. Demonstrating flexibility in patient care delivery

- ix. Delegating nursing tasks in accordance with the five rights of delegation
- x. Ensuring completion of assignments by all team members

B. Team Member

- A Team Member’s clinical performance will be graded based on rubrics aligned with the Course Learning Outcomes (CLOs).
- Clinical evaluation will include weekly assignments, student self-evaluations, written and electronic clinical assignments, and concept maps.
- The clinical performance evaluation tool and rubrics measure competence in applying clinical judgment and professional behaviors as outlined in the CLOs.

II. Final Clinical Grade Calculation

- 90% of the students’ final grade will be based on performance in clinical experiences, including Simulation, Team Leader performance, and Team Member performance.
- 10% of the students’ final grade will be based on quizzes, math dosage and calculation competency, and post-conference participation.
- Total = 100%

Grading Criteria for RNSG 2363 are as follows:

Evaluation Methods for RNSG 2363 Capstone/Preceptorship Experience:

Clinical Evaluation	20% (based on the feedback from the preceptor; at 46 hours; at 92 hours)
Capstone Reflective Journal Evaluation	15% (reflection journaling: 2 grading periods; at 46 hours; at 92 hours)
SBAR Video Reporting	10% (at 46 hours Hand off Report to Nurse; at 92 hours SBAR report to Provider)
Assignments	10 % (completion of Virtual ATI modules with the achievement of a mile marker of 100%, videos, quizzes)
Simulation Experience	15% (group grade simulation laboratory)
Comprehensive Online Examination (Proctored)	30% (online comprehensive exams)
Total =	100%

1. Clinical Evaluation (20%). The faculty will evaluate the student twice during the preceptorship experience. The average of the faculty’s initial evaluation (covering the first forty (40) hours and the second evaluation (covering the final remaining hours to complete 80 preceptorship clinical hours) reflects the grade on the clinical evaluation tool. Grades will be based on the comments and feedback of the preceptors.
2. Capstone Reflective Journal Evaluation (15%). The reflective journaling is posted on Blackboard by completion at 46 hours and at 92 hours. The reflective journal includes a discussion of the student’s clinical learning experience guided by questions/topics related to nursing practice. Please see the Blackboard course for journal questions and the rubric for grading. If unable to post on time, a late coursework form will be submitted to the instructor via Blackboard message

as an attachment, and 10 points will be deducted for each late day on Preceptorship Reflection Evaluation. The reflective journal must have an updated COMPLIO and Capstone hours log with the preceptor's initial comments as deemed necessary. Failure to comply will forfeit the hours worked for that clinical day. There are two grading periods for Capstone/Preceptorship Reflection Evaluation. The first grading period will be graded upon completing the first 40 clinical hours. The second reflection journal will be graded on completing required hours as per course syllabus. The average of the two grading periods will constitute the Preceptorship Reflection Evaluation grade (15%).

3. SBAR Video Reporting (10%). Students will complete two video-recorded SBAR reports:
 - At 46 Hours: Record an SBAR handoff to the next-shift nurse, focusing on clear, concise communication for safe continuity of care.
 - At 92 Hours: Record an SBAR report to a provider, emphasizing patient changes, clinical decision-making, and recommendations.

Each report should be professional in tone, and protect patient confidentiality. A detailed grading rubric is available in Blackboard (Bb) to guide students in preparing the recordings.

4. Assignments (10%). To ensure readiness for the NCLEX-RN, students are required to actively engage in and complete structured review assignments. This includes participation in the NCLEX Review program, demonstrating satisfactory progress as indicated by achieving the required Mile Marker benchmark.

During the review period, students will complete a sequence of core modules that encompass essential nursing concepts, clinical decision-making strategies, and specialized areas of practice. Each module consists of lessons, assessments, and individualized remediation guided by a mentor/coach. Successful completion of all assigned modules, including the NCLEX Readiness Exam, is necessary to meet course objectives and demonstrate preparedness for professional licensure.

Assignments will also include quizzes and other requirements as stated in the calendar. The review process using these learning tools can promote mastery of nursing concepts and prepare the capstone student to achieve safe competence.

5. Simulation Experience (15%). Students participate actively in the Clinical Simulation Laboratory for as scheduled in the Course Calendar. Case scenarios will substitute for patient assignment and or utilization of simulated scenarios of patients attached to the monitors like hemodynamic monitoring. Based on the data presented, nursing care will be rendered to the various high-fidelity manikins and/or discussed in the debriefing. Students must keep the realism of the scenario to enhance situational learning. All the clinical policies, procedures, and requirements, including but not limited to uniform, attendance, professional behavior, and grading criteria, will be enforced in the Clinical Simulation Laboratory. Clinical Simulation Laboratory Experience is a group activity requiring the group members' active participation. Clinical Simulation Laboratory Performance is graded as a group. The grade earned by the group will be reflected as an individual grade of the participating students. Students are to attend face-to-face review of concepts. The learning activities acquired per day during the review can promote mastery of nursing concepts and prepare capstone students to improve critical thinking skills, clinical reasoning, and clinical judgment, and improve safe and competent delivery of care.

6. Comprehensive Online Examinations (Proctored) (30%) Comprehensive Exams. Online Comprehensive Exams are administered in a proctored environment, and grades will be based on the average of the Comprehensive Exams. This includes: RN Assessment Exam (10%); RN Patient Teaching Exam (10%); RN Comprehensive Predictor (10%). The comprehensive exams have various NCLEX RN Style of questions including but not limited to multiple choice, select all that apply, and Next Generation NCLEX (NGN) Type.

Breakdown of the number of items per comprehensive, adaptive exam are as follows as:

Online Comprehensive Adaptive Exam	Number of Items	Duration of the Test (Hour/Min)	Schedule of Exam
RN Assessment Exam	100	2.5 Hours	Simulation Calendar
RN Patient Teaching Exam	100	2.5 Hours	Simulation Calendar
RN Comprehensive Predictor	180	4 Hours	Simulation Calendar

The students will take the proctored exam on a specified schedule (date and time) during a simulation day determined by the faculty. *Failure to complete any of the above tests **within the allotted time and complete the specific exam on the due date and time** will result in a grade of Zero on that particular test.*

Testing guidelines are followed as delineated in the ADN student handbook. Only students who did not pass the course can review the end-of-course comprehensive exam if indicated.

A letter grade of "C" is the minimal requirement to progress in the nursing curriculum. The theory, skills, clinical companion course, and co-requisite Course must be passed before student's progress to classes at the next level. All course requirements are graded numerically. Based on the Program's Grade Scale, the final course grade will be converted to a letter grade.

Grade Scale: At the end of the course, the student will earn a grade based on the following scale:

LETTER GRADE	POINTS EARNED
A	92-100%
B	85-91%
C	78-84%
D	70-77%
F	69% and BELOW

The basis for Determining the Final Grade: The student must achieve a grade of 78.0 or better in the course. The numerical equivalent for grades is rounded off (only on the Final Grade) at 0.5 or above. For example, 77.5 would become 78; 77.49 would become 77; 69.5 would become 70; 91.5 would become 92.

In the Associate Degree Nursing Program, students complete the required clinical hours through a combination of direct patient care in the hospital setting and faculty-facilitated simulation and debriefing days. Approximately one-half of the total clinical hours occur in direct patient care experiences, while the remaining hours are fulfilled through simulation-based learning and structured debriefing. This model reflects national best practices in nursing education and supports the development of clinical reasoning, judgment, and reflective practice in alignment with the ACEN Standards and Criteria.

Clinical Experience Debriefing Days (CLED) are an intentional component of the curriculum. These days provide protected time for both faculty and students to engage in structured evaluation, formative feedback, and remediation activities. During debriefing, students receive individualized and group feedback from faculty on their clinical and simulation performance, guided by established rubrics such as the Simulation Evidence-Based Practice Rubric. Faculty highlight strengths, identify areas needing improvement, and provide strategies for growth. Students are expected to reflect on their performance, integrate feedback, and apply corrective actions in subsequent clinical and simulation experiences.

The purpose of debriefing days is to ensure that formative learning opportunities are not overlooked in the pace of clinical rotations. They strengthen the link between theory, practice, and evaluation by allowing time for remediation, self-reflection, and reinforcement of evidence-based practice principles. In this way, debriefing days serve as both a feedback mechanism and a remediation platform, ensuring students are adequately prepared for summative evaluations, program learning outcomes, and eventual NCLEX-RN licensure preparation.

From a program accountability standpoint, debriefing days also ensure consistency of evaluation and fairness across clinical groups. By using standardized rubrics and structured debriefing formats, faculty provide accurate, reliable, and meaningful feedback. This process contributes to continuous program improvement and aligns with the program's Systematic Plan for Evaluation (SPE), which emphasizes the use of multiple measures (direct clinical performance, simulation, and reflective activities) to assess student achievement of End-of-Program Student Learning Outcomes (EPSLOs).

Students are expected to participate fully in all scheduled clinical hours, which include both direct patient care experiences and faculty-facilitated simulation and debriefing days. Debriefing days are mandatory components of the program and are designed to provide structured evaluation, feedback, and remediation based on formative performance. During debriefing, students will receive faculty feedback guided by program rubrics, engage in reflective practice, and participate in remediation activities as needed. Successful progression in the program requires active engagement in both clinical and debriefing activities, as these contribute directly to the attainment of program outcomes and readiness for professional practice.

Testing Procedures and Grading

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

Summative evaluations are conducted through final and standardized end-of-course examinations using either a Customized or Content Mastery Series exam as scheduled by the course faculty. Standardized end-of-course exams will not exceed 10% of the student's final grade.

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 essential in determining students' level of competence and skills gained in the course. Course Examinations include the following: quizzes, unit exams, customized exams, content mastery series exams, targeted medical surgical exams, comprehensive predictor exams, online comprehensive simulated adaptive tests, and the final examinations that constitute part of the student's grade.

Testing Guidelines

The method of administering quizzes, unit exams, final exams, and end-of-course standardized or customized exams will be in a face-to-face, proctored environment. In preparation for the Exams, students are given the distribution of test items according to the 2023 NCLEX - RN® Test Plan into four major 'Client Needs' categories: Nursing Process and Bloom's Taxonomy.

The exams will be conducted in the computer labs or classroom with the student's personal laptop computers properly charged to sustain the duration of the exams and with the appropriate application installed to include Examplify. The student is responsible for ensuring the application is correctly installed and updated, authorized to access the exams, and paying the fees for the exam applications.

Safety protocols of the college will be observed during the examination. If a face-to-face proctored test is not possible, the faculty may administer it remotely in a proctored environment using appropriate remote proctoring applications.

Remote Proctored Testing:

1. In an abundance of caution due to COVID-19 and compliance with the safety protocols, proctored exams will be administered remotely using either of the following applications: Blackboard's Respondus Lockdown Browser, Respondus Monitor, Exam Monitor, and Proctorio to maintain test integrity and security;
2. Students must follow instructions on using the [Lockdown Browser and Respondus monitor](#). Visit [Blackboard FAQs](#).
3. Students using Proctorio for Proctored Exams must follow instructions. Refer to the Student Orientation Video for [ATI Remote Proctoring with Proctorio](#) and the [Student Quick Start Guide](#).
4. Students using ExamMonitor for remotely proctored exams must follow the guidelines and steps in [ExamMonitor](#).
5. Students must log on early and be ready for the exam to start promptly.
6. Students will not be allowed to have other electronic devices (other than the computer that will be used for the test), including but not limited to cell phones, electronic watches, and electronic pens during exams; earplugs are acceptable. Bluetooth and wired earphones are not allowed. **Students recording or taking pictures of the Exam will automatically fail the Course.**

7. Students must use the identified remote exam monitoring software, verify their identity with a photo ID, and record themselves until completion. A start-up sequence will guide students in showing identity and exam environment.
8. No articles will be allowed on the computer desk or exam table during the exam. No food or drinks will be allowed.
9. If the student is late for an exam, they will not be allotted extra time to complete it. Students can proceed with the exam with the remaining time allowed.
10. Students cannot discuss the exam content before, during, or after the exam administration.
11. Coverage of exams is subject to change based on the class's progress on lecture days and will follow the same order as the topics found on the schedule/calendar. Should there be necessary changes in the coverage of the lectures and exams, modifications/changes will be announced on Blackboard and/or during class.
12. Scratch papers are not allowed. If the test requires writing, the student may use a whiteboard (no bigger than 8.5 x 11.75 inches) with dry-erase markers. All scripts and marks on the whiteboard must be erased at the end of the exam. The whiteboard must be shown to the lockdown browser monitor (or any remote proctoring software) and clear of marks and writing before and after the exam. Any exam materials must be shown to the lockdown browser monitor or remote proctoring software for recording before the start of the exam and after the exam is completed. **Taking pictures/video recordings of the exam and exam materials is prohibited.** If the exam images are taken, the student will automatically fail the course and be referred to the Program Coordinator for appropriate action, including removal from the Program.
13. Instructors will review suspicious behaviors detected (functionality feature of Respondus Monitor) and flags on the video recording.
14. The faculty will decide based on the indicators/flags in the recordings suggesting students' suspicious behaviors (i.e., students looking outside the computer monitor field, face not detected or partly detected by the camera), and an investigation will be conducted. Refer to the Disciplinary Action Process in the [HSP Student Handbook](#).
15. Should there be technical and computer glitches (i.e., students getting disconnected online) encountered during the computerized exams, (only the) affected students will be given extra time equivalent to the amount of time lost during the glitch. Suppose the computer or online issue is not resolved within 30 minutes, and multiple students are affected. In this case, the exam will be voided, and a new exam will be rescheduled and administered as soon as possible. The exam will cover the same concepts and test blueprint.
16. The student must notify the faculty immediately of internet connectivity and/or technical issues encountered before:
 - starting the exam and/or
 - during the exam and /or
 - during the upload of the completed exam.

The student has to show proof and evidence of internet outage/technical issues encountered to the faculty as soon as possible. No evidence or proof of internet outage/technical issues or informing the faculty after the Exam time is over is considered an unexcused examination absence.
17. Students must not browse the internet or navigate outside of the test/quiz once the exams/quizzes have started and the entire duration of the tests or quizzes.
18. Computerized Adaptive Testing, online exams, and quizzes must be completed and submitted within the allotted time. Failure to submit or upload the exam before the time expires results in the

inability of the program/software to determine the Mastery Level achieved and will show an "I" (Incomplete) grade. An "I" (Incomplete) grade will equal a zero.

19. The grade for the unit test and current average will be posted on Blackboard within **two (2) class days after every unit test** for Course conducted in an 8-week Minimester. For Courses taught within a 16-week semester, exam scores/grades will be posted on Blackboard within three (3) school days after the exam or submission of assignments, online activities, case studies, group presentations, and other graded activities. Exam grades and reviews cannot be done until everyone has taken the Exam (i.e., excused absence of a student scheduled to take a make-up exam).
20. Missing a quiz due to an excused absence cannot be made up. The grade will be calculated based on the average of quizzes taken only (and not factoring in the excused absence).
21. **Final exam and course grades for Level 2 and Level 3 Courses will be released on Blackboard within 24 hours of the completion of the Final Exam.**
22. For Level 1 and Level 4 Courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.
23. Failure to abide by the Testing Guidelines will result in a grade of zero on the exam, immediate failure in the course, or dismissal from the program.

Face-to-Face Proctored Testing:

1. Students must report promptly to the assigned classroom/computer room as announced, prepared to take the test on paper or online.
2. The student must have purchased access to the testing software (ATI), installed and ready for use.
3. During exams, students will not be allowed to have electronic devices, including but not limited to cell phones, electronic watches, electronic pens, and **any form of video camera**; earplugs are acceptable. Before starting the exam, all cell phones and electronic devices **must be turned off and placed on the course faculty's desk. Students recording or taking pictures of the Exam will automatically fail the Course.** Unnecessary articles for testing, including any form of camera or video recorder (e.g., spy camera or video recorder), will result in immediate failure from the course and dismissal from the Program. No food or drinks will be allowed in the computer labs.
4. Only faculty-provided items like scratch paper and pencils will be allowed on the desk beside the computer.
5. Students will not be allowed to take the quiz if they are late. Missed quizzes cannot be made up. Missing a quiz due to an excused absence cannot be made up. The grade will be calculated based on the average of quizzes taken only (and not factoring in the excused absence).
6. Students who are late for an exam will not be allotted extra time to complete it. Students can proceed with the exam with the remaining time allowed.
7. Students must leave the examination room quietly after completing the upload submission of the exam. All personal items, including electronic devices, will be left in the room until the end of the exam administration. After leaving the testing room, **students are not allowed to loiter outside** the room or common area where testing is ongoing.
8. Students cannot browse the internet and navigate outside the testing software/application once inside the testing room and for the entire test duration (quiz or examination).
9. Students cannot discuss the exam content and test questions during or after.
10. Coverage of exams is subject to change based on the class's progress on lecture days and will follow the same order as the topics found on the schedule/calendar. Should there be necessary changes in the coverage of the lectures and exams, modifications/changes will be announced on Blackboard and/or during class.

11. Before leaving the examination room, exam booklets, scratch papers, and exam materials must be returned to the course faculty. Taking **pictures/video recordings of the exam and exam materials is prohibited**. If the exam images are taken, the student will **automatically fail the course** and be referred to the Program Coordinator for appropriate action, including removal from the Program.
12. Should there be technical and computer glitches (i.e., students getting disconnected online) encountered during the computerized exams, (only the) affected students will be given extra time equivalent to the amount of time lost during the glitch. Suppose the computer or online issue is not resolved within 30 minutes, and multiple students are affected. In this case, the exam will be voided, and a new exam will be scheduled and administered as soon as possible. The exam will cover the same concepts and test blueprint.
13. Computerized Adaptive Testing, online exams, and quizzes must be completed and submitted within the allotted time. Failure to submit or upload the exam before the time expires results in the inability of the program/software to determine the Mastery Level achieved and will show an "I" (Incomplete) grade. An "I" (Incomplete) grade will equal a zero.
14. Students may be required to bring a personal laptop computer capable of connecting online to be used for the test. The laptop must connect online and meet the minimum specifications for the exam software.
15. The grade for the unit test and current average will be posted on Blackboard within two (2) class days after every unit test for the Course conducted in an 8-week Minimester. For Courses taught within a 16-week semester, exam scores/grades will be posted on Blackboard within three (3) school days after the exam or submission of assignments, online activities, case studies, group presentations, and other graded activities. Exam grades and reviews cannot be done until everyone has taken the Exam (i.e., excused absence of a student scheduled to take a make-up exam).
16. Final exam and course grades for **Levels 2 and 3 Courses will be released on Blackboard within 24 hours of the completion of the Final Exam**. Posting the Final Grade on JagNet will follow the STC Course Calendar.
17. For Levels 1 and 4 Courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.
18. Failure to abide by the Testing Guidelines will result in a grade of zero on the test (quiz or examination), immediate failure in the course, or dismissal from the program.

Alternate format question

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

Alternate format questions will be scored depending on the kind of questions and will be counted as all or none, correct-wrong, or number of correct answers only.

Types of alternate format questions

Alternate format questions will include:

- A. Stand Alone Item
 1. Bow-tie Items
 2. Trend Items
- B. Item Types:
 1. Extended Multiple Response

2. Extended Drag and Drop
3. Cloze (Drop-down)
4. Enhanced Hot Spot/Highlight Text
5. Matrix/Grid

C. Case Study

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

Course Level	Alternate Format Questions (NGN) Unit Exams	All or Non-Questions A and B Types Unit Exams	NGN C-Type of Questions (Case Studies) Unit Exams	Time	All or Non-Questions A and B Types Final Exams	NGN C-Type of Questions (Case Studies) Final Exams	Time
Level 1	10%	3/50	2/50	1 hr 15 min	6/100	4/100	2 hrs 30 min
Level 2	15%	5/50	3/50	1 hr 15 min	10/100	5/100	2 hrs 30 min
Level 3	20%	6/50	4/50	1 hr 30 min	12/100	8/100	3 hrs
Level 4	25%	7/50	6/50	1 hr 30 min	13/100	12/100	3 hrs

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

NGN Scoring Methods:

Polytomous scoring (Dichotomous, dyad, triad) will be used in scoring (based on the type of test items). These scoring models will determine the score earned by the student and may exceed more than 50 points in a 50-item exam. A student's exam grade will be based on the percentage of the total number of correct answers (correct points) over the total possible points.

0/1	+/-	Rationales
Earn 1 point for endorsing each correct response.	Earn 1 point for endorsing each correct response.	Earn points when both responses in the pair are correct.
Earn 0 points for endorsing each incorrect response.	Subtract 1 point for endorsing each incorrect response.	Applied to items that require a full understanding of paired information (e.g., cause/effect relationships)
The total score for a multi-point item is the sum of all correct responses.	The total score for a multi-point item is the sum of all positive and negative points.	
	Negative total scores are truncated at zero.	

Source: *NCSBN Next Generation NCLEX®: Scoring Models

The course faculty will provide a test blueprint before every exam. The [Item Distribution Form](#) is based on the current NCLEX-RN® Test Plan 2023 Client Needs Category, Bloom's Taxonomy, Nursing Process, and Course Learning Outcomes based on the Objectives outlined in the Course Syllabus.

Math Dosage and Calculation Questions

Every exam will have Math Dosage and Calculation questions in addition to the alternative format questions with NGN. Students must show dimensional analysis computation on the paper/instruction/scratch sheet provided during the exams. Only the calculator application embedded in the testing software will be used for calculations.

Course	Math Dosage and Calculation Questions Unit Exams	Math Dosage and Calculation Questions Final Exams
RNSG 1301, RNSG 1513, RNSG 1417, RNSG 1341, RNSG 1343, RNSG 2213, and RNSG 2331	2 Questions	5 Questions
RNSG 1412	2 Questions	5 Questions Peds 5 Questions OB

Review of Examinations Guidelines

Unit and final exams will be reviewed in a face-to-face, proctored environment.

Safety protocols of the college will be observed during the duration of the review. The faculty will only conduct a remote exam review if a face-to-face review is impossible due to College Closure.

Review of Examinations Guidelines (Face-to-Face)

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 been tested.
2. **No** electronic devices, including but not limited to cell phones, watches, and electronic pens, will be allowed during exam review. All cell phones and electronic devices must be on the course faculty's desk before the start of the review. Audio, video recording, and/or transcribing are not allowed during the duration of the exam review. If audio, video recording, and/or transcribing of the exam are done, the **student automatically fails the course**.
3. The exam review will not last more than 30 minutes.
4. The course faculty will discuss **only** the Concept/Content of the top 10 test items that the students commonly missed in the Exam. The actual test questions/items will not be read or projected. The concept and rationale of the correct answer will be discussed. The course faculty will provide the rationale for the correct answer. Suppose the student does not understand the course faculty's rationale for the correct answer, the student 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 the Student Exam Item Challenge Form, must be submitted to the course faculty by 7 p.m. on the exam review day. No item challenge and review of the questions/exam will be accepted after that, and the exam grade becomes final.
6. The course faculty will review challenged exam items for accuracy.
7. If the course faculty finds merit and sufficient acceptable current course textbook evidence on the exam item being challenged, the course faculty may credit the contested exam item to the student(s) who challenged it and to all students who gave the same response. Students who already have the correct answer will not receive additional points.

8. If the question remains unresolved, the student can appeal to the Evaluation and Examination Committee. If the student wishes to appeal to the Evaluation and Examination Committee, the student must type on the [Student Exam Item Challenge Form](#), *Rationale, and Reference(s)*:

- Student's name
- A Number
- STC email

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

9. The Evaluation and Examination Committee has seven business days to review, research, discuss, and decide if the challenge will be granted or denied. The Committee will email the committee's decision to the student(s) and faculty. **The decision of the Evaluation and Examination Committee is final.**
10. The class will **not** review final Examinations. Only students who failed the course may schedule an appointment with the course faculty to review only the final exam.

Review of examination Guidelines (remote)

1. With an abundance of caution due to COVID-19 and in compliance with the safety protocols, exams will be reviewed remotely.
2. Unit exam reviews are conducted at a time and date identified by the course instructor. Exams will not be reviewed if a student or section has not been tested.
3. Except for the computer used for exam review, **No** electronic devices, including but not limited to cell phones, all watches, and electronic pens, will be allowed during exam review. All cell phones and electronic devices must be turned off from the computer desk. Audio, video recording, and/or transcribing are not allowed during the duration of the exam review. If audio, video recording, and/or transcribing of the exam are done, **the student automatically fails the course.**
4. The exam review will not last more than 30 minutes.
5. The course faculty will discuss **only** the Concept/Content of the top 10 test items that the students commonly missed in the Exam. The actual test questions/items will not be read or projected. The concept and rationale of the correct answer will be discussed. The course faculty will explain the correct answer in context. Suppose the student does not understand the course faculty's rationale for the correct answer. In that case, they may complete a Student Exam Item Challenge Form and meet with the course faculty by appointment to discuss the question further.
6. Questions and issues on unit exams, including the [Student Exam Item Challenge Form](#), must be submitted to the course faculty by 7 p.m. on the exam review day. No challenge and review of the questions/exam will be accepted after that, and the exam grade becomes final.
7. The course faculty will review challenged exam items for accuracy.
8. Suppose the course faculty finds merit and sufficient acceptable current course textbook evidence on the challenged exam item; in that case, the course faculty may credit the contested exam item to the student(s) who challenged it and to all students who gave the same response. Students who already have the correct answer will not receive additional points.
9. If the question remains unresolved, the student can appeal to the Evaluation and Examination Committee. If the student wishes to appeal to the Evaluation and Examination Committee, the student must type on the [Student Exam Item Challenge Form](#), *Rationale, and Reference(s)*:
 - Student's name
 - A Number

- STC email

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

- The Evaluation and Examination Committee has seven business days to review, research, discuss, and decide if the challenge will be granted or denied. The Committee will email the committee's decision to the student(s) and faculty. **The decision of the Evaluation and Examination Committee is final.**
- The class will NOT review final Examinations. Only students who failed the course may schedule an appointment with the course faculty to review only the final exam.

Frequency/Number of Examinations per Course

Course Name	Unit/Section Exams	End-of-Course Exam	Final Examination	Comprehensive Predictor Exam
RNSG 1417	4	1	1	N/A
RNSG 1301	5	1	1	N/A
RNSG 1513	5	1	1	N/A
RNSG 1341	4	1	1	N/A
RNSG 2213	4	1	1	N/A
RNSG 1343	4	1	1	N/A
RNSG 1412	4	1	1	N/A
RNSG 2331	5	1	1	N/A
RNSG 2221	2	N/A	1	1
RNSG 2363	N/A	N/A	N/A	4

End-of-Course Exams

End-of-course exams are administered at a specified date before the final exam and must be completed by the student enrolled in the course. These summative evaluations measure students' proficiency levels in terms of the concepts covered in the course. Reports indicate areas of strength and weakness and will guide students to work on mastering concepts needing reinforcement through remediation. Practice exams with remediation, End-of-course exams, and remediation will constitute 10% of the student's final grade for the course.

Course Assessment		Items		Time in Mins	Total Items
		Scored	Pretest Items		
RNSG 1513	RN Fundamentals	60	10	90	70
RNSG 1417	Customized Exam	50	0	60	60
RNSG 1301	RN Pharmacology	60	10	90	70
RNSG 1341	Customized Exam	50	0	60	50
RNSG 2213	RN Mental Health	60	10	90	70
RNSG 1412	RN Maternal Newborn	60	10	90	70
	RN Nursing Care of Children	60	10	90	70
RNSG 1343	Customized MS	50	0	90	50

RNSG 2331	RN Adult Medical Surgical	90	10	120	100
RNSG 2221	RN Comprehensive Predictor	150	30	240	180

*ATI RN Content Mastery Series

- All NGN items are scored (Comprehensive Predictor and Content Mastery Series). NGN items will be scored to mimic the NCSBN (0/1, +/-, rationale).
- All traditional multiple-response select-all-that-apply items are updated to provide +/- scoring.
- All items that include lab values will have reference ranges.
- Five hundred minutes of testing time for each practice assessment.

Proficiency Level Expectations

Expectations for students meeting the following Proficiency Levels at the recommended cut scores. The cut scores are based on the ATI Recommendations for Content Mastery Series Proficiency Levels.

	LEVEL 3	LEVEL 2	LEVEL 1	BELOW LEVEL 1
NCLEX-RN standards in this content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrated in this content area	High level	Adequate level	Minimum level	Does not demonstrate the minimum level
Performance in this content area	Exceeds most expectations	Exceeds minimum expectations	Meets the absolute minimum expectations	Does not meet the absolute minimum expectations
Recommendations for students based on Proficiency Levels	Engage in continuous Focused Review to maintain and improve knowledge of this content.	Engage in continuous Focused Review to improve their knowledge of this content.	Develop and complete a rigorous plan of Focused Review to achieve a firmer grasp of this content.	Develop and complete an intensive plan of Focused Review and remediation.

*ATI Content Mastery Series Proficiency Definition

RNSG 2221 Professional Nursing: Leadership and Management

This course will utilize RN ATI Capstone Content Review + Virtual-ATI Policy and Schedule as a graded resource. In addition, this course will also use ATI Board Vitals NCLEX Prep.

Exams & Assessments	Chapters Covered	Time Limit
ATI RN Capstone Proctored Comprehensive Assessment A with Remediation	N/A	90 min
ATI RN Leadership Practice A with Remediation	N/A	90 min
ATI RN Comprehensive Predictor Practice: A Proctored	N/A	90 min
Unit 1 Exam:	Chapters 1, 2, & 3	90 min
ATI RN Leadership Practice B with Remediation	N/A	90 min
Unit Exam# 2:	Chapters 4 & 5	90 min

ATI RN Capstone Proctored Comprehensive Assessment B with Remediation	N/A	90 min
ATI RN Comprehensive Predictor Practice B Proctored	N/A	90 min
ATI Comprehensive Predictor Proctored	N/A	180 min
ATI RN Leadership Exam	N/A	180 min
Leadership Final Exam	Chapters 1-5	180 min

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

Excused Absence for Exam

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

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

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

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

Clinical Experiences

Students' clinical experiences are planned to provide the opportunity to develop nursing skills and utilize critical thinking skills in assessing, diagnosing, planning, implementing, and evaluating client care. The following guidelines will make the experience beneficial to students and safe for clients:

1. Assignments will reflect theoretical class content and provide the opportunity for the performance of nursing skills previously learned and demonstrated in the campus skills lab.
2. Students may obtain their assignments at a time designated by the clinical faculty in a predetermined area of the client care unit at the agency. Assignments will be given to students observing confidentiality and HIPAA guidelines. Hand-off reports must be kept confidential using Pronto, Blackboard, MS Teams, and other applications. HIPAA guidelines must be followed and practiced at all times.
3. Students should be in complete uniform during clinical. Uniforms may include facility-required COVID-19 precautions, CDC, Federal, State, and local guidelines. Students must comply with Unit-specific requirements and policies for the proper and appropriate use of PPE.
4. Students will be expected to perform procedures using principles learned within the specific agency's policy. Supervision will be required until nursing care and skills are performed safely and competently.

5. Students report directly to the clinical faculty, designated supervisor, or preceptor and will seek their supervision or advice as the situation indicates.
6. Students can only administer medications under the direct supervision of a clinical faculty.

Safe Clinical Practice Standard Purpose of Professional Clinical Experiences

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

Standard

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

Self: Before entering the clinical experience, the student should have demonstrated in the classroom and laboratory the necessary knowledge and skills required in the current clinical setting.

Before entering the clinical experience, the student should have submitted evidence of a negative TB test, current immunizations, CPR certification, negative drug test, negative criminal background check, hospital orientation, professional liability, and medical health insurance. Students must have completed and submitted the 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 they have an impairment or illness that may be harmful or infectious to others.

While in the clinical setting, the nursing student will:

- Utilize the Professional Standards of Practice set forth by the Board of Nurse Examiners for the State of Texas; Rule 217.11 *Rules and Regulations Relating to Professional Nurse Education, Licensure, Peer Assistance, and Practice* in performing all academic and clinical work in the associate degree nursing program.
- Demonstrate honesty in all behaviors & communications in the classroom and clinical setting.
- Arrive at the clinical station on time, sign in on time, report to the person responsible for the student's supervision any time the student leaves the clinical station, and sign out on time when leaving the clinical station.
- Demonstrate behavior indicative of a drug & alcohol-free professional per STC Policy 4213;
- Display stable mental/emotional & physical health.
- Demonstrate responsibility for all personal actions and rights of the client and agency by not failing to report mistakes or problems.
- Demonstrate safety as a priority by taking appropriate steps to ensure the injury does not occur to the student during clinical practice.
- Abstain from all forms of sexual harassment toward fellow students, faculty, clients, and agencies.

- Follow the [Professional Appearance Standard](#) as indicated in the student handbook and submit the required [Professional Appearance Standard Checklist](#) at the start of each clinical day.
- Demonstrate complete understanding of confidentiality by not participating anywhere in inappropriate conversations, sharing information, or obtaining information in any form that is/are not pertinent to the student's current clinical assignment.
- Demonstrate correct, accurate, and timely record-keeping and verbal communication.
- Provide safe, therapeutic care to clients, utilizing the level of supervision that the student's immediate clinical supervisor has outlined.

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

- Demonstrate correct use of all therapeutic processes, ensuring physical, mental & emotional safety of the client and their property as they provide care.
- Demonstrate a nonjudgmental attitude toward clients concerning race, color, national origin, religion, socioeconomic status, age, disease process, or sexual preference.
- Provide care that 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 promptly, 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 using standard precautions, proper handwashing, and linen care.

Clinical Requirements

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

Clinical Attendance

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

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

Tardiness of 30 minutes or more will be recorded as an unexcused 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 unexcused absence.

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

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

Absences are reserved for extreme emergencies, personal illness, or health conditions, putting the students, faculty, classmates, and clients at risk. Over 10% of unexcused absences put the student in a situation of not meeting course/Program outcomes.

To achieve the Clinical Objectives, students must be on time with the Clinical and Simulation schedule. Tardiness results in students' failure/missing to complete the clinical objective. Failure to achieve the objective will result in a zero grade on the objective missed. Students not cleared by the facility for Clinicals will not meet the clinical objective and can not progress without meeting the objective.

Clinical Communication

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

1. Students will always report to the faculty and designated supervisor before leaving the unit. Students are not allowed to take 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 permits, stand as witnesses, 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 student's evaluation record.
6. Faculty/preceptors may use approved applications/software for communication (i.e., Pronto, MS Teams, Blackboard).
7. Students have the opportunity to read and discuss their anecdotal notes and to write comments if desired. Students will have informal opportunities to discuss their progress with their faculty. The student and the faculty can hold conferences at a mutually convenient time. Specific information regarding each clinical and its guidelines will be provided during the course orientation.

Clinical Warning

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

The course faculty has the right and responsibility to **dismiss** the students from the clinical area at any time that the student exhibits unsafe clinical performance. **Unsafe** clinical performance is the inability to meet the patient's needs safely. Examples of behaviors that demonstrate unsafe clinical performance will be documented on the clinical evaluation tool.

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

1. Failure to carry out the course requirements, including Clinical paperwork, wearing of proper uniforms and/or PPE, EHR Documentation, and non-compliance in COMPLIO at the start of Clinical day, among others.
2. Engaging in activities judged to be unsafe for students' level and clinical assignment based on course objectives;
3. Engaging in any activity that has the potential to place the client in physical or emotional jeopardy;
4. Students are performing procedures beyond the scope (i.e., not checked off) or performing procedures requiring direct supervision of the faculty, and the faculty was not made aware.
5. Violation of any critical element identified in the evaluation tool.

A Conference Form will be issued if one or more of the abovementioned expectations and safety practices are not followed. The course faculty is responsible for dismissing students from the clinical area when client care is jeopardized. This dismissal from clinical will result in a conference with members of the course team and the 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 Health Science Professions Dean. See the HSP Disciplinary Action Due Process.

Health Examination

Students must provide documentation verifying the following *before attending a clinical course and other requirements*. Failure to provide this documentation will be the basis for not attending clinical, which may result in a course failure. Please see the 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 ten years
 - b. Hepatitis B completed three-dose series or titer proving immunity
 - c. MMR (MMR) 2 doses or titer demonstrating 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 five years or must have two completed doses
2. Tuberculosis screening
 - a. negative results within six months of entering the program
 - b. if a student tests positive for PPD, the student must provide a negative chest x-ray report every two years
3. Influenza is required from August - April
 - a. Must have vial lot number and vial expiration date documented on the form

Healthcare-Associated Infection Guidelines

The Center for Disease Control in Atlanta has developed Healthcare-Associated Infection (HAI) Guidelines as recommendations to all healthcare workers for preventing the transmission of blood-borne diseases in the healthcare setting. All patients' blood and certain body fluids are considered potentially infectious for HIV, Hepatitis B virus (HBV), and other blood-borne pathogens. The guidelines are intended to prevent exposure to parenteral, mucous membranes, and non-intact skin. Implementing these control measures

does not prevent the need for continued adherence to general infection control principles and general hygiene measures. For more information, view www.cdc.gov.

Minimum Guidelines:

1. Use standard precautions for all clients.
2. Use appropriate barrier precautions routinely when in contact with any client's blood or other body fluids.
3. Change gloves after each client contact, followed by hand washing after gloves are removed.
4. Prevent exposure to mucous membranes of the mouth, nose, and eyes by wearing a mask and protective eyewear during any procedure likely to generate drops or sprays.
5. Wash hands and other skin surfaces immediately and thoroughly if contaminated with blood or other body fluids.
6. Refrain from all direct client care if you have exudative lesions or weeping dermatitis until the condition resolves.
7. Use resuscitator bags and other ventilation devices to reduce the need for mouth-to-mouth resuscitation.
8. Always use gloves when giving injections, changing wound dressings, or starting IVs or heparin/saline locks.
9. Use appropriate equipment to prevent injuries 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 needleless 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 you or your patient(s). It is your responsibility to adhere to the policies and procedures of the agency regarding the completion of incident reports.
12. Observe COVID-19 precautions per clinical facility/unit, CDC Guidelines, Local Health Department, and STC Guidelines.

Functional Abilities Standard

Refer to the [HSP Student Handbook](#) for the [Form](#).

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

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

Clinical Procedure

Students must observe utmost professionalism and proper channels of communication while on Clinical experience. Students taking clinical Courses must adhere to the HSP and ADN Student Handbook guidelines and procedures for Clinical Experiences and Clinical requirements. This includes but is not limited to Safe Clinical Practice Standards, Clinical Attendance, Clinical Warning, Clinical Communication, Health Examination, Healthcare-Associated Infection Guidelines, and Technical Performance Standards.

Failure of the student to comply with these procedures will result in disciplinary action, which may include but is not limited to, a conference summary up to dismissal from the program proportional to the infraction.

1. The program will arrange the schedule and placement of the clinical group in a Clinical facility. The student is responsible for reporting to the clinical area assigned as announced by the faculty. No request for a change in clinical will be accommodated.
2. Clinical hours are conducted in clinical facilities, simulation labs, and community settings and may require participating in clinical activity outside the regular clinical course schedule (like community projects).
3. The student cannot arrange their placement with the facility or unit of assignment.
4. Students must comply with and complete all the course and facility requirements before the Clinical Course starts. The facility must officially clear students before participating in the Clinical (including facility-issued badges).
5. Failure to complete and submit the requirements and be cleared by the facility before the course's official start will result in the student not being allowed to complete the required clinical hours for the current semester. Students may meet the requirements set forth for the following semester.
6. The instructor will monitor the student's achievement of the clinical objectives. Feedback will be given by the faculty on student progress and clinical performance.
7. Inaccurate or falsified entries, documentation, and submissions will be subject to disciplinary action.
8. It is the responsibility of the student to follow the channels of communication and promptly notify the instructor of any events or changes affecting the experience and the client. This includes but is not limited to patient safety, unprofessionalism, and nursing practice standards infractions.
9. The student must always exhibit respect and professionalism for the facility staff and the preceptor.
10. No time-and-a-half credit will be given for clinical hours obtained during holidays. It will be counted as regular hours.
11. Faculty must be notified of anticipated absence or tardiness at least two hours before the shift starts. No call or no-show will result in a zero grade for the clinical day.
12. Clinical guidelines and procedures apply in the same way to simulation.

Preceptorship/Capstone Learning Modalities and Experience

Clinical Experience

Students will have preceptorship clinical experience with 160 hours in this capstone course. Students' clinical experiences are planned to provide the opportunity to develop nursing skills and utilize critical thinking skills in assessing, diagnosing, planning, implementing, and evaluating client care. The following guidelines will make the experience beneficial to students and safe for clients:

1. Assignments will reflect theoretical class content and allow the performance of nursing skills previously learned and demonstrated in the campus skills lab.
2. Assigned preceptors may give the preceptorship students assignments. Assignments will be provided, observing confidentiality and HIPAA guidelines.
3. Students should be in complete uniform during clinical.
4. Students will be expected to perform procedures using principles learned within the specific agency's policy. Supervision will be required until nursing care and skills are performed safely and competently.
5. Students report directly to the clinical faculty, designated supervisor, or preceptor and will seek their supervision or advice as the situation indicates.

6. It is the responsibility of the student to communicate with the preceptor, supervisor, and faculty about any changes and conditions of the patient and ensure that they are being followed through.
7. Students can administer medications only under the direct supervision of the assigned preceptor. Please refer to the preceptor's packet for students' responsibilities and expectations in the clinical setting.
8. Students must complete eighty (80) simulation laboratory hours out of 160 capstone hours. The simulation laboratory experience will have the exact expectations (i.e., but not limited to proper uniform, attendance, confidentiality, safety, and professionalism) as the actual clinical settings.

Contact Hours

Course	# of Contact Hours	10% of Contact Hours	Dropped after # hours
RNSG 2363	160	16.0	16 hours

Preceptorship/Capstone Procedure

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

1. The instructor is responsible for the student's placement to complete the preceptorship experience. The student will be allowed to request placement in a specific facility and unit of assignment. However, actual assignment/placement will be determined by the faculty to facilitate efficient and prompt placement in the facility, unit, and shift where there are qualified preceptors. A student's preceptor, facility, unit, and shift request does not guarantee placement. Student's current grade in RNSG 2331 may be utilized to determine placement in slots/positions being competed upon by students' requests. Students requesting a change in their submitted request will not be accommodated after the request period has lapsed. Students who fail to submit the request on time will be assigned to any available facility or unit.
2. The student will not be assigned to an area/unit/facility where the student maintains current employment either as per diem, part-time, or full-time.
3. The student is not allowed to arrange placement with the facility or unit of assignment personally. Request for placement must be channeled through the faculty. The faculty will arrange placement with the facility's assigned contact person/office.
4. Students must comply with and complete all the course requirements and the facility through the COMPLIO before the student can start with the preceptorship experience. All capstone/preceptorship students must have a compliant COMPLIO requirement regardless of what hospital/facility they are assigned. These must be completed before starting with the preceptorship experience. Failure to complete and submit the requirements before the official start of the preceptorship course will result in the student not being allowed to complete the required preceptorship hours for the current semester and administratively withdrawn. Students may complete the requirements set forth for the following semester and complete the preceptorship hours after that.

5. COMPLIO showing compliance must be uploaded to Blackboard at the start of every clinical day.
6. Students must always follow CDC Guidelines, local health authorities, facility recommendations, policies, and procedures with COVID-19 precautions.
7. Preceptorship clinical hours are completed in the hospital setting and simulation labs.
8. Students are required to attend clinicals at the assigned time and location. For clinical hours, the student must arrive at least 0630/1830 in the unit and clock in at 0645/1845 into the shift using Pronto. Following clinical attendance guidelines, simulation hours start at 0800 till 1800 per day. Transportation is the responsibility of students.
9. The student must notify the course instructor immediately if the primary preceptor is unavailable and an alternate preceptor is assigned. The student must submit the required completed documents (i.e., preceptor's application form) of the alternate preceptor to the instructor before the end of the shift. Hours under alternate preceptors must not exceed the total clinical preceptorship hours with the Primary Preceptor.
10. The instructor will monitor the student's completion of the learning plan outlined in the journal.
11. The instructor will conduct unannounced site visits to monitor students' performance and student satisfaction, compliance with facility guidelines and procedures, monitor students' planned learning objectives and consult with the preceptor for feedback.
12. The student must clock in before the assigned shift and clock out at the end of the shift utilizing the Preceptor's Hours Log. The student must also notify the assigned instructor of the arrival and departure time from the clinical site via text message or similar messaging apps. The preceptor initials the hours' log, and the student uploads and submits to the faculty as attachments with each reflective journal on time. The timesheet must reflect only actual clinical hours completed or their equivalent hours as authorized by the faculty. Inaccurate or falsified entries will be subject to disciplinary action, including failure from the course and dismissal from the program.
13. It is the responsibility of the student to follow the channels of communication and promptly notify the preceptor, charge nurse, and instructor of any events or changes affecting the preceptorship experience and the client. This includes but is not limited to patient safety, unprofessionalism, and nursing practice standards infractions.
14. The student must always exhibit respect and professionalism for the facility staff and the preceptor.
15. The student can administer medication under the supervision of the primary nurse.
16. Students must attend and participate in the Simulation Experience for 80 hours as scheduled. Simulation laboratory experience hours will observe the exact clinical expectations in the hospital settings, including but not limited to professionalism, proper clinical uniform, patient safety, confidentiality, COMPLIO compliance, and functional abilities standards.
17. No time-and-a-half credit will be given for clinical hours obtained during holidays. It will be counted as regular hours.
18. During capstone/preceptorship, the assigned preceptor must be notified of anticipated absence or tardiness at least one hour before the shift starts. No call or no-show will result in a zero grade for the clinical day.
19. No more than four (4) consecutive 12-hour shifts will be allowed to ensure client and student safety. Failure to comply will forfeit all the hours obtained over the four (4) successive twelve (12) hour shifts and result in disciplinary action.
20. Students will attend, participate, and complete activities in Capstone as announced. NCLEX-RN review session hours may count as part of 160 preceptorship hours. (i.e., Hospital Facility Presentations and face-to-face review).
21. The required 160 contact hours must be completed within the allotted period. A student who fails to meet the required clinical hours will obtain a failing grade in the course.

Supervisory Visit.

The clinical instructor will meet with the preceptor and student at least once during the preceptorship (supervisory visits). The clinical instructor may conduct random visits or phone calls as indicated.

Clinical Communications

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

1. Students will always report to the instructor and designated supervisor before leaving the unit.
2. Students are not allowed to take a verbal order from a physician or others.
3. Students assume responsibility for informing the instructor and designated supervisor of client progress or changes and following through as needed.
4. Students will not sign as witnesses to any waiver, permits, or any form of legal documentation related to client care.
5. Students will attend clinical conferences and seminars that provide forums to exchange ideas and plans and discuss areas of need.
6. As indicated, students will self-evaluate their performance daily on designated tools (journal).
7. Instructors/preceptors will keep anecdotal notes as necessary for the student's evaluation.
8. Students have the opportunity to read and discuss their anecdotal notes and to write comments if desired.
9. Students will have informal opportunities to discuss their progress with their instructor daily or as indicated.
10. Conferences can be called at any time by students or the instructor.

Notice to HSP Program Clinical Students

Students must acknowledge the **NOTICE TO HSP PROGRAM CLINICAL STUDENTS FORM** and upload the signed forms to the student's COMPLIO Account. The form must be acknowledged, signed, and uploaded at the start of the Semester.

Program Committees

Organization and Composition of the Program Committees

Students are encouraged to actively participate in the ADN Program Committees and Student Organizations. ADN Program values the inputs and contributions of the students in the various program committees and evaluations to achieve program goals.

The committee aims to increase student engagement in activities to promote a nurturing learning environment in the STC-ADN program that supports STC's core values of student success, opportunity, excellence, innovation, community, professionalism, collaboration, and integrity.

Among the activities to promote student engagement include:

- a. Pinning Ceremony
- b. Display Boards (each level)
- c. Inspirational Board

- d. Nursing Scholarships
- e. Student Nurse Leadership Academy – RN guest speakers
(Focus on Professional Behaviors listed in ADN Student Handbook)
- f. ADN Alumni Association

STC Student Nurse Association Club was formed in 2018 to foster student engagement and leadership. Students are encouraged to participate as members and officers of the Club actively. The officers are elected every Fall Semester by the student representative and alternates.

Elected student representatives are non-voting members of the following ADN Program Committees:

- a. Standard 3: Students’ Committee
Student Affairs Sub-Committee
- b. Standard 4: Curriculum Committee

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

Elected student representatives and alternates are encouraged to report on issues, concerns, observations, and recommendations from the cohort positively and professionally during the committee meetings. Faculty members of the committee may have to dismiss the student representatives or alternates from the meeting for unprofessional behavior and language.

Student representatives are encouraged to gather information and ideas from the cohort they represent and present them during the meeting. The representatives and alternates are tasked to relay back the outcomes, recommendations, and resolutions to their cohorts after the meeting.

Students are encouraged to recommend speakers for Leadership Academy conducted in Standard 3: Student Committee (Student Affairs).

STC Student Nurse Association Club will elect its officers every Fall Semester from the elected student representatives and alternates. Standard 3: The Students Committee will assign a Faculty Advisor to the Student Nurse Association Club every Fall Semester.

The cohort elects a student representative and an alternate representative to the above committees at the start of the Semester.

The number of Student Representatives:

Level Representative	Standard 3 Committee		Standard 4 Committee	
	Primary	Alternate	Primary	Alternate
Level 1	1	1	1	1
Transition	1	1	1	1

Level 2 (MH and MS)	1	1	1	1
Level 3 (MS and OB/PEDS)	1	1	1	1
Level 4	1	1	1	1

Disciplinary Action Process

Refer to [HSP Student Handbook](#) and [Disciplinary Action Due Process HSP Division](#).

Readmission Procedure

The following is the ADN Program's readmission procedure:

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

Drug Testing

Students seeking readmission to a South Texas College HEALTH SCIENCE PROFESSIONS Division Program will be required to obtain a new drug and alcohol test, which includes, at a minimum, the following:

- Substances tested before placement at the clinical/practicum site must, at a minimum, include amphetamines, barbiturates, benzodiazepines, opiates, fentanyl analogs, methadone, marijuana, meperidine, and cocaine.
- A student may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the student has violated a clinical/practicum site's policies and after any incident that involves injury or property damage.

The clinical/practicum site shall not bear the cost of such tests. Should the testing disclose adverse information to any student, the clinical/practicum site shall have no obligation to accept that student at the clinical/practicum site. To the extent that any student violates the policy for drug or alcohol abuse after placement at the facility or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the clinical/practicum site may immediately remove the student from participation in the Program at the facility.

Remediation Policy

I. Purpose

The purpose of this policy is to establish a **clear, fair, and structured process** for the readmission of students who are unsuccessful in a nursing course. The ADN Program is committed to supporting student success through intentional preparation, academic coaching, and transparent decision-making prior to course re-entry.

II. Scope

This policy applies to:

- ADN students who are unsuccessful in a nursing course and seek readmission
- Course faculty, student advisors, academic coaches, program administrators, and the Progression & Admission Committee are involved in the readmission process

This policy does not replace institutional policies related to dismissal, academic dishonesty, or unsafe practice.

III. General Principles

1. Readmission is **not automatic** and is contingent upon eligibility, committee approval, and completion of required preparation.
 2. A required sit-out period is used intentionally for **academic remediation and readiness preparation**, not as a punitive measure.
 3. Roles and responsibilities are clearly delineated to ensure consistency, accountability, and documentation.
 4. All timelines described in this policy represent **functional timeframes**. Specific calendar dates are established and communicated by Student Advising each semester.
-

IV. Readmission Process

Phase 1: Awareness and Advising

1. Course Outcome

Notification Upon release of final grades, the course faculty will notify the student of unsuccessful course completion.

2. Advisor Outreach and Eligibility Review

Within one to two weeks of grade release, the student advisor will contact the student to:

- Review readmission eligibility in accordance with program policy
 - Explain the required sit-out period, defined as the time needed to complete the Readmission Preparation Course (typically six to eight weeks)
 - Outline the required steps in the readmission process
-

Phase 2: Extenuating Circumstances (If Applicable)

3. Program Chair Review

If extenuating or mitigating circumstances exist, the student may meet with the Program Chair. This meeting serves to validate the circumstances in alignment with existing policy. Eligibility for readmission is presumed at this stage and is not determined during this meeting.

4. Advisor Instruction

Following this review (if applicable), the student advisor will instruct the student to proceed with the submission of a formal Letter of Intent.

Phase 3: Formal Readmission Request and Committee Review

5. Letter of Intent Submission

The student must submit a written Letter of Intent within seventy-two (72) hours of advisor instruction. The letter must indicate:

- Intent to return to the ADN Program
- Acknowledgment of program expectations and readmission requirements

6. Committee Review

The Progression & Admission Committee will review the Letter of Intent and render an approval or denial decision.

7. Decision Notification and Coordination

The committee decision will be communicated to the student advisor. If approved, the advisor will:

- Notify the student
 - Coordinate an in-person meeting with the Academic Coach
 - Copy the Program Chair and Progression & Admission Committee on the communication
-

Phase 4: Readmission Preparation and Academic Coaching

8. Academic Coaching Intake

The student will attend an in-person intake meeting with the Academic Coach to review expectations and requirements for the Readmission Preparation Course. The Academic Coach will request Blackboard access for the student, with the advisor copied on the request.

9. Readmission Preparation Course

The student must complete the Blackboard-based Readmission Preparation Course within six to eight (6-8) weeks.

Successful completion requires earning all required achievement badges and completing all assigned components.

10. Readiness Review and Certification

Upon course completion, the Academic Coach will:

- Review all submissions and earned badges
 - Issue a Certificate of Readiness to the student
 - Notify the student advisor, Program Chair, Progression & Admission Committee, and Dean
-

Phase 5: Finalization and Registration

11. Readmission Action Plan (If Required)

At the discretion of Student Advising, the student may be required to review and sign a Readmission Action Plan Agreement prior to registration.

12. Course Registration

Upon confirmation of readiness and completion of any required documentation, the student advisor will register the student into the approved nursing course. At this point, the student is officially readmitted.

V. Responsibilities Summary

- **Course Faculty:** Notify students of unsuccessful course completion
 - **Student Advisor:** Coordinate the readmission process, communicate requirements, schedule meetings, and complete registration
 - **Program Chair:** Validate extenuating circumstances when applicable
 - **Progression & Admission Committee:** Review Letters of Intent and approve or deny readmission
 - **Academic Coach:** Oversee remediation, verify readiness, and issue Certificates of Readiness
 - **Student:** Complete all required steps, coursework, and documentation within designated timelines
-

VI. Policy Review and Revisions

This policy is reviewed periodically by the ADN Program to ensure alignment with program outcomes, accreditation standards, and institutional policies. Revisions are communicated through official handbook updates.

Failing Grades in Didactic Classes with Associated Clinicals

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

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

Student Withdrawal: with a Failing Grade

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

Before [withdrawal](#), the student must email the course faculty for withdrawal reasons and have the [Schedule Change Form](#) signed. Students must refer to the [Withdrawal from Semester Credit Courses](#) and the [Academic Information](#). The student must sit out one semester to comply with the Readmission Process. However, the student is encouraged to apply within **one year** to ensure continuity in their program of learning. A student is eligible to apply for readmission **once** throughout the ADN Program. Suppose the student decides not to proceed with the readmission process; in that case, the **student can reapply to the ADN Program after sitting out of the Program for one semester**. Students cannot apply to be admitted into the program as new students in the same semester that the student withdraws from the program. If the student reapplies, they must meet all eligibility requirements, and if admitted, they would restart the program as a new student.

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

Phase 1:

Student Responsibilities:

1. A meeting will be arranged within two weeks of the release of the final grades with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.
2. The student will sign the [Admission and Readmission Agreement Form](#) during the meeting with the Assistant Program Chair or designee.
3. Students will undergo a remediation process. To ensure the student's success and readiness for readmission, the student will have two exam attempts to **achieve a Level 3 proficiency or equivalent cut score** (on any of the two attempts). The student will be notified of the scheduled date, time, and location. A student earning a Level 3 proficiency or its equivalent cut score in two attempts will be an eligible candidate for readmission. Make necessary arrangements to take the exams as scheduled. **No alternative exam dates or exam extensions will be granted. Missing the exam schedule will mean waiving the opportunity for readmission.**
4. Items to be submitted to the Readmission Committee by the deadline set:
 - a. Student's signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
 - b. Achievement of Level 3 proficiency or its equivalent cut score in one of two attempts.

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

Assistant Program Chair or Designee Responsibilities:

1. The Assistant Program Chair or designee will meet with the student within two weeks after the final grades are issued to discuss and explain the readmission procedure.
 - a. Items to be discussed are as follows:
 - i. [Admission and Readmission Agreement Form](#) (will be signed by the student)
 - ii. Letter of Intent
 - iii. Remediation strategies to achieve Level 3 proficiency or its equivalent cut score in one of two exam attempts.
2. Assistant Program Chair or designee will provide a copy of the [Admission and Readmission Agreement Form](#) along with the deadline set by the Committee to the student.
 - a. Students ineligible for readmission will meet with the Assistant Program Chair or designee to discuss other options.

Phase 2:

Readmission Committee Responsibilities:

1. The committee will convene to deliberate and review the following:
 - a. Students submitted and signed Letter of Intent
 - b. Student's achieved proficiency Level or cut score equivalent.
 - i. The decision of the committee is final.
 - c. The committee will give preference to students who completed the course.
 - d. Student's academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
 - e. Input from current and past course faculty regarding the student's performance.
 - f. Students' professional conduct, character, and ethical behaviors are demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and HSP Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
 - g. Student's resolution of mental, emotional, and physical issues influencing program success
 - h. Resolution of outside extenuating circumstances, if applicable.

Note: Students can be called in front of the Readmission Committee regarding their professional conduct, character, and ethical behaviors demonstrated in the program. Behaviors that are unbecoming of the nursing profession can result in dismissal from the program.
2. The committee will arrive at a decision and may recommend additional requirements for the student to follow if applicable.
 - a. May require other nursing Course to be taken concurrently as the Readmission Committee deem necessary
3. The 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 submit the signed [Agreement: Readmission Action Plan](#).
5. The committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

Phase 3:

Student Responsibilities:

Approved

1. The [Agreement: Readmission Action Plan](#) will be emailed to the student.
2. Students must sign the [Agreement: Readmission Action Plan](#) and return it **before the deadline**.
3. Students must contact and schedule a meeting with their assigned faculty advisor to arrange a successful action plan within one week of reentry.
4. Students must follow the current course syllabus/program procedures and procure current resources used in the course.
5. Students must follow the Readmission Committee's recommendations as stated in the [Agreement: Readmission Action Plan](#).
6. Students must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
7. If the student has been out of the program for more than one year, the student will have to submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of approved readmission.

Denied

1. Students may petition for readmission to the [HSP Division Readmissions Committee](#).
 - a. Students must make an appointment with the Dean of HEALTH SCIENCE PROFESSIONS Division within five working days from the date of issuing the Outcome Letter from the ADN Readmission Committee.

Note: Refer to the [HSP Student Handbook](#): HSP Readmission Procedure.
2. The process ends here.

Faculty Advisor Responsibilities:

1. The Faculty Advisor will meet with the student within one week of reentry to the program. The student is responsible for reaching out to the assigned faculty advisor.
2. The Faculty Advisor and the student will schedule regular meetings for the remainder of the semester to ensure student success and monitor the student's action plan as deemed necessary.
3. The Faculty Advisor and the student will adhere to the [Agreement: Readmission Action Plan](#) set by the Readmission Committee.

Student Withdrawal: Documented Medical Reason or Extenuating Circumstance

A student failing and withdrawing from any RNSG course for documented medical or extenuating reasons must follow this procedure.

A student may withdraw from the RNSG Course at any time due to documented medical or extenuating reasons.

Student Responsibilities:

1. Students must notify the course faculty by email of their intent to withdraw and the reason for withdrawal. Faculty must sign the [Schedule Change Form](#).
2. Students must provide documentation signed and dated by a healthcare provider licensed in the USA.

3. **If applicable (withdrawal with failing grade)**, the student must progress to Phase 1 to remediate the current course and achieve a Level 3 proficiency or its equivalent cut score (in two attempts) to continue retention of nursing content.
4. Students must present medical clearance **without restrictions** by a US-licensed healthcare provider before the student can return to the ADN Program.
5. Students must comply and submit proof of current clinical requirements (immunizations, insurance, CPR, etc.)
6. If the student has been out of the program for more than one year, the student will:
 - a. Petition to the ADN Program Chair for an extension if extenuating circumstance(s) arise.
 - b. The student will undergo and prepare for a remediation process and achieve Level 3 proficiency or its equivalent cut score in two attempts.
 - c. Submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of readmission.

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

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

Phase 1:

If applicable (failing grade at the time of withdrawal), the student must progress to Phase 1 to remediate the current course and achieve a Level 3 proficiency or its equivalent cut score (in two attempts) to maintain retention of nursing content/concepts and preparedness for successful course completion.

Student Responsibilities:

1. A meeting will be arranged within two weeks of the release of the final grades with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.
2. The student will sign the [Admission and Readmission Agreement Form](#) during the meeting with the Assistant Program Chair or designee.
3. Students will undergo a remediation process. To ensure the student's success and readiness for readmission, the student will have two exam attempts to **achieve a Level 3 proficiency or equivalent cut score** (on any of the two attempts). The student will be notified of the scheduled date, time, and location. A student earning a Level 3 proficiency or its equivalent cut score in two attempts will be an eligible candidate for readmission. Make necessary arrangements to take the exams as scheduled. **No alternative exam dates or exam extensions will be granted. Missing the exam schedule will mean waiving the opportunity for readmission.**
4. Items to be submitted to the Readmission Committee by the deadline set:
 - a. Student's signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
 - b. Achievement of Level 3 proficiency or its equivalent cut score in one of two exam attempts.

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

Assistant Program Chair or Designee Responsibilities:

1. The Assistant Program Chair or designee will meet with the student within two weeks after the final grades are issued to discuss and explain the readmission procedure.
 - a. Items to be discussed are as follows:
 - i. [Admission and Readmission Agreement Form](#) (will be signed by the student)
 - ii. Letter of Intent
 - iii. Remediation strategies to achieve Level 3 proficiency or its equivalent cut score in one of two exam attempts.
2. Assistant Program Chair or designee will provide a copy of the [Admission and Readmission Agreement Form](#) along with the deadline set by the Committee to the student.
3. Students ineligible for readmission will meet with the Assistant Program Chair or designee to discuss other options.

Phase 2:

Readmission Committee Responsibilities:

1. The committee will convene to deliberate and review the following:
 - a. Student's submitted and signed Letter of Intent
 - b. Student's achieved proficiency Level or cut score equivalent.
 - i. The decision of the committee is final.
 - c. The committee will give preference to students who completed the course.
 - d. Student's academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
 - e. Input from current and past course faculty regarding the student's performance.
 - f. Students' professional conduct, character, and ethical behaviors are demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and HSP Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
 - g. Student's resolution of mental, emotional, and physical issues influencing program success
 - h. Resolution of outside extenuating circumstances, if applicable.

Note: Students can be called in front of the Readmission Committee regarding their professional conduct, character, and ethical behaviors demonstrated in the program. Behaviors that are unbecoming of the nursing profession can result in dismissal from the program.
2. The committee will arrive at a decision and may recommend additional requirements for the student to follow if applicable.
 - a. May require other nursing Course to be taken concurrently as the Readmission Committee deem necessary.
3. The 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 submit the signed Agreement: Readmission Action Plan.
5. The committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

Phase 3:

Student Responsibilities:

Approved

1. The [Agreement: Readmission Action Plan](#) will be emailed to the student.
2. Students must sign the [Agreement: Readmission Action Plan](#) and return it **before the deadline**.
3. Students must contact and schedule a meeting with their assigned faculty advisor to arrange a successful action plan within one week of reentry.
4. Students must follow the current course syllabus/program procedures and procure current resources used in the course.
5. Students must follow the Readmission Committee's recommendations as stated in the [Agreement: Readmission Action Plan](#).
6. Students must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
7. If the student has been out of the program for more than one year, the student will have to submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of approved readmission.

Denied

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

Faculty Advisor Responsibilities:

1. The Faculty Advisor will meet with the student within one week of reentry to the program. The student is responsible for reaching out to the assigned faculty advisor.
2. The Faculty Advisor and the student will schedule regular meetings for the remainder of the semester to ensure student success and monitor the student's action plan as deemed necessary.
3. The Faculty Advisor and the student will adhere to the [Agreement: Readmission Action Plan](#) set by the Readmission Committee.

Incomplete Grades from any RNSG course for documented medical/extenuating reasons

A student who receives a letter grade of "I" (Incomplete) from any RNSG course must follow this procedure.

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

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

- Pregnant or parenting students under Title IX who are passing the current Course but have to take medical leave as referred by the Title IX Coordinator. Please refer to the [South Texas College Student Handbook](#) for more information.

- A student who has a medical leave and/or extenuating circumstance(s) (must be passing the current course). Proper documentation must be provided to the Program Chair.
- Incurred an absence of more than 10% of the Course contact hours because of COVID-19 safety protocols or medical conditions with proper documentation.

Procedure - Pregnant and Parenting students under Title IX

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

Procedure - Medical leave and/or extenuating circumstance(s)

1. Students must inform the course faculty of the intent to take an "I" (Incomplete) grade.
2. Students must provide the necessary documentation.
3. Students absent for 10% and above of the Class/Clinical contact hours will receive an Incomplete (I).
4. The course faculty will document the course grade and inform the ADN Program Chair.
5. If applicable, the student will meet with the ADN Program Chair to discuss the request for an "I" (Incomplete) grade.
6. Depending on space availability, the Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student.
7. Students must submit medical clearance without restrictions issued by a US-licensed healthcare provider to the ADN Program Chair.
8. Students will be allowed to **complete the Course the following semester.**
9. Together with the students, the course faculty will discuss the plan of action for the successful completion of the course.
10. The student will not be officially registered for the course.
11. Due to the rigors of the Courses and to ensure the successful completion of the course, the students will first complete the Course with an Incomplete (I) before progressing to the subsequent Courses (Next Level) the following semester.
12. Depending on space availability, the Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student.
13. Once the student successfully completes the course, the course faculty will complete and submit an electronic Change of Grade Form to reflect the course grade on their STC transcript.

Procedure -Medical leave and/or extenuating circumstance(s) Due to COVID-19

1. Students must inform the faculty of the COVID-19 Precautions and follow the guidelines, policies, procedures, and updates found in the [Information Regarding COVID-19 \(coronavirus\)](#).
2. Students absent for 10% and above of the Class/Clinical contact hours will receive an Incomplete (I).
3. Once the student is medically cleared or has a medical release to return to Class and Clinical, the student must contact the faculty.
4. Students must submit medical clearance without restrictions from a US-licensed healthcare provider to the ADN Program Chair.
5. Students will be allowed to complete the Course the following semester.
6. The student will meet with the Course Faculty and Program Chair to discuss Options and Action plans.
7. Due to the rigors of the Courses and to ensure the successful completion of the course, the students will first complete the Course with an Incomplete (I) before progressing to the subsequent Courses (Next Level) the following semester.
8. Depending on space availability, the Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student.
9. Students must provide the necessary documentation.
10. The Readmission Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.
11. The student will not be officially registered for the course.
12. Once the student completes the course, the faculty will complete and submit an electronic Change of Grade Form to the Office of Admission and Records to reflect the course grade on the STC transcript.

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

For further information, please refer to the HSP Student Handbook and the Health Science Professions Division Readmission Procedure Flowchart.

Students with Failing Grades in any (1) One RNSG Course

A student who has failed **one** RNSG course within the semester (excludes RNSG 1209) must follow this procedure. This process is to ensure the student's success on readmission.

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

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

If the student decides not to proceed with the readmission process, the student can reapply to the ADN Program during the next application period. **Students in the program (currently failing or withdrawing) are not eligible to apply as new students** within the current application period. If the student reapplies, they must meet all eligibility requirements, and if admitted, they would restart the program as a new student.

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

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

Phase 1:

Student Responsibilities:

1. A meeting will be arranged within two weeks of the release of the final grades with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.
2. The student will sign the [Admission and Readmission Agreement Form](#) during the meeting with the Assistant Program Chair or designee.
3. Students will undergo a remediation process. To ensure the student's success and readiness for readmission, the student will have two exam attempts to **achieve a Level 3 proficiency or equivalent cut score** (on any of the two attempts). The student will be notified of the scheduled date, time, and location. A student earning a Level 3 proficiency or its equivalent cut score in two attempts will be an eligible candidate for readmission. Make necessary arrangements to take the exams as scheduled. **No alternative exam dates or exam extensions will be granted. Missing the exam schedule will mean waiving the opportunity for readmission.**
4. Items to be submitted to the Readmission Committee by the deadline set:
 - a. Student's signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
 - b. Achievement of Level 3 proficiency or its equivalent cut score in one of two attempts.

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

Assistant Program Chair or Designee Responsibilities:

1. The Assistant Program Chair or designee will meet with the student within two weeks after the final grades are issued to discuss and explain the readmission procedure.
 - a. Items to be discussed are as follows:
 - i. [Admission and Readmission Agreement Form](#) (will be signed by the student)
 - ii. Letter of Intent
 - iii. Remediation strategies to achieve Level 3 proficiency or its equivalent cut score in one of two exam attempts.
2. Assistant Program Chair or designee will provide a copy of the [Admission and Readmission Agreement Form](#) along with the deadline set by the Committee to the student.
 - a. Students ineligible for readmission will meet with the Assistant Program Chair or designee to discuss other options.

Phase 2:

Readmission Committee Responsibilities:

1. The committee will convene to deliberate and review the following:
 - a. Students submitted and signed Letter of Intent
 - b. Student's achieved proficiency Level or cut score equivalent.
 - i. The decision of the committee is final.
 - c. The committee will give preference to students who completed the course.
 - d. Student's academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
 - e. Input from current and past course faculty regarding the student's performance.
 - f. Students' professional conduct, character, and ethical behaviors are demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and HSP Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
 - g. Student's resolution of mental, emotional, and physical issues influencing program success
 - h. Resolution of outside extenuating circumstances, if applicable.

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

2. The committee will arrive at a decision and may recommend additional requirements for the student to follow if applicable.
 - a. May require other nursing Course to be taken concurrently as the Readmission Committee deem necessary
3. The 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 submit the signed [Agreement: Readmission Action Plan](#).
5. The committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

Phase 3:

Student Responsibilities:

Approved

1. The [Agreement: Readmission Action Plan](#) will be emailed to the student.
2. Students must sign the [Agreement: Readmission Action Plan](#) and return it before the deadline.
3. Students must contact and schedule a meeting with their assigned faculty advisor to arrange a successful action plan within one week of reentry.
4. Students must follow the current course syllabus/program procedures and procure current resources used in the course.
5. Students must follow the Readmission Committee's recommendations as stated in the [Agreement: Readmission Action Plan](#).
6. Students must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
7. If the student has been out of the program for more than one year, the student will have to submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of approved readmission.

Denied

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

Faculty Advisor Responsibilities:

1. The Faculty Advisor will meet with the student within one week of reentry to the program. The student is responsible for reaching out to the assigned faculty advisor.
2. The Faculty Advisor and the student will schedule regular meetings for the remainder of the semester to ensure student success and monitor the student's action plan as deemed necessary.
3. The Faculty Advisor and the student will adhere to the [Agreement: Readmission Action Plan](#) set by the Readmission Committee.

Ineligible for readmission students:

[Refer to HSP Student Handbook](#)

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

Important Websites

Associate Degree Nursing website

<http://nah.southtexascollege.edu/adn/index.html>

HSP Student Handbook

<https://nah.southtexascollege.edu/pdf/HSP-Student-Handbook.pdf>

STC Student Handbook / Code of Conduct

http://www.southtexascollege.edu/pdf/Student_Handbook.pdf

Policy FLB - Scholastic Dishonesty

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=632&code=FLB#localTabContent>

Grade Appeal

https://academicaffairs.southtexascollege.edu/grade_appeals/

Student Rights and Responsibilities

<https://studentservices.southtexascollege.edu/srr/>

Rules and regulations relating to professional nurse education, licensure, and practice

https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp.html

Texas Nursing Practice Act

https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp

Unprofessional Conduct

https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp.html

Declaratory Order of Eligibility for Licensure

https://www.bon.texas.gov/forms_declaratory_order.asp

Forms

Course Syllabus Acknowledgement Form

Associate Degree Nursing Program

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

I am aware of the following:

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

Student Signature

Date

Faculty Signature

Date

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

Statement of Commitment

South Texas College
Associate Degree Nursing Program

Semester _____ RNSG _____: _____

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

Criteria - Action Plan for Success

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

_____ After every unit exam, I will review my Test Improvement Plan with my faculty, Academic Coach, and 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 and proceed to the Assistant Program Chair, Program Chair, and the Dean of Health Science Professions in that order until my issues are resolved.

Criteria - Learning Style Inventory (LSI)

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

Criteria - Outside Employment

_____ I acknowledge that students' performance when working for compensation is my employer's and my legal responsibility. 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 to abide by the Student Conduct rules 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 signature

Date

Print Faculty Name

Faculty signature

Date

Waiver: Mandatory Orientation/Boot Camp

Associate Degree Nursing Program

Student name: _____ STC ID: _____

I _____ am a South Texas College Associate Degree Nursing Program student.

I am aware I must meet the requirements to succeed in the program.

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

Name

Signature

Date

Professional Appearance Checklist:

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

I am complying with the following uniform standards:

- a. Standard Scrub Uniform Tops and Straight-leg Pants:
 - Designated color (ceil blue).
 - Tucked-in scrubs are not allowed.
 - Tight-fitting standard scrub tops and pants are not allowed. No Joggers.
 - No seamless short-sleeved scrub tops
- b. Standard Scrub Type Jacket
 - Standard Scrub-type ceil blue jackets can be worn on campus during Classroom/Didactic Settings. Not allowed in the Clinical and Simulation; The student must wear a lab coat or ceil blue uniform scrub type jacket when returning to the campus from Clinicals for post-conference or any related clinical activities.
 - White standard scrub-type jackets and lab coats are acceptable to be worn to and from Clinicals. No Ceil Blue color allowed.
- c. White dry-fit undershirts are permitted and may be used during cold weather.
- d. If wearing a skirt, the length should be right below the knees.
- e. Students should wear appropriate undergarments.
- f. Name badge(s)/IDs must always be worn on the left side of the uniform (class and clinical).
- g. The school patch/seal must be permanently sewn on the uniform's left sleeve and left side chest of the lab coat (if required).
- h. Only standard white nursing shoes with closed toes, heels, or all-white (non-canvas) tennis shoes with a conservative logo (no colored stripes) must be worn on campus and in clinicals.
- i. White socks or hose must cover the ankle entirely; no no-show socks are allowed.
- j. The following **are not** to be worn in the classroom, a clinical agency, or any HSP college-related activity. i.e.:
 - Fleece jackets, hoodies
 - Tight clothing (including jogger/cuffed scrub pants) No jogger scrub pants will be effective Spring 2024
 - Jeans (torn, faded, low hipsters, etc.)
 - Shorts
 - Midriff-baring shirts
 - Low-cut shirts
 - Skirts above the knee
 - Open-toed shoes
 - High heeled shoes
- k. Dress code exceptions are allowed in specific care areas. The clinical facility's uniform guidelines (including Labor and Delivery, Operating Room, Recovery Room, Behavioral Health, and other designated areas) must be complied with. Other attire may be required or worn; the clinical instructor will notify students when necessary.
- l. Students must use personal protective equipment (PPE) according to the Clinical Facility's guidelines and procedure. PPE may include head covers and masks (surgical, KN-95, N-95). When asked to put one on, all students must have their face masks (surgical, KN-95, N-95) ready for use.
- **Hair.** Hair must be a 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 compatible with the dress or natural hair color. Ribbons, headbands, and scarves are not acceptable unless documented for religious/cultural reasons. **Hair claw clips (banana clips) are not allowed.**

- Students must be clean-shaven; this includes mustaches, sideburns, goatees, and beards. Suppose facial hair is maintained for religious, cultural, or medical reasons; in that case, a document from the spiritual leader or a primary care physician practicing in the US must be submitted to the clinical instructor every semester. **A medical disposable beard and mustache cover/beard guard must always be worn in Clinical/simulation** (students with medical or religious documentation to wear a beard or mustache). Surgical caps may be worn,, must be on ceil blue. No bright colors are allowed.
- **Jewelry.** A minimum amount of jewelry may be worn. This provides safe, comfortable, and sanitary conditions for the patient and the care provider. The students may wear the following:
 - Wristwatch with a secondhand
 - Pierced earrings: one pair of small studs on the earlobes only; no stones, hoops, or dangling earrings are allowed.
 - Rings: one plain band only - no stones
 - No tongue rings or other visible body piercings are allowed.
 - No necklaces or bracelets are allowed.
- **Tattoos** must be covered at all times. Due to frequent handwashing and COVID-19 precautions, tattoos on the hands and arms must be covered discreetly without compromising infection control measures.
- **Communication.** Gum chewing looks unprofessional, interferes with clear communication, and can be highly offensive to others. Gum chewing will NOT be allowed in uniform or scrub attire on clinical/school premises.
- **Fingernails.** If desired, nails may be freshly polished with clear nail polish, and the length should not exceed the fingertips. No artificial nails of any kind are allowed.
- **Hygiene:** Good oral and personal hygiene is essential. Cigarette smoke, perfumes, or colognes are not allowed.
- **Cosmetics:** Make-up should be applied minimally and discreetly. False/artificial eyelashes are not allowed in Clinicals/Simulations.
- **COVID-19 Guidelines:** Students must comply with all the uniform requirements of the facility and or units during clinical days. These may include surgical caps, face masks (surgical or cloth), N-95 Masks, face shields, and shoe covers. The required PPE and uniform guidelines will follow unit and facility requirements. Students must comply with the most up-to-date COVID-19 precautions implemented on the STC Campuses (i.e., wearing a face cover). Refer to [Information Regarding COVID-19](#) for updates. The student's responsibility is to check the website for updates and new policies, guidelines, and procedures.

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

Students **should not** wear ADN official uniforms for other functions besides school and clinical activities.

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

Print Student Name

Student signature

Date

This form must be signed and submitted to the Clinical Faculty before the start of every Clinical Day.

Clinical Requirements

Associate Degree Nursing Program Clinical Requirements

Students must submit current immunizations when submitting the program application.

- Tetanus/Diphtheria/Pertussis (Tdap) - within the last ten years)
- Hepatitis B - 3 dose series or serology/titer report proving immunity
- MMR (Measles Mumps Rubella) - 2 doses required or serology/titer report confirming 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 five years or must have two completed doses

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

- Alcohol** and **10-panel Drug Screen** (urinalysis) results must be negative
- Influenza (required from August - April) MUST have vial lot number and vial expiration date documented
- Tuberculosis screen - must be negative; expires annually; students with positive TB screen must provide negative chest x-ray report every two years; must be taken within the last six months
- Current CPR (Cardiopulmonary Resuscitation) American Heart Association Healthcare Providers certification for adults & children must be renewed every two 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 must be signed for verification purposes (required by some clinical affiliates and state licensing boards).
- 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 (HSP Policy)
- Complete "Student Clinical/Practicum Hospital Orientation" instructions will be given at orientation.

Notice to HSP Program Clinical Students

Student's Name: _____ **A#:** _____ **Date:** _____

Program: _____

RE: Clinical Sites Requiring Vaccination

This memo informs you about a new requirement at our clinical (internship/preceptorship and/or practicum) sites. In light of the pandemic caused by SARS-COV-2, COVID-19, and COVID variants, we are seeing a response from our clinical sites to require vaccination and/or frequent testing for faculty and students. At some clinical sites, it is possible they will not provide an alternative to vaccination.

As an educational partner, we must comply with all of our clinical site requirements as outlined in our affiliation agreements. It also is our responsibility to comply with the requirements of a clinical site that may not be stated in the affiliation agreement. A clinical site has the right to set standards for its facilities to comply with regulations and protocols governing its operations, including the health and safety of patients and all who enter or work at the clinical site.

For our **students**, this means:

1. If a clinical (internship/preceptorship and/or practicum) site provides an alternative to vaccination, including but limited to frequent testing and/or additional Personal Protective Equipment (PPE), you must comply with the alternative as required by the clinical site to participate in your clinical assignment.
2. If a clinical (internship/preceptorship and/or practicum) site requires vaccination with no alternative, then clinical coordinators will work with program directors to identify vaccinated students and make fair assignments to clinical sites, assuming there are other placement options available.
3. If the adoption of clinical (internship/preceptorship and/or practicum) site requirements for vaccination becomes widespread or standard and it impedes a student's ability to meet the clinical requirements, then the student will not be able to complete the program.

If you have any questions, please reach out to your faculty.

Acknowledgement

I, _____, have read and understand the information in this notice and its implications for my participation in this Program.

Student Signature

Date Signed

Late Coursework Form

Health Science Professions Division
Associate Degree Nursing

Late Coursework for Clinical Paperwork (EHR)

Student Name _____ Student ID A#: _____

Name of late paperwork: _____

Due date & time _____ Date & time submitted: _____

Semester/Course/Faculty _____

Reason for submitting late clinical paperwork:

I understand that I am submitting late clinical paperwork. Per the ADN Handbook, I will be deducted ten (10) points for each day my clinical paperwork is late.

Student Print Name

Student signature

Date

Faculty Print Name

Faculty signature

Date

Actual Clinical Performance Rubrics (Rubrics Progress depending on the Level)

Criteria	A	B	C	D	F	F
<p>#1 Perform holistic health assessment of assigned patients independently in the clinical setting.</p> <p>10% of total grade</p>	<p>92 - 100% Highly Competent, Independent, and without direction Meets 100% of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>	<p>85 - 91% Advanced Competence: Independent and with minimal direction Meets 90 % of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>	<p>78 - 84% Intermediate Competence Independent but with frequent direction Meets 80 % of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>	<p>70 - 77% Minimal Competence Requires occasional prompting and direction. Meets 70 % of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>	<p>60 - 69% Developing Competence Requires frequent prompting and direction. Meets 60 % of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>	<p>0 - 59% Incompetent Does not follow promptings and direction Meets 50% of the following requirements: Performs holistic assessment every clinical day and once in the instructor's presence and completes the narrative findings with accurate documentation and/or in EHR as indicated.</p>
<p>#2 Integrate clinical reasoning and clinical judgment in providing a patient-centered plan of care to patients with advanced medical/surgical conditions in collaboration with their families in the clinical setting with interprofessional collaboration.</p> <p>Care Plan Actual Clinical Performance</p> <p>40 % of total grade</p>	<p>92 - 100% Meets 100% of the following requirements: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication appropriately; Conduct SBAR Highly Competent, Independent, and without direction</p>	<p>85 - 91% Meets 90% of the following requirements: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication appropriately; Conduct SBAR Advanced Competence: Independent and with minimal direction</p>	<p>78 - 84% Meets 80% of the following requirements: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND appropriately correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication. Conduct SBAR Intermediate Competence Independent but with frequent direction</p>	<p>70 - 77% Meets 70% of the following requirement: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND appropriately correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication. Conduct SBAR reporting. Minimal Competence Requires occasional prompting and direction.</p>	<p>60 - 69% Meets 60% of the following requirement: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND appropriately correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication. Conduct SBAR Developing Competence Requires frequent prompting and direction.</p>	<p>0 - 59% Meets 50% of the following requirement: Nursing assessment is accurate, including the subjective/objective data related to the nursing problem. AND identify (3) priority nursing problems with one (1) goal appropriately and five (5) nursing interventions with rationale. AND appropriately correlates the patient's assessment, etiology & pathophysiology of the medical diagnosis, laboratory/diagnostic, treatment, and medication. Conduct SBAR Incompetent Does not follow promptings and direction</p>

<p>#3 Devise and implement a Teaching plan for patients and families in the clinical setting based on diversity, inclusion, equity, and social determinants of health.</p> <p>•Patient education documentation; Actual Patient Teaching delivery</p> <p>10% of total grade</p>	<p>92 - 100%</p> <p>•Highly Competent, Independent, and without direction</p> <p>Meets 100% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence. Documents patient teaching in the electronic record</p>	<p>85 - 91%</p> <p>Advanced Competence: Independent and with minimal direction</p> <p>Meets 90% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence—document patient teaching in the electronic record.</p>	<p>78 - 84%</p> <p>Intermediate Competence Independent but with frequent direction</p> <p>Meets 80% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence—document patient teaching in the electronic record.</p>	<p>70 - 77%</p> <p>Minimal Competence Requires occasional prompting and direction.</p> <p>Meets 70% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence—document patient teaching in the electronic record.</p>	<p>60 - 69%</p> <p>Developing Competence Requires frequent prompting and direction.</p> <p>Meets 60% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence—document patient teaching in the electronic record.</p>	<p>0 - 59%</p> <p>Incompetent Does not follow promptings and direction</p> <p>Meets 50% of the following requirements: Identify patient learning needs appropriately, set learning goals, ensure the information provided is accurate and relevant, communicate effectively, and evaluate the effectiveness of patient teaching while applying cultural-sensitive nursing competence—document patient teaching in the electronic record.</p>
<p>#4 Correlate and prioritize information technology data to promote the safe care delivery of adult patients in advanced medical/surgical conditions.</p> <p>EHR</p> <p>25% of total grade</p>	<p>92 - 100%</p> <p>Highly Competent, Independent, and without direction</p> <p>Meets 100% of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from patient electronic chart, medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized knowledge for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>	<p>85 - 91%</p> <p>Advanced Competence: Independent and with minimal direction</p> <p>Meets 90% of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from the patient electronic chart, reviewed medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized knowledge for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>	<p>78 - 84%</p> <p>Competence-independent but with frequent direction</p> <p>Meets 80% of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from the patient electronic chart, reviewed medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized information for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>	<p>70 - 77%</p> <p>Minimal Competence Requires occasional prompting and direction.</p> <p>Meets 70% of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from the patient electronic chart, reviewed medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized information for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>	<p>60 - 69%</p> <p>Developing Competence Requires frequent prompting and direction.</p> <p>Meets 60 % of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from the patient electronic chart, reviewed medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized information for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>	<p>0 - 59%</p> <p>•No documentation •Does not follow promptings and direction</p> <p>Meets 50 % of the following requirements: Demonstrated skills to navigate the electronic record in clinical, obtained complete and accurate information from the patient electronic chart, reviewed medications, laboratory results, and other diagnostic/therapeutic procedures, and utilized information for deciding safe delivery of nursing care to assigned patient; complete the EHR as indicated by the course.</p>

<p>#5 Reflect and demonstrate responsibility and accountability in providing evidence-based nursing care within the legal and ethical framework of the essential competencies as a member of the nursing profession, provider of patient-centered care, patient safety advocate, and health care team member.</p> <p>15% of total grade</p>	<p>92 - 100% Highly Competent, Independent, and without direction</p> <p>Expertly Demonstrate skills/evaluate and synthesize evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 100% of the self-reflection tool, reflective of their learning actions, identifies areas of strengths and weakness in their learning process, and sets goals to self-regulate to improve confidence in practice.</p> <p>Complete & accurate citation of 3 references</p>	<p>85 - 91% Advanced Competence: Independent and with minimal direction</p> <p>Proficiently Demonstrates skills /Analyzes evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 90% of the self-reflection tool, reflective of their learning actions, identifies areas of strengths and weakness in their learning process, and sets goals to self-regulate to improve confidence in practice.</p> <p>Complete and accurate citation of 2 references</p>	<p>78 - 84% Intermediate Competence Independent but with frequent direction</p> <p>Safely Demonstrate skills /Applies evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 80% of the self-reflection tool, reflecting on their learning actions, identifying areas of strengths and weakness in their learning process, and setting goals to self-regulate to improve confidence in practice.</p> <p>Complete and accurate citation of 1 reference</p>	<p>70 - 77% Minimal Competence Requires occasional prompting and direction</p> <p>Basic Demonstration of skills /understanding of evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 70% of the self-reflection tool, reflecting on their learning actions, identifying areas of strengths and weakness in their learning process, and setting goals to self-regulate to improve confidence in practice.</p> <p>One or more citations are incomplete and inaccurate</p>	<p>60 - 69% Developing Competence Requires frequent prompting and direction</p> <p>Partial Demonstration of skills /Recognizes evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 60% of the self-reflection tool, reflecting on their learning actions, identifying areas of strengths and weakness in their learning process, and setting goals to self-regulate to improve confidence in practice.</p> <p>All citations and references are in incorrect format</p>	<p>0 - 59% Incompetent Does not follow promptings and direction</p> <p>Unsafe delivery of skills /No recall of evidence-based nursing care applied to the assigned patient.</p> <p>Clinical Performance Self-Reflection: Completes 50% of the self-reflection tool, reflecting on their learning actions, identifying areas of strengths and weakness in their learning process, and setting goals to self-regulate to improve confidence in practice.</p> <p>No citation or reference</p>
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Case Study Grading Rubric

South Texas College - Associate Degree Nursing

Student Name _____ Course Section _____

Case Study _____ Score _____

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

Total Points/24 × 100 = _____ Score

Holistic Health Assessment Rubric

South Texas College
Associate Degree Nursing
RNSG _____

Name: _____

Date: _____

15-Minute Holistic Health Assessment	Met	Not Met
Introduce yourself to the client and explain your plan. Describe any expected discomforts.		
Wash hands.		
Adjust the bed to the appropriate height and lower side rail on the side nearest you.		
Assess the client's level of orientation		
Assess vital signs. (if applicable)		
Assess psychosocial and spiritual well-being.		
Inspect the chest for breathing patterns, symmetry of chest movement, chest shape, and depth of respirations. Check for skin turgor. Use a stethoscope to listen to heart sounds (apical, aortic, pulmonic, tricuspid) and breath sounds.		
Have the client turn onto the side or sit on the edge of the bed. Assess posterior lung fields and symmetry of chest movement with inspiration. Assess skin pressure areas, particularly the coccyx and heels, when the client returns to the side-lying position. Evaluate the client's ability to move in bed.		
Inspect the abdomen for shape, scars, skin color, and contour–Auscultate for bowel sounds. Use percussion and palpation only if appropriate to diagnosis.		
Assess lower extremities for warmth, color, moisture, muscle wasting, presence of pedal and popliteal pulses, muscle tone, and sensation. Asses for pedal edema or generalized edema in the lower extremities. Check joints for active and passive ROM.		
Position the client for comfort. Lower the bed to its lowest and raise the side rails. Place call bell within easy reach.		
Wash hands thoroughly.		

Overall Grade: Passed Failed

Comments: _____

***Met = systematic, comprehensive, accurate, and relevant

Community Project

Associate Degree Nursing Program

Group Topic: _____ Target Group: _____ Date of Presentation: _____

Group Members: _____

Performance Grading Scale

1: Poor 2: Below Average 3: Satisfactory 4: Above Average 5: Excellent

Behavioral Indicators	Possible Points	Points Earned
Presentation accurately teaches the following:		
• The introduction includes target group, topic, and group members.	(0-5)	
• Objectives presented	(0-5)	
• Definition/s and statistics of topic/disease process	(0-5)	
• Risk factors, pathophysiology, and symptoms of topic/disease process	(0-10)	
• Diagnostic procedures indicated for the Group Topic	(0-5)	
• Diagnostic procedures, management (medical, nursing), referrals/follow-up care, and prevention	(0-10)	
Characteristics of Group Members presentation:		
• Participants DO NOT read the presentation. Speak clearly and at an adequate volume level.	(0-5)	
• Participants give the audience eye contact and demonstrate enthusiasm and creativity.	(0-5)	
• The presentation is organized, concise, and no longer than 30 minutes.	(0-5)	
• The teaching site is appropriate for the activity. (Audience learning style, level, and language were considered).	(0-5)	
• Technical and environmental aspects were adequately addressed by the group. (Screens, audiovisual equipment, the room was quiet, the audience could see and hear at all times, etc.).	(0-5)	
• The presentation utilizes at least three teaching aids/tools that are adequate for the audience and site.	(0-5)	
• Presentation is equally distributed among group members. (Peer-evaluations)	(0-5)	
The group provides the instructor with a portfolio that includes:		
• APA format followed throughout the portfolio.	(0-5)	
• Cover page with group members and group topic.	(0-10)	
• Objectives and outline of presentation.		
• Copy of all handouts, PowerPoints, pamphlets, etc.		
• Reference page.		
• Write-up of challenges encountered during the preparation and the actual teaching of the topic (1-3 pages double-spaced)	(0-10)	
Grade	(100)	

Student's Self-Reflection on Clinical Performance:

South Texas College Associate Degree Nursing
RNSG 1162 - Transition Clinical Medical-Surgical Nursing I
Clinical Performance Self-Reflection

Student's Name: _____ Date: _____

Semester/Rotation: _____ Faculty Name: _____

End of Program Student Learning Outcome	Course SLO	Student's Self- Reflection
EPSLO#1 Perform holistic health assessment of assigned patients independently.	Perform holistic health assessment of assigned patients with close supervision of faculty.	
EPSLO#2 Utilize clinical reasoning and clinical judgment in providing a patient-centered plan of care to patients, families, and the community with interprofessional collaboration..	Utilize clinical reasoning and clinical judgment in providing a patient-centered plan of care to patients with common medical/surgical conditions in collaboration with their families, community, and interprofessional collaboration.	
EPSLO#3 The student will implement a teaching plan for patients, families, and communities based on cultural practices, beliefs, values, and social determinants of health.	The student will implement a Teaching Plan for patients, families, and communities based on cultural practices, beliefs, values, and social determinants of health.	
EPSLO#4 Manage information technology to promote the safe delivery of care.	Utilize information technology to promote safe care delivery to adult patients with common medical/surgical conditions.	
EPSLO#5 Provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community.	Provide evidence-based nursing care within the legal and ethical framework of the nursing profession, under close supervision, to patients with common medical/surgical conditions, families, and the community.	
Clinical Grade for the Day:		

Student's Self Reflection Questions:

To increase your knowledge in evidence-based practice, describe one (1) EBP in nursing care/collaborative care you have observed or implemented in your assigned patient today.

List three areas of strengths in your learning development for this clinical day:

- 1.
- 2.
- 3.

List three areas of weakness in your learning development for this clinical day:

- 1.
- 2.
- 3.

List 2 goals to improve your confidence, competence in knowledge, skills, and attitude as a novice nurse for the following clinical day:

- 1.
- 2.

Student Signature _____

Faculty's comment in response to the student's goals

Faculty Signature _____

RUBRIC: Clinical Performance Evaluation Criteria:

Score	Standard	Performance Quality	Knowledge	Assistance
92-100	Highly Competent	Expertly Demonstrate skills	Evaluate and Synthesizes Data and Information	Independent and without direction
85-91	Advanced Competence	Proficiently Demonstrates skills	Analyzes Data and Information	Independent and with minimal direction
78-84	Intermediate Competence	Safely Demonstrate skills	Applies Data and Information	Independent but with frequent direction
70-77	Minimal Competence	Basic Demonstration of skills	Understands Data and Information	Requires occasional prompting and direction
60-69	Developing Competence	Partial Demonstration of skills	Recognizes Data and Information	Requires frequent prompting and direction
59-below	Incompetent	Unsafe Delivery of skills	No recall of Data and Information	Does not follow promptings and direction
NA	Not Applicable			

Evidenced-Based Practice Article Review

South Texas College
Associate Degree Nursing
RNSG _____

Evidenced-Based Practice Article Review = 15%

Name: _____ Assigned Unit: _____

Title of Article: _____

Name(s) of author(s) _____

Name of Journal/Periodical/Source; Date; Volume number: _____

Questions	Answers
What was the article about? (5 Points)	
In your own opinion, how can this article help nursing care in general? (10 Points)	
Total Points _____ /15 x 100 = _____ x15% = _____	

Community Project Peer-Evaluation

Associate Degree Nursing Program

	Poor 0	Needs Improvement 1	Good 2	Very Good 3	Excellent 4
Attended	Never attended	Attended 25% of the group meetings	Attended 50% of the group meetings	Attended 75% of the group meetings	Attended 100% of group meetings
Involvement	Never Involved	Involved in 25% of the work	Involved in 50% of the work	Involved in 75% of the work	Involved in 100% of the work
Respect	Never respected other group members' opinions /suggestions and offered positive feedback.	25% of the time, respected other group members' opinions /suggestions and offered positive feedback	50% of the time, respected other group members' opinions/suggestions and offered positive feedback	75% of the time, respected other group members' opinions/suggestions and offered positive feedback	100% of the time, respected other group members' opinions/suggestions, and offered positive feedback
Attitude	I never had a positive attitude about the assignment and working with group members	25% of the time, had a positive attitude about the assignment and working with group members	50% of the time, had a positive attitude about the assignment and working with group members	75% of the time, had a positive attitude about the assignment and working with group members	100% of the time, had a positive attitude about the assignment and working with group members
Staying on task	Never stayed on task.	25% of the time, stayed on task	50% of the time, stayed on task	75% of the time, stayed on task	100% of the time, stayed on task
Total:					

Creighton Competency Evaluation Instrument (CCEI)

Student Name:	0= Does not demonstrate competency 1= Demonstrates competency NA= Not applicable	Date:
Staff Nurse Instructor Name:		MM / DD / YYYY
ASSESSMENT	Circle Appropriate Score for all Applicable Criteria - If not applicable, circle NA	COMMENTS:
1. Obtains Pertinent Data	0 1 NA	
2. Performs Follow-Up Assessments as Needed	0 1 NA	
3. Assesses the Environment in an Orderly Manner	0 1 NA	
COMMUNICATION		
4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order)	0 1 NA	
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching)	0 1 NA	
6. Documents Clearly, Concisely, & Accurately	0 1 NA	
7. Responds to Abnormal Findings Appropriately	0 1 NA	
8. Promotes Professionalism	0 1 NA	
CLINICAL JUDGMENT		
9. Interprets Vital Signs (T, P, R, BP, Pain)	0 1 NA	
10. Interprets Lab Results	0 1 NA	
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant data)	0 1 NA	
12. Prioritizes Appropriately	0 1 NA	
13. Performs Evidence-Based Interventions	0 1 NA	
14. Provides Evidence-Based Rationale for Interventions	0 1 NA	
15. Evaluates Evidence-Based Interventions and Outcomes	0 1 NA	
16. Reflects on Clinical Experience	0 1 NA	
17. Delegates Appropriately	0 1 NA	
PATIENT SAFETY		
18. Uses Patient Identifiers	0 1 NA	
19. Utilizes Standardized Practices and Precautions, Including Hand Washing	0 1 NA	
20. Administers Medications Safely	0 1 NA	
21. Manages Technology and Equipment	0 1 NA	
22. Performs Procedures Correctly	0 1 NA	
23. Reflects on Potential Hazards and Errors	0 1 NA	
COMMENT		Total:
Revised for DEU use 8/20/2013		Total Applicable Items:
		Earned Score:

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ADN Test Improvement Plan

Date: _____ Student: _____ Instructor: _____

RNSG _____ Section _____ Semester: _____ Year: _____	Unit Exam #: _____	Exam Grade %: _____	Prev. Exam Grade %: _____	Course Average %: _____
ADN Test Improvement Plan (TIP)		Completion Date	Instructor Signature	Success Strategies *Not an exhaustive list. Faculty may suggest other strategies not listed here.
After each unit exam, a student who scores below 80% must obtain a meeting with the course faculty and Academic Coach using Starfish within 24 hours after the grades are posted in Bb. (Academic Coach appt not needed during Summer semester)				Time Management: <input type="checkbox"/> Create a weekly schedule for studying. <input type="checkbox"/> Follow the schedule you created. <input type="checkbox"/> Make sufficient time for learning. Preparation/Studying: <input type="checkbox"/> Create & study notes. Organize information using headings. (Use ATI Active Learning Templates, concept mapping) <input type="checkbox"/> Study using multiple shorter sessions (20 mins). <input type="checkbox"/> Alternate studying different topics or Courses. <input type="checkbox"/> Practice active recall at intervals during studying. <input type="checkbox"/> Complete and learn the "Ticket to Class" activity. <input type="checkbox"/> Practice understanding concepts by listing examples or using analogy. Use case studies. <input type="checkbox"/> Practice answering 10 NCLEX-type questions with PrepU or ATI resources using the test-taking trainer drill template . Testing: <input type="checkbox"/> Apply testing strategy from testing trainer drill. Anxiety Management: <input type="checkbox"/> Seek professional help as needed. <input type="checkbox"/> Follow prescribed treatment. <input type="checkbox"/> Practice relaxation techniques. <input type="checkbox"/> Allow sufficient time for preparation. Referral <input type="checkbox"/> CLE <input type="checkbox"/> Tutoring <input type="checkbox"/> Counseling Other:
Student's Self-Reflection Complete the GROWTH Questionnaire (available on the Blackboard in the Test Improvement Resource Folder) and have a completed copy during a meeting with the instructor.				
Identifying Learning Opportunities: The Course instructor and student will mutually identify areas of learning opportunities during the meeting, F2F or virtual. <input type="checkbox"/> Need for effective time management. <input type="checkbox"/> Need for efficient and effective study & learning strategies. <input type="checkbox"/> Need for effective testing skills. <input type="checkbox"/> Need for effective anxiety management/non-academic support. <input type="checkbox"/> Need for implementing previously agreed upon learning activities. <input type="checkbox"/> Need for filling in gaps and strengthening knowledge of Foundational Concepts.				
Performing Learning Improvement Activities The Course instructor and student will mutually decide on activities to improve identified opportunities with an express understanding that the student needs to perform them proficiently to succeed. <input type="checkbox"/> Utilization of a planner and prioritization skills. <input type="checkbox"/> Organizing information when studying. <input type="checkbox"/> Utilize spaced learning, interleaving, or retrieval practice. <input type="checkbox"/> Effective use of "ticket to class" activities. <input type="checkbox"/> Improve comprehension of concepts through analogy and examples. <input type="checkbox"/> Practice critical thinking skills in test-taking using PrepU or ATI resources. <input type="checkbox"/> Anxiety Management for testing and studying. <input type="checkbox"/> Referral to CLE, Tutoring, or Counseling (attach proof of referral completion)				
Suppose the student does not submit the completed Action Plan forms before the next course exam is administered. In that case, the succeeding exam grade will not be released until the student completes the previous exam(s) remediation process.				
Student Mid-Program Review a. Traditional Students at risk of failing the course upon completion of the 2nd Level must meet with the Academic Coach for Mid Program Review before Progressing to Level 3 b. Transition Students at risk of failing the course upon completion of the first Semester must meet with the Academic Coach for Mid Program Review before Progressing to Level 3				

- Proof of the student's remediation activities identified in this plan will be submitted to Bb before the next exam.
- Students keep all the original copies of the Test Improvement Plan and supporting documents in a folder to be submitted to the instructor if unsuccessful in the course.

Student Signature

Academic Coach Signature

Faculty Signature

ADN Test Improvement Plan Phase 2

Associate Degree Nursing

Student Name: _____ RNSG: _____

	Due Date	Date Submitted or Completed	Signature	Comments
Phase II: To be completed by all students				
1. Review the Individual Performance Profile of the end-of-course exam report. These "Topics to Review" will be the focus of the learning achievement plan.				
2. Perform the following strategies to enrich the comprehension of concepts related to "Topics to Review": a. Handwritten concept maps, outlines, and/or notes on the concepts related to ATI System Disorder, ATI Critical Thinking Forms, notes, quizzes, and case studies to make a portfolio covering the content identified on "Topics to Review." b. Complete recommended activities on the Focused Review® 2.0 for proctored mastery series end-of-course exams. c. A quiz will be generated on a score lower than 75% on a major content area. The quiz grade should be 85% and higher.				
3. Students must gather all documents in one portfolio to prove completion of learning achievement activities and serve as the ticket-to-class in the following semester. This portfolio will be kept in the student's file.				
4. Failure to submit the Focused Review will delay releasing the student's grade in the first unit exam.				

Student Signature

Instructor Signature

Academic Coach Signature

Remediation Checklist A:

ATI Remediation Checklist RNSG _____ Sem: _____

The following Remediation materials must be completed as stated on the calendar.

Level Score: _____ Total points: _____

	ATI Mastery Remediation Activities Complete active learning templates, focused review time, and quizzes per the NCLEX Category.	Points
1.	Print PDF score: with NCLEX categories Review your score and follow the remediation activities based on your score.	
	Below Level 1 (0 Point)	
2.	Identify the lowest 3 NCLEX content areas from your CMS (Complete Mastery Series assessment). Highlight/encircle	
3.	Complete all the active learning templates recommended for these three lowest areas. Minimum of 7 active learning templates from each lowest scoring area. (7x3=21) Note: only write items that are with yellow numbers and with lines in yellow from the E-book.	Twenty-one active templates or less if the subscale is similar to putting in one template.
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____ Note: You can group content in one active template and specify the number of content/concepts on the template.	
4.	Minimum 4-hour Focused	
	Level point (0) and remediation activities (20 points) total=20	total= 20pts below level 1
	Level 1 (10 points)	
5.	Identify the lowest 3 NCLEX content areas from your CMS (Complete Mastery Series assessment). Highlight or encircle	
6.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 3 active learning templates from each lowest scoring area. (3x3=9) Note: only write items that are with yellow numbers and with lines in yellow from the E-book.	Nine active templates or less if the subscale is similar to putting in one template
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____ Note: You can group content in one active template and specify on the template the number of content/concepts	

7.	Complete student generated 25 questions learning system quiz based on the content area (go to learning system 3.0 or 4.0)	
8.	Minimum 3-hour Focused Review	
	Level points (10) plus remediation activities (20 points) TOTAL 30	Total= 30 pts level 1
	Level 2 (30 Points)	
9.	Identify the lowest 3 NCLEX content areas from your CMS (Complete Mastery Series assessment). Highlight or encircle	
10.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 2 active learning templates from each lowest scoring area. (2x3=6) Note: only write items that are with yellow numbers and with lines in yellow from the E-book. You can group content in one active template and specify the number of content/concepts on the template.	Six active templates or less if the subscale is similar to putting in one template
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____	
11.	Complete student generated 25 questions learning system quiz based on the content area (go to learning system 3.0 or 4.0)	
12.	Minimum 2-hour Focused Review	
	Level points (30) plus remediation activities (20 points) TOTAL 50	Total= 50 pts level 2
	Level 3 (40 Points)	
13.	Identify the lowest 3 NCLEX content areas from your CMS (Complete Mastery Series assessment). Highlight or encircle	
14.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 2 active learning templates from each lowest scoring area. (1x3=3) Note: only write items that are with yellow numbers and with lines in yellow from the E-book. Note: You can group content in one active template and specify on the template the number of content/concepts	Three active templates or less if the subscale is similar to putting in one template
15.	Minimum 1-hour Focused Review	
	Level points (40) plus remediation activities (20 points) TOTAL 60	Total= 60pts level 3

I have completed all of the above remediation activities on time.

Student Signature: _____

Student Name: _____

Date of submission: _____

Possible ATI MASTERY Score in grade book with practice tests A and B

Practice test A, with complete remediation = 20 points

Practice test B, with complete remediation= 20 points

ATI Mastery test (with level 3 score) and remediation= 60 points

Total 100%

Remediation Checklist B:

ATI Remediation Checklist
South Texas College
Associate Degree Nursing
RNSG _____ Sem: _____

The following Remediation materials must be completed before ATI Practice Attempt 2

Total Points: Practice Test A remediation:20 Points;
 Practice Test B remediation: 20 Points

(Check which practice test)

ATI Practice test Remediation activities		Date of completion
Course: _____		
Complete active learning templates and quizzes per NCLEX category		
1.	Print PDF score: with NCLEX categories Review your score and follow the remediation activities based on your score.	
2.	Score 0 to 77 Identify the lowest 3 NCLEX content areas from your CMS(Complete Mastery Series assessment). Highlight/encircle	
3.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 7 active learning templates from each lowest scoring area. (7x3=21) Note: only write items with numbers and lines in yellow from the E-book.	21 active templates or less if the subscale is similar to put in one template
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____ Note: You can group content together in one active template and specify the number of content/concepts on the template.	
4.	Complete the post-remediation quiz (generated by ATI)	
5.	Minimum 1-hour Focused review on first attempt	
	Score 78 to 84	Nine active templates or less if the subscale is similar to putting in one template
1.	Identify the lowest 3 NCLEX content areas from your CMS(Complete Mastery Series assessment). Highlight or encircle	
2.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 3 active learning templates from each lowest scoring area. (3x3=9)	

	Note: only write items with numbers and lines in yellow from the E-book.	
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____ Note: You can group content in one active template and specify on the template the number of content/concepts	
3	Complete student generated 25 questions learning system quiz based on the content area (go to learning system 3.0 or 4.0)	
4.	Minimum 1-hour Focused Review on the first attempt	
	Score 85 to 100	
1.	Identify the lowest 3 NCLEX content areas from your CMS(Complete Mastery Series assessment). Highlight or encircle	
2.	Complete ALL the active learning templates recommended for these three lowest areas. Minimum of 2 active learning templates from each lowest scoring area. (2x3=6) Note: only write items with numbers and lines in yellow from the E-book. Note: You can group content in one active template and specify on the template the number of content/concepts	Six active templates or less if the subscale is similar to put in one template
	ATI Basic Concepts # _____	
	ATI Therapeutic Procedure # _____	
	ATI System Disorder # _____	
	ATI Nursing Skill # _____	
	ATI Medication # _____	
	ATI Growth and Development # _____	
3.	Complete student generated 25 questions learning system quiz based on the content area (go to learning system 3.0 or 4.0)	
4.	Minimum 1-hour Focused Review on the first attempt	

I have completed all of the above remediation activities on time.

Student Signature: _____

Student Name: _____

Date of submission: _____

Skills Lab Review Referral

South Texas College Associate Degree Nursing Program
Skills Lab Referral

Skills Lab Review

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

Preceptor signature: _____ Date _____

Must be completed by: Date _____

Clinical Instructor signature: _____ Date _____

Lab Assistant signature: _____ Date _____

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

Test Item Distribution Form

Test Blue Print

South Texas College
 Associate Degree Nursing Program
Distribution of Test Content

RNSG _____ Unit Exam #: ____ Total # of Items: ____

Unit Exam 1 Blueprint RNSG _____		
Categories	Item	Percentage
Bloom's Taxonomy		
Remember		
Understand		
Apply		
Analyze		
Evaluate		
Create		
NCLEX		
Safe and Effective Care Management		
• Management of Care		
• Safety and Infection Control		
Health Promotion and Maintenance		
Psychological Integrity		
Physiological Integrity		
• Basic Care and Comfort		
• Pharmacological and Parenteral Therapies		
• Reduction of Risk Potential		
• Physiological Adaptation		
Nursing Process		
Assessment		
Diagnosis		
Outcomes/Planning		
Implementation		
Evaluation		
Course Learning Outcome		
CLO # 1		
CLO # 2		
CLO # 3		
CLO # 4		
CLO # 5		

Exam Item Challenge Forms

South Texas College
Associate Degree Nursing
Student's Exam Item Challenge Form

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.:** # _____ **Concept/Topic:** # _____

Course Name: _____ **Course # and section:** RNSG _____

Course Faculty Name: _____

Summary of Exam item: What were the topics/concepts of the questions?

"My choice was about: _____.

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

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

Points granted: () Yes () No **Faculty Initials:** _____

The student chooses to appeal to the Evaluation and Testing Committee: () Yes () No

Student Initials: _____

- The student will be provided with a copy of this completed form.
- If the student wishes to appeal to the Evaluation and Testing Committee, the section on this form, **"Rationale and Reference(s),"** must be typed; include the Student's name, A#, and STC email address; attach to this form; and given to course faculty the same day as the request for appeal. An extra sheet of paper may be used.
- The course faculty has 48 business hours to submit to the Evaluation and Testing Committee Chairperson.
- The Evaluation and Testing Committee has seven business days to review, research, discuss, and decide if the Challenge is granted or denied.
- **The decision by the Evaluation and Testing Committee is final.**

Exam Item Deliberation Form

South Texas College
Associate Degree Nursing
Evaluation and Testing Committee

To be completed by course faculty and accompany challenge form:

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: _____

of students who took the exam: _____

% of students who missed the question: _____

Point Bi-serial for question: _____ KR20: _____

Course Faculty Comments: (optional)

Committee Comments: (optional)

Decision of Evaluation and Testing Committee:

Challenge: _____ granted _____ denied

Issuance of a Grade of "I" (Incomplete)

Date: _____

Student Name: _____ Student A#: _____

Student Phone: (____) _____ Student Email: _____

Semester: _____ Course, Section #: _____

Faculty: _____

Reason for issuing a grade of incomplete:

Is this "I" (Incomplete) being issued to accommodate a student impacted by pregnancy, parenting, or related conditions? _____ Yes _____ No

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

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

Agreed date to complete all coursework:

All coursework 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: _____

Admission and Readmission Agreement

Student name:	Student ID:
Jag E-mail:	Cell phone:
Program Track:	
Course:	Semester/Session:

This agreement is in accordance with the guidelines for readmission to the Associate Degree Nursing Program. If space or course is available, I am seeking readmission for the course indicated in this agreement for the next semester (after sitting out one semester). I must complete the following steps for my petition to be considered.

A. Letter of Intent

- a. Write a "Letter of Intent" addressed to:
Admission and Readmission Committee
STC - Associate Degree Nursing Program
- b. E-mail "Letter of Intent" along with this form to Elizabeth Parra at eparra@southtexascollege.edu and on or before **Day, Date, by Time**
- c. The letter should include:
 - Reason(s) why you believe you were unsuccessful.
 - Measures you will implement during the course to be successful.
 - What do you plan (remediation plan) on doing differently if you are readmitted?
 - What do you plan (remediation plan) to do in the interim to prepare for possible readmission?

B. Remediation

- a. Complete student-generated learning system.
- b. Locate your "Individual Performance Profile" (go to learning system 3.0 or 4.0)
- c. Identify your areas of weakness and remediate every concept from the lowest to your highest score.
- d. Review the content and utilize learning strategies in remediating all the course, clinical, or skills concepts.
- e. **As per the announced schedule, attendance and active participation in the supplemental teaching and tutorial sessions with CLE are required.**

C. Examination

- a. One must review and remediate content to ensure readiness and success in seeking readmission for the ADN Program and complete the degree. Students seeking readmission will be allowed two opportunities to test. The student must earn a proficiency Level of 3 (or the equivalent cut score) to be a qualified candidate for readmission should there be space available. Make necessary arrangements to take the exams as scheduled. No alternative exam dates or exam extensions will be granted. **Missing the exam schedule will mean waiving the opportunity for readmission.**

The days and times are as follows:

Exam 1: Day, Date, Time, Location	Exam 2: Day, Date, Time, Location
--------------------------------------	--------------------------------------

Initial each item below	I understand the readmission policies including, but not limited to, the following:
	A. Readmission is dependent upon space availability.
	B. I understand that once the Admissions and Readmission Committee decides, I will be notified of my readmission status by Jag e-mail.
	C. In keeping with the program readmission guidelines, I cannot reapply for readmission if I am unsuccessful in any other nursing course during the Program.
	D. For complete information regarding the STC ADN Readmission Policy, I will go to nah.southtexascollege.edu and click Associate Degree Nursing Student Handbook.
	E. Failure to comply with the components of this remediation, including the submission deadlines of requirements, failure to appear for testing, and earning a Level 3 proficiency or its equivalent cut score, will result in the denial of my readmission.
	F. If I cannot return to the Program within the time given by the Admission & Readmission Committee, I understand that I must inform the department of my delay and that I have one year from when I failed the course to return. After one year, I will have to reapply and restart the Program from the beginning.
	G. I will be readmitted under the current course syllabus, requirements, and Program/Division/College-wide guidelines and procedures. I must be responsible for having updated resources/software/access on my return.
	H. I will be responsible for keeping my STC Jag e-mail account active to communicate with the Associate Degree Nursing Department.
	I. I understand that if I am readmitted to the theory course, I must also take the associated clinical course.
	J. I will be responsible for reviewing the services provided by the STC Student Rights and Responsibilities Office or by calling 956-872-2180.
	K. I understand that I will be responsible for purchasing any resources when readmitted to continue in the program/course, such as, ATI Resources, CoursePoint, ebooks, etc.

By signing this agreement, I acknowledge and understand the information provided herein of my responsibilities of the Readmission Procedure of the South Texas College - Associate Degree Nursing Program.

Student Signature: _____ Date: _____

Agreement: Readmission Action Plan

Date: _____

Dear _____,

Your petition for readmission to the ADN Program has been reviewed and accepted by the Associate Degree Nursing (ADN) Admission and Readmission Committee. You have been granted your one-time readmission for the _____ Semester.

You will be registered for the _____ Semester. Please ensure you have no HOLDS on your account and be COMPLIO compliant.

The ADN Admission and Readmission Committee has designed this plan to make you a stronger student for the coming Semester. You will be on probationary status until you graduate from the program with the following readmission plan.

Please initial each item below.

	I will be readmitted under the current course syllabus/program procedures. I will procure the required resources that are current to the Course.
	I will comply with Clinical requirements on COMPLIO and set an appointment with the Clinical Affairs Specialist if needed via email at clinicalaffairs@southtexascollege.edu .
	I will meet with my faculty advisor on the first week of class and meet regularly as deemed necessary by the faculty advisor. Your faculty advisor will be Ms. _____ or Dr. Esguerra, Academic Coach.
	I will design an Action Plan for Success before the start of the course and discuss it with the faculty and Academic Coach. My action plan for success will include but is not limited to a time management calendar, study techniques, and test-taking strategies.
	I will evaluate my action plan after every unit exam with my faculty 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.
	I will follow the chain of command for any issues I may have while in the program. I will address any issues and concerns with my faculty and faculty lead and proceed to the Assistant Program Chair, Program Chair, and the Dean of Health Science Professions in that order until my issue(s) is resolved.
	I understand that the ADN program is rigorous, and employment while in nursing school may jeopardize my success in the ADN Program.
	I will follow the STC Student Code of Conduct at all times. Failure to abide by the rules of Student Conduct may lead to my 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 and the Board of Nursing, STC, HSP, and ADN Student Handbook.
	Failure to comply with the professional standards stipulated in the ADN/HSP Student Handbook and course syllabi will result in my dismissal from the course and the program. I am responsible for attending Level Boot Camp(s), if applicable.
	I understand that I was unsuccessful in the theory course, and if I am readmitted, I will also be registered for the clinical.
	I am aware that I am responsible for being in the correct cohort for practice exams, ATI, Ebooks, or other related items to my Course.

Please feel free to contact Ms. Elizabeth Parra at (956) 872-3089 for any questions or concerns.

Sincerely,
 Admission and Readmission Committee Chair
 Associate Degree Nursing Program

I, _____ have read and understand the information provided. I am responsible for fulfilling the readmission action plan of the STC ADN Program. I will sign below and submit a signed copy of this letter to the Associate Degree Nursing when I pick up my copy of this agreement **no later than _____, date: _____ by 5 pm.**

 Student signature

 Date

Student Conference Form

South Texas College Associate Degree Nursing Program

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 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

Student ATI Assessment and Review Policy

The comprehensive ATI review program offers the following to students:

- A comprehensive, assessment-driven review program designed to enhance student NCLEX® success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking ability, and learning styles. Additionally, online tutorials, practice assessments, and proctored assessments are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources like the ATI Plan may be accessed from the “My ATI” tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/Ebooks

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement coursework and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials to Support Assessment and Remediation Process

ATI offers unique tutorials designed to teach nursing students how to think like a nurse, take a nursing assessment, and make sound clinical decisions. Nurse Logic 2.0 is an excellent way to learn the basics of how nurses think and make decisions. Learning System 3.0 offers practice quizzes in specific nursing content areas, allowing students to apply valuable learning tools from Nurse Logic. ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in various quizzing formats. With Learning System 3.0, students can assess their knowledge through pre-set quizzes, build customized quizzes that focus on specific categories, or test their category-specific comprehension in an adaptive quizzing environment.

Assessments

The Content Mastery Series Assessments (CMS) provide essential data regarding a student’s mastery of concepts concerning specific nursing content areas, including a series of Targeted medical-surgical assessments that address individual body systems to provide a formative evaluation of content before the final medical-surgical course. Students can use Practice and standardized proctored assessments, and these may be scheduled during Course. These assessments will help students identify what they know and areas requiring remediation (called Topics to Review).

Focused Reviews/Active Learning/Remediation

ATI Focused Review 2.0 facilitates the post-CMS assessment remediation experience for students. This personalized learning experience uses a student’s performance on the CMS practice and proctored assessments to drive focused student learning. Once the student has completed a CMS practice assessment, Focused Review 2.0 automatically assesses the student’s learning gaps and generates a personalized learning experience. Focused Review 2.0 provides ATI Review Module content in an eBook

experience while highlighting the specific elements of content that a student should review. The forms of content include

text, image, sound, and video. Students who have completed their first round of remediation (practice assessments only) can take a post-remediation quiz that provides similar questions on identified content gaps. Students can review their knowledge gaps and study updated eBook content after completing the quiz. The post-remediation quiz is intended to provide feedback on remediation impact. If the student has completed a CMS proctored assessment, Focused Review 2.0 provides ATI Review Module content in an eBook experience viewed by chapter versus a specific highlighted presentation. Focused Review 2.0 does not provide a post-remediation quiz in the CMS proctored assessment remediation mode.

Student Acknowledgement (ATI Assessment and Review Policy)

Student Acknowledgement

Initial all and sign below:

_____ I have received a copy of and have read and understand the South Texas College ADN ATI Assessment and Review Policy

_____ I understand I am responsible for utilizing all the review modules, tutorials, and online resources available from ATI, as designated by the ADN Program.

Student printed name: _____ Date: _____

Student signature: _____

Graduation Clearance for Affidavit of Graduation (AOG)

South Texas College - Associate Degree Nursing

Complete the form and attach the required documents for processing your Affidavit of Graduation.

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 HSPA Campus
- Refer to NCLEX-RN Eligibility Information-Examination Application
- The Program Director will process the Affidavit of Graduation (AOG) to Texas BON once a week.
- An email from the TX BON will be sent for further instructions on scheduling your NCLEX-RN Examination after 20 business days from the date the AOG is submitted. Check the status on the TBON website.
- The ADN department will notify you if there are any issues with submitting your AOG.
- Ensure the information you submitted to the TBON is correct, including 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 the Nursing Jurisprudence Examination
- A printed copy of Degree Works from JAGNET at 100% completion
 - All holds on your account should be cleared prior to submitting this form
- Receipt of \$200 from Pearson Vue - NCLEX-RN

For office use only: (Notes)



**SOUTH TEXAS
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South Texas College - Associate Degree Nursing Program