ASSOCIATE OF APPLIED SCIENCE IN NURSING

STUDENT HANDBOOK
2019-2020
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Letter from Administration</td>
<td>2-3</td>
</tr>
<tr>
<td>Mission of the College/Philosophy of Nursing</td>
<td>4-5</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>6-7</td>
</tr>
<tr>
<td>Program Objectives/Outcomes</td>
<td>7</td>
</tr>
<tr>
<td>Differentiated Essential Competencies (DEC's)</td>
<td>8-9</td>
</tr>
<tr>
<td>Progression of Concepts</td>
<td>10</td>
</tr>
<tr>
<td>Faculty &amp; Clinical Site Information</td>
<td>11</td>
</tr>
<tr>
<td>Clinical Site Information</td>
<td>12</td>
</tr>
<tr>
<td>ANA Code of Ethics for Nurses with Interpretive Statements</td>
<td>13</td>
</tr>
<tr>
<td>ANA Principles for Social Networking</td>
<td>13-14</td>
</tr>
<tr>
<td>National Student Nurses Association’s Code of Academic and Clinical Conduct</td>
<td>14-15</td>
</tr>
<tr>
<td>National Student Nurses Association’s Code of Professional Conduct</td>
<td>15-16</td>
</tr>
<tr>
<td>Program of Study</td>
<td>17-18</td>
</tr>
<tr>
<td>Admission Policies &amp; Procedures</td>
<td>19</td>
</tr>
<tr>
<td>a. Admission Requirements</td>
<td>19-21</td>
</tr>
<tr>
<td>b. Notification of Selected Applicants</td>
<td>22</td>
</tr>
<tr>
<td>c. Point System for Applicants</td>
<td>22</td>
</tr>
<tr>
<td>Licensure Eligibility</td>
<td>23-24</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>25</td>
</tr>
<tr>
<td>Student Progression/Withdrawal/Readmission &amp; Transfer Policies</td>
<td>26-28</td>
</tr>
<tr>
<td>Performance Standards</td>
<td>28-30</td>
</tr>
<tr>
<td>General Compliance Information</td>
<td>31-36</td>
</tr>
<tr>
<td>Class Preparation Time-How Much is Enough?</td>
<td>37</td>
</tr>
<tr>
<td>Classroom &amp; Clinical Attendance, Absence and Tardiness Policy</td>
<td>37-42</td>
</tr>
<tr>
<td>Student Evaluation Policies</td>
<td>42-46</td>
</tr>
<tr>
<td>Student Activities</td>
<td>46-48</td>
</tr>
<tr>
<td>Substance Abuse Policy</td>
<td>48-50</td>
</tr>
<tr>
<td>Clinical Rotations &amp; Guidelines</td>
<td>50-53</td>
</tr>
<tr>
<td>Minimum Safe Standards in the Clinical Area</td>
<td>54</td>
</tr>
</tbody>
</table>
Grievance Process .............................................................................................................. 54 - 55
Preparation for Graduation/Licensure ............................................................................. 55 - 58
The Florence Nightingale Pledge ..................................................................................... 58
Student Signature Page ................................................................................................. 59 - 60
Personal Health Information Release Form ...................................................................... 61
Appendix A

Library Guidelines .......................................................................................................... 66
  a. Computer Use ........................................................................................................... 63
  b. Check Out Policy ..................................................................................................... 63
  c. ID Cards .................................................................................................................. 64
  d. Reference/Information Services ........................................................................... 64
Library Guide .................................................................................................................. 65
INTRODUCTION/WELCOME

The Southwest Texas Junior College (SWTJC) Associate of Applied Science Nursing Program (AASN) Student Handbook has been compiled by the faculty to provide guidelines for students enrolled in the AASN program. The purpose of this handbook is to identify policies and procedures specific to this program. This handbook is to be used as a supplement to the SWTJC Student Handbook and serves to bridge the policies of the College with the policies specific to this program. The policies and procedures set forth in this handbook are designed to support the success of the student. Specific information that will guide course activities are included in the course syllabus.

The AASN Program is part of the Allied Health and Human Services Division of Southwest Texas Junior College. The Allied Health and Human Services Division is comprised of the Licensed Vocational Nursing program, the AASN program, the Radiologic Technology program, Emergency Medical Technician program, Certified Nurse Aide program, Cosmetology program, Child Development program, Law Enforcement Academy, and Criminal Justice Program.

SWTJC is committed to providing quality educational programs for the purpose of developing successful health care professionals. Development of caring health professionals requires interactions with patients in hospitals and clinics, varied patient services, and academic settings, thereby resulting in an educational environment with unique characteristics and potentials for the learning process.

The SWTJC faculty members and staff wish you success in the pursuit of your educational goals. Faculty members that are hired for the AASN Program meet requirements for the Texas Board of Nursing and Southwest Texas Texas Junior College. Their purpose is directed toward meeting the course objectives and assisting each student to meet the program outcomes.

SWTJC programs prohibit discrimination. Access to its programs or activities shall not be limited on the basis of race, color, religion, national origin, age, gender, sexual orientation, political affiliation, or disability.
Dear Students:

Welcome to Southwest Texas Junior College Associate of Applied Science in Nursing Program. We are pleased that you have chosen to be a part of our college history. Advancing your professional goals is important to you, your family, and the community and we are happy to be a part of that endeavor. As Administrators at this college we believe that our nursing curriculum will provide many and varied opportunities to increase your knowledge and skills. We are proud to provide a newly remodeled building for classes with state of the art equipment including simulation models. Our library has current resources including an information system that provides full text of numerous nursing and medical journals at your disposal, thus the availability to the most current information in the health services community.

A most important facet to your continued professional growth is availability of clinical resources. We are working collaboratively with local and neighboring hospitals, clinics, nursing homes, home health agencies and physician offices to increase your knowledge of health deviations and the current modes of treatment. Personnel at each of these facilities are excited about participating in your learning experiences and are taking their time and effort to increase your potential. Physicians, physician assistants, nurse practitioners, staff nurses and other health service providers will share information specific to your role and at the same time provide an opportunity for you to observe their roles and contributions to patient care.

Last, but not least, we have faculty members with varying backgrounds and experiences. Our focus is to provide students with faculty members who have current knowledge, skill and expertise in nursing and related fields. Several of the faculty members that will be teaching in the program hold full time positions as nurse practitioners, clinical nurse specialists, nurse managers, and pharmacists.

After you have had sufficient time in the program, we would welcome an opportunity to have evaluations and suggestions that could enhance our program and better serve your needs.

Again, thank you for choosing Southwest Texas Junior College and best wishes for success as a registered professional nurse.
Sincerely,

Hector Gonzales, PhD., President of Southwest Texas Junior College

Mark Underwood, PhD., Vice President of Academic Affairs

Johnny Guzman, M.Ed., Dean of College of Applied Sciences

Jesus Suarez, M.S., Allied Health and Human Services Division Chair

Rolando Lira, RN, MSN, Director of Associate of Applied Science in Nursing Program
I. MISSION OF THE COLLEGE

Southwest Texas Junior College is a comprehensive, public college serving eleven counties in Southwest Texas. The College provides accessible, affordable, high-quality education that prepares students to successfully transfer to senior colleges and universities; enter the job market; pursue their professional and personal goals; and contribute to the economic growth of the region.

II. PHILOSOPHY OF NURSING

The Southwest Texas Junior College nursing faculty believe that nursing education must be current, dynamic, and futuristic in preparing students for the nursing needs of people in a changing health care delivery system. The concept-based, integrated curriculum proposes to prepare the nursing student for entry into practice as a professional nurse following successful completion of NCLEX-RN.

The nursing faculty view each human as a compilation of bio-physical, psychological, sociological, cultural and spiritual beings who continuously interact with their external and internal environments. Each holistic human being has unique values and beliefs that determine actions and responses to stimuli in the environment. Ability to adapt to the environment is guided by intellectual, emotional, and physical capabilities to make individual choices in illness and health.

A patient/client is that individual who seeks assistance for problems that fall within the scope of nursing practice for the State of Texas. These actions vary in scope from minimal assistance to extremely complex care, and are consistent with the culture, ethics, values and wishes of the individual, family, or significant other. The uniting thread for any level of care delivered to the patient is educational information that will assist the patient to achieve the highest potential of wellness possible.

Nursing faculty view the registered nurse as a key member of a multidisciplinary health team. The registered nurse has dependent, independent and interdisciplinary responsibilities to deliver caring and quality nursing management to individuals, groups, families and communities. Caring has attributes and features pertinent to the profession of nursing. Caring encompasses those acts directed towards self and others, which positively influence interactions between humans and the environment, and improve the human condition with growth and healing.
Philosophy of Nursing, continued

*Nursing education* supports the human capacity to care through the acquisition of knowledge and skills needed to fulfill one’s professional role as a caring registered nurse. Nursing is both a science and an art that requires a dynamic learning program designed to provide comprehensive care and the continuum of wellness to illness for patients. The object is to achieve optimal health and quality of life. If recovery is not feasible, death with dignity is the goal. The nursing process may be preventive, therapeutic and/or educative in nature with the consistent steps of assessment, planning, implementation and evaluation to effectively meet the needs of the patient/client. Completion of this educational experience must be viewed as the beginning of a continual learning responsibility which is the hallmark of a professional and a pathway to advanced nursing practice.

Nursing faculty members envision the *teaching-learning process* as interactive and progressive in nature. Prerequisite and general education courses are viewed as the foundation for nursing education. Each nursing student who enters the nursing program has diverse, individual, cultural and life experiences. Therefore, it is important for the student to articulate learning modes and actively participate in learning experiences that meet their needs. Both formal and informal environments selected for learning should reflect organization, careful planning, clearly stated goals and objectives, structured learning activities, and self-reflection. Clinical experiences must be linked to current didactic instruction to enhance the learning and retention process. These clinical experiences can be achieved in the skills laboratory, simulation laboratory, hospitals, clinics and other designated clinical facilities. Selected evaluation modes must also be viewed as learning experiences.

The *nursing faculty* view themselves as resources with knowledge and experience in nursing and teaching. We believe that nursing education is dynamic and the great challenge is to prepare students for current and future needs of people in a constantly changing health care delivery system. The expansion of knowledge in the health care delivery system is continuous. To maintain current knowledge and skill in the dynamic field of nursing, adjunct faculty are utilized to teach areas related to their clinical expertise. Not only must the knowledge and skills of faculty be strongly grounded in clinical expertise, but the imparting of such information requires creativity and the ability to field questions and inquiries with confidence and accuracy. Faculty members strive for program excellence through continuing assessment of the program and utilization of assessment findings for improvement. The goal of the nursing program is to assist nursing students to achieve their full potential through assimilation of knowledge, judgment, skill and values of the professional nurse.
III. CONCEPTUAL FRAMEWORK

The Associate of Applied Science in nursing degree program will flow from the mission of SWTJC and the nursing program. This conceptual framework will assist students in developing academic and nursing competencies and help to organize thought processes regarding health problems and management of patients/clients across the lifespan. Concepts for the framework include caring, communication skills, critical reasoning skills, evidence based practice, pathophysiological concepts and cultural diversity, each of which are germane to the professional role of nursing.

**Caring** requires interaction and involvement with other individuals. It includes the following attributes of human behavior as described by Sr. Simone Roach (1998): conscience or ethical practice, commitment to the well-being of the patient, compassion for patients, confidence that fosters trusting relationships, competence in practice, and comportment that shows respect for self and others (p. 30-34).

**Communication Skills** The value of communication in any discipline is important; however, as key members of the multidisciplinary health care team, it is vitally important that nurses be able to communicate clearly, concisely and utilize correct terminology that will assist the recipient in correctly interpreting events. Because communication is an interactive process of transmitting information between two or more individuals, it is important for the student to recognize that they are participating simultaneously in the process of perception, listening and creating meaning in the transaction.

**Critical Reasoning Skills** Numerous definitions can be used to clarify broad aspects of critical thinking, clinical reasoning, and clinical judgment skills. In essence, each of these terms direct the nursing professional to determine what really matters and what is important to provide the basis of nursing care. The complexity of nursing exemplifies the need for a multi-logical approach that includes the need to be trained to identify and analyze health care issues from the perspective of more than one point of view, to reconstruct those points of view, and to argue issues that are opposed. Students must be skilled in the use of language, formulating problems, clarifying assumptions, weighing evidence, evaluating conclusions, self reflection, discriminating between good and bad arguments, and seeking to justify those facts and values that result in credible beliefs and actions.

**Evidence-Based Practice** Evidence-based practice is the conscientious use of current best evidence in making decisions about patient care. This decision-making process is a problem solving approach that is commonly used in nursing for assessing, planning, implementing and evaluating. However, the basis for action is not steeped in tradition or apprentice type activity. Instead, evidence-based clinical decision-making is based on evidence from research, evidence-based theories, expert consensus, patient assessments, clinical experiences, professional publications and other resources. Evidence from systematic reviews of randomized clinical trials has been regarded as the strongest level of evidence on which to base practice decisions; however, evidence from descriptive and qualitative studies as well as from expert consensus should also be factored into clinical decisions. Improvement in quality of patient care and patient outcomes depends on development of a rigorous process for finding the best evidence available.
Conceptual Framework, continued

Pathophysiological Concepts Understanding the pathological underpinnings of a disease process is requisite for selecting and delivering appropriate nursing care. The expanding amount of information requisite to formulate decisions is presented in a body systems approach and is typically learned through a memorization process. Concepts such as inflammation, ischemia, hypoxia, hypermetabolism, immunodeficiency, and anemia transcend body systems and provide the basis for nursing management.

Resource material for concepts has dramatically increased over the last decade in both nursing and medical literature. This generic nursing program curriculum is based on concepts in the bio-physical and psycho-social domain with the inclusion of key exemplars to anchor data in the current health care diagnostic criteria.

Cultural Diversity With each individual who requires some level of nursing management comes uniqueness with cultural differences, beliefs, symbolisms, and interpretations of illness. The knowledge base necessary for health care providers to recognize and manage cultural differences of patients and staff must be clearly addressed in the educational process. The vast range of cultural differences that comprise cultural diversity can first be identified when the nurse completes an in-depth exploration of self-cultural and professional background. Self-exploration will then become the groundwork for recognition of bias, prejudice and assumptions about individuals that are different. Leininger’s (2002) central purpose for transcultural nursing care is “to discover and explain diverse and universal culturally-based care factors influencing the health, well-being, illness, or death of individuals or groups” (p. 190).

IV. PROGRAM OBJECTIVES/OUTCOMES

Upon completion of this registered nursing program, the graduate will function within the roles and responsibilities of the Associate Degree nurse and be able to:

1. Implement the standards of care as designated by the Board of Nursing for the State of Texas in a variety of health care settings.
2. Utilize critical reasoning, evidence-based practice and cultural diversity knowledge and skill when assessing, planning, implementing and evaluating patient care across the life span.
3. Engage in continuous improvement of cognitive, psychomotor and psychotherapeutic abilities necessary to comprehensively assess and provide safe and effective nursing care.
4. Demonstrate caring behaviors and utilize teaching strategies that promote wellness, a healthy life style and recovery from illness.
5. Communicate and work effectively with patients, family members and the multidisciplinary health care team.
6. Demonstrate ethical and legal principles as a member of the multi-disciplinary health care team.
7. Maintain competence upon becoming a Registered Nurse through self-evaluation, peer review and continued education.
8. Continue to develop as an accountable and responsible member of the nursing profession.
V. DIFFERENTIATED ESSENTIAL COMPETENCIES for GRADUATES of TEXAS NURSING PROGRAMS

Texas Board of Nursing 2010

Nursing practice in Texas by licensed nurses flows along a scope of practice continuum based upon educational preparation from the Licensed Vocational Nurse (LVN) to the doctorally prepared Registered Nurse (RN). While selected aspects of nursing care may be assigned or delegated by licensed practicing nurses to ancillary persons such as nursing assistants or aides, LVNs and RNs currently form the core in the roles identified as members of the profession, providers of patient-centered care, patient safety advocates, and members of the health care team.

Educational preparation for the RN licensure examination may be obtained through Texas BON approved diploma, associate degree, and baccalaureate degree programs (including generic master’s degree programs). Each of these programs provides the necessary preparation for practice as a registered professional nurse. The curricula of each of the nursing programs differ and the outcomes of the educational levels dictate a differentiated set of essential competencies of graduates. The competency statements describe progression in expected behaviors across the types of programs from vocational nursing (VN) to diploma and associate degree nursing (ADN) to baccalaureate degree nursing (BSN). The competencies of each educational level build upon the previous level.

Differentiated Essential Competencies (DECs) have been expanded to include the following four roles as listed with a brief rationale for the change from DELCs:

- Member of the Profession: listed as the primary role to focus on the profession.
- Provider of Patient-Centered Care: a change in current literature from “client” to “patient”, emphasizing patient-centered care.
- Patient Safety Advocate: based upon new concerns about patient safety.
- Member of the Health Care Team: relates to the nurse’s participation in the health care team.

The competencies are written to guide nursing programs to meet the approval criteria established by the BON and to ensure that programs prepare graduates to provide safe, competent care to the people of Texas. A competency is described as “an expected level of performance that integrates knowledge, skills, abilities, and judgment” (American Nurses Association, 2008, p. 3).
Competencies were designed to demonstrate the progression of expectations across the types of nursing programs based upon educational preparation. It is acknowledged that it may be impossible to evaluate students’ abilities on some of the competencies since new graduates will grow from novice to advanced beginner as they transition into practice (Benner, 1984; National Council of State Boards of Nursing, 2006). It is expected that the education should have prepared the graduate with a background to demonstrate these advanced competencies, which are italicized and identified by an asterisk in the document. All of the competencies may be utilized to develop curriculum.

There may seem to be redundancy in the competencies within the DECs but the redundancy is intentional. The document was designed so that sections related to a specific competency or educational level could be separated and could stand alone from the larger document. Most competencies build across educational levels and yet some of the competencies are the same across levels. For example, a high level of safety is expected across all levels of nursing practice.

The scope of nursing practice for which the student is being prepared is reflected in the competencies. The scope of practice defines the extent of the provision of care within each level of educational preparation.

Patients for the LVN are individuals in the context of their families; patients for the diploma graduate or the ADN are individuals and their families; and patients for the BSN are individuals, families, populations, and communities. Rule 215 lists specific content areas for BSN programs: research, community, and leadership, all of which affect scope of practice.

In addition to the DECs being used for curriculum development, the DECs may also be used in the practice area to assist employers in developing orientation and internship programs, establishing career ladders, determining entry level competencies, determining job descriptions, and reviewing and revising policies and procedures.
VI. **Table 1 PROGRESSION OF CONCEPTS - Reflection of Guidelines**

<table>
<thead>
<tr>
<th>College Mission</th>
<th>Pursue Professional Goals</th>
<th>Enter Job Market</th>
<th>Transfer to Senior College</th>
<th>Economic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Mission</td>
<td>Current Interactive Integrative Education (Built on Educational, Clinical &amp; Life Experiences)</td>
<td>Concept-based Patient Care</td>
<td>Achieve Excellence</td>
<td>Full Potential</td>
</tr>
<tr>
<td>Philosophy Conceptual Framework</td>
<td>Evidence Based Practice Critical Reasoning Ethical/Legal Therapeutic Communication Conceptual Pathophysiology Cultural Diversity</td>
<td>Clinical Experiences</td>
<td>Continued Professional Growth</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>DEC'S</td>
<td>Member of the Profession</td>
<td>Provider of Patient Centered Care</td>
<td>Patient Safety Advocate</td>
<td>Member of the Health Care Team</td>
</tr>
<tr>
<td>Program Objectives by No.</td>
<td>No. 1 No. 2 No. 4</td>
<td>No. 3 No. 5</td>
<td>No. 7 No. 6 No. 8</td>
<td></td>
</tr>
<tr>
<td>Actualization</td>
<td>Professional Growth</td>
<td>Pass NCLEX-RN</td>
<td>Progress toward BSN</td>
<td>Socio-economic Achievement</td>
</tr>
<tr>
<td>Unit Action Plans</td>
<td>Organizational Growth</td>
<td>Registered Nurse</td>
<td>Meet Professional Goals</td>
<td></td>
</tr>
</tbody>
</table>
VII. FACULTY AND CLINICAL SITE INFORMATION

SOUTHWEST TEXAS JUNIOR COLLEGE
ASSOCIATE DEGREE NURSING
ASSOCIATE OF APPLIED SCIENCE DEGREE

PHONE NUMBERS: Director: Rolando Lira, MSN, MACE, RN
Office………………(830) 703-1583
Fax…………………(830) 591-2909

A.D.N. Administrative Assistants:
Ms. Chassity Dean, Administrative Assistant Uvalde Campus………………… (830) 591-7386
Ms. Norma Diaz, Administrative Assistant Eagle Pass Campus………………… (830) 758-5070
Ms. Charlotte Yeldell, Administrative Assistant Del Rio Campus………………… (830) 703-1581

A.D.N. Nursing Faculty:
Ms. Janna Calk, MSN, MA, RN………………………………………(830) 703-1503
Mrs. Cindy Castillo, BSN, RN………………………………………………(830) 758-4134
Mrs. Sonia Cruz, MSN, RN…………………………………………………(830) 758-4139
Mrs. Mittie Hinz, MSN, RN…………………………………………………(830) 758-5066
Mrs. Carrie Kern, MSN, FNP, RN………………………………………(830) 703-1585
Mrs. Jeanne Leake, MBA, BSN, RN……………………………………(830) 591-7230
Mrs. Maria Martinez, MSN, RN………………………………………………(830) 591-7218

A.D.N. Adjunct Nursing Faculty:
Ms. Karen Davis, MSN, RN, PNP-BC………………………………………(830) 591-7386
Mr. Juan Martinez, PharmD MBA………………………………………(830) 758-5070
Ms. Wilma Carbonnel-Mason, MSN/ED, MSHCA, RN,………………(830) 776-2693

A.D.N. Clinical Teaching Assistants
Mrs. Nicole Chavarria, BSN, RN………………………………………(830) 703-1581
Mrs. Olga De La Torre, ADN, RN………………………………………(830) 703-1581
Mrs. Jacqueline Ferus, MSN, RN………………………………………(830) 591-7386
Mrs. Jessica Maldonado, ADN, RN………………………………………(830) 758-5070
Mrs. Viane Martinez, BSN, RN………………………………………(830) 591-7386
Mr. Ruben Martinez, RN…………………………………………………(830) 703-1581

A.D.N. Simulation Lab Manager
Mr. Scott Adams, RN, Simulation Lab………………………………………(830) 591-7386

A.D.N. Student Success Counselor
Mrs. Norma Zamudio………………………………………………………(830) 703-1581
**Hospitals**

Dimmit Regional Hospital ...........................................(830) 876-2424
Fort Duncan Regional Medical Center ...................................(830) 773-5321
Medina Regional Hospital ............................................(830) 741-4677
Uvalde Memorial Hospital .............................................(830) 278-6251
Val Verde Regional Medical Center ..................................(830) 775-8566

**Mental Health Centers**

Cedar Hills Geriatric Center ...........................................(830) 597-5445
San Antonio State Hospital .............................................(210) 531-7775

**Nursing Homes**

Amistad Nursing & Rehabilitation Center ................................(830) 278-5641
La Vida Serna ..........................................................................................(830) 774-0698
Maverick Nursing & Rehabilitation Center .......................................(830) 757-8566

**Hospice**

Fort Duncan Home Health & Hospice Care ......................................(830) 757-0966
Uvalde Memorial Hospital Hospice .....................................................(830) 278-6251
Val Verde Regional Medical Center Hospice .....................................(830) 774-4580

**Home Health**

Maverick Home Health – Eagle Pass ..............................................(830) 773-5330
Maverick Home Health – Uvalde .......................................................(830) 278-8370
Maverick Home Health – Del Rio ......................................................(830) 768-7707

Additional faculty or clinical sites may be added as resources become available.
VIII. AMERICAN NURSES ASSOCIATION (ANA)  
PROVISIONS of the CODE of ETHICS for NURSES with  
INTERPRETIVE STATEMENTS  

Students are expected to demonstrate ethical behaviors as specified in the American Nurse Association Code for Nurses. The Code for Nurses is intended to serve the individual practitioners as a guide to the ethical principles that should govern his or her nursing practice, conduct, and relationships.

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.


IX. ANA’s PRINCIPLES for SOCIAL NETWORKING  

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

Tips to Avoid Problems
1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.


X. NATIONAL STUDENT NURSES’ ASSOCIATION’S CODE OF ACADEMIC AND CLINICAL CONDUCT

Preamble: Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust that society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students: As students are involved in the clinical and academic environments, we believe that clinical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principle and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic facility and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk for injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ

XI. NATIONAL STUDENT NURSES’ ASSOCIATION, INC. CODE OF PROFESSIONAL CONDUCT

As a member of the National Student Nurses’ Association, I pledge myself to:
1. Maintain the highest standard of personal and professional conduct.
2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses’ association.
3. Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses’ association at all levels of membership, reserving the right to propose changes and to critique rules and laws.
4. Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses’ association.
5. Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA’s Core Values.
6. Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA Bylaws, policies and state/federal law.
7. Ensure impartially and prevent conflict of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses’ associations.
8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses association.
9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.
10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.
11. Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses’ association.
12. Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.
13. Use every opportunity to improve faculty understanding of the role of the student nurses’ association.
14. Use every opportunity to raise awareness of the student nurses’ association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.

First adopted by the 1999 House of Delegates Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.
XII. PROGRAM of STUDY

ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE

Prior Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1100*</td>
<td></td>
</tr>
<tr>
<td>BIOL 24011</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 24021</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 24201</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 13011</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 23141</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 23061</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>RNSG 1128 - Introduction to Health Care Concepts</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 1125 - Professional Nursing Concepts I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RNSG 1301 - Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RNSG 1161 - Clinical – Registered Nursing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
</tr>
<tr>
<td>Spring</td>
<td>RNSG 1126 - Professional Nursing Concepts II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 1533 - Health Care Concepts II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>RNSG 1362 - Clinical – Registered Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>RNSG 1137 - Professional Nursing Concepts III</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 1538 - Health Care Concepts III</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>RNSG 2361 - Clinical – Registered Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
</tr>
<tr>
<td>Spring</td>
<td>RNSG 2539 - Health Care Concepts IV</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>RNSG 2138 - Professional Nursing Concepts IV</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>RNSG 2362 - Clinical – Registered Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credit Hours for A.A.S. 60

General Education Courses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science &amp; Math</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Total General Education Courses</td>
<td>21</td>
</tr>
<tr>
<td>Technical Education Courses</td>
<td>39</td>
</tr>
<tr>
<td>Total Credit Hours for A.A.S.</td>
<td>60</td>
</tr>
</tbody>
</table>

Notes:
1. This course must be completed with a minimum grade of “C”. It is recommended that all these courses be completed prior to applying for admission.
2. Capstone course that consolidates the student’s learning experiences.
3. Students who need to be enrolled in full-time study may enroll in courses that meet the BSN requirements.
* All students are required to complete EDUC 1100; however, EDUC 1100 does not count toward degree requirements.
ASSOCIATE OF APPLIED SCIENCE IN NURSING DEGREE (LVN to RN Pathway)

<table>
<thead>
<tr>
<th>Prior Semesters</th>
<th>Credit</th>
<th>Advanced Placement Credit Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1100*</td>
<td></td>
<td>RNSG 1125  Professional Nursing Concepts I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 2401</td>
<td></td>
<td>RNSG 1161  Clinical – Registered Nursing</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 2402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 2314</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 2306</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>Total LVN Advanced Placement Credit Hours</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours for AAS .................................. 60

General Education Courses:                          Credit
Social & Behavioral Sciences                        3
Humanities & Fine Arts                              3
Natural Science & Math                              12
Other                                                3

Total General Education Courses ................................................................. 21
Technical Education Courses ................................................................. 37
LVN Advanced Placement Credits ................................................................. 2

Total Credit Hours for A.A.S. ................................................................. 60

First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1128</td>
<td>1</td>
<td>RNSG 1126</td>
<td>1</td>
</tr>
<tr>
<td>RNSG 1430</td>
<td>4</td>
<td>RNSG 1533</td>
<td>5</td>
</tr>
<tr>
<td>RNSG 1301</td>
<td>2</td>
<td>RNSG 1362</td>
<td>3</td>
</tr>
<tr>
<td>RNSG 2138</td>
<td></td>
<td>RNSG 1216</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8³</td>
<td>Total</td>
<td>11³</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1137</td>
<td>1</td>
<td>RNSG 2539</td>
<td>5</td>
</tr>
<tr>
<td>RNSG 1538</td>
<td>5</td>
<td>RNSG 2138²</td>
<td>1</td>
</tr>
<tr>
<td>RNSG 2361</td>
<td>3</td>
<td>RNSG 2362</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>9³</td>
<td>Total</td>
<td>9³</td>
</tr>
</tbody>
</table>

Total Credit Hours for AAS .................................. 60

Notes:
1 This course must be completed with a minimum grade of “C” prior to applying for admission to the ADN program.
2 Capstone course that consolidates the student’s learning experiences.
3 Students who need to be enrolled in full-time study may enroll in courses that meet the BSN requirements.
4 LVN Advanced Placement credits awarded upon successful completion of Fall and Spring of First Year.
* All students are required to complete EDUC 1100; however, EDUC 1100 does not count toward degree requirements.
XIII. ADMISSION POLICIES AND PROCEDURES

This program is designed to prepare graduates to practice in a complex and ever-changing health care environment. In addition, the integrated concept based curriculum provides the graduate with foundational potential to progress forward to a Bachelor of Science in Nursing Degree.

Preparation for practice as a professional nurse will be concept-based theoretical knowledge associated with concept based clinical activities provided in a structured, supervised clinical practice environment. The program is designed to provide dynamic, interactive classroom information; simulation experiences to enhance clinical capabilities; concept-based simulation scenarios to test clinical expertise; and supervised clinical experiences to complete Associate of Applied Science in Nursing Degree requirements necessary to become a Registered Nurse (RN). This educational process will develop the student as an active participant and through the use of innovative teaching approaches, foster a safe, collaborative, and interactive educational environment.

Differentiated Essential Competencies (DECs) from the Texas Board of Nursing (BON) and Professional Clinical Standards of Care in nursing will provide the guidelines for the development of physical skills, clinical reasoning, clinical judgment, ethical reasoning, and therapeutic communication skills. These essentials contribute to the knowledge and skill activities that direct graduates to become active members of the Profession, provide patient-centered care, serve as a patient advocate and become a member of the health care team. Designated curriculum, integrated with global issues and pathophysiological concepts, will ensure that graduates will be able to actively participate in society as educated, culturally astute and socially responsible individuals. Functioning within a multidisciplinary health care team requires diversity and compassion in traditional and/or non-traditional health care environments serving clients across the life span.

This program leads to an Associate of Applied Science in Nursing Degree and can be completed in two calendar years. Upon successful completion of the program, the graduate is eligible to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Admission Requirements:

There are three steps that must be completed in sequence before an applicant can be considered a nursing student. The first step is the PREPARATION FOR ADMISSION TO THE AASN PROGRAM. The second step is the APPLICATION PROCESS and the third step is the ADMISSION PROCESS.

PREPARATION FOR ADMISSION TO THE AASN PROGRAM

AASN students are admitted to the program each fall semester but the official admission process begins during the spring semester. Students receive guidance from College Counselors and AASN education staff members to assist them to prepare for the admission process.

1. Prior to the spring semester it is expected that each applicant has completed requirements for admission to Southwest Texas Junior College which includes assessment and placement in basic courses as guided by the Texas Success Initiative (TSI).

To complete the PREPARATION FOR ADMISSION TO THE AASN PROGRAM process, it is recommended that potential nursing applicants complete all prerequisites prior to the spring semester so faculty members have sufficient data to make thorough decisions regarding the potential success of the applicant to complete the nursing program in a successful manner. Grades from science and English courses are especially meaningful for this predictive process.
2. If applicants are enrolled in prerequisites during the spring semester, mid-term grades for their courses must be made available to nursing faculty members prior to being considered for the fall AASN student pool.

3. Following is the list of pre-requisite courses that must be completed with a grade of ‘C’ or better and a minimum GPA of 2.5 prior to implementation of the ADMISSION PROCESS.
   - BIOL 2401 Anatomy & Physiology I
   - BIOL 2402 Anatomy & Physiology II
   - BIOL 2420 Microbiology
   - ENGL 1301 Composition I
   - PSYC 2314 Human Growth & Development
   - PHIL 2306 Ethics

4. If any of the science courses are over 5 years old, at the time of application, it is required that the applicant has take RNSG 1311 Nursing Pathophysiology.

APPLICATION PROCESS

1. To be eligible for the application process, each applicant must complete the Assessment Technologies Institute, Inc. (ATI) Test of Academic Education Skills (TEAS) assessment as well as an English proficiency assessment. Both assessments will be completed on the same day. The Administrative Assistant of the Associate of Applied Science in Nursing Program will announce the testing dates along with instructions on scheduling an appointment for the assessment on the SWTJC Home Page during the Fall semester. The registration form will be posted on the SWTJC RN webpage. It is the responsibility of the applicant to secure a date to complete the two assessments.

2. The application process begins with successful results from the ATI TEAS assessment with a recommended Adjusted Individual Total Score of 70. Scores that comprise the benchmark for the following TEAS categories are determined by ATI and reflect the national mean, including:
   a. Reading – 70
   b. Math – 69
   c. Science – 54
   d. English (Grammar) – 64

3. Instructions on how to proceed with the English proficiency assessment process will be provided in writing via e-mail after the assessment has been taken.

4. On Monday after spring break each individual student must have completed designated English proficiency requirements (Reading comprehension, vocabulary, and medical terminology lessons).

5. An application form will be forwarded to the applicant for completion when the student has successfully completed the ATI TEAS and English proficiency requirements. The application form must be completed and returned to the AASN Administrative Assistant’s office within two weeks of receiving the application.

6. Reference forms must be submitted directly to the AASN program from your point of reference prior to the due date stated in the reference form.

7. A criminal background investigation is required for all SWTJC AASN applicants planning to enter the AASN program. Upon application to the AASN Program, your personal data will be submitted to the Texas Board of Nursing so a criminal background check can be performed. A copy of all correspondence received from the BON must be submitted to the AASN office to be filed in the student’s record.

8. Each applicant is required to go through an interview with the AASN director. The interview will be scheduled once all three reference forms have been received.

9. Licensure Eligibility – The BON has identified certain circumstances that may render a potential candidate ineligible for licensure as a Registered Nurse. The BON provides individuals with one opportunity for petition for a Declaratory Order (DO) as to their eligibility in accordance with Article 301.257 of the Nursing Practice Act. The BON website, www.bon.state.tx.us, contains
eligibility questions and the declaratory order. Each applicant must review the following documents in the BON Rules and Regulations:

213.27 Good Professional Conduct
213.28 Licensure of Persons with Criminal Offenses
213.29 Criteria and Procedures Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
213.30 Declaratory Order of Eligibility for Licensure

ADMISSION PROCESS
When the activities required for the PREPARATION FOR ADMISSION and APPLICATION PROCESS are completed, applicant selections will be made. A letter will be sent via e-mail identifying your status in the program.

To complete the admission process, all requirements listed below must be completed and evidence of these requirements presented to the ADN Administrative Assistant prior to August 1st.

1. Declared a Registered Nursing major with the office of admissions by completing the Declaration of Major Field of Student Form.
2. Current Basic Life Support (BLS) certification* from the American Heart Association class “C” for Health Care Providers. A current BLS card is required before the applicant can attend clinical rotations.
3. Evidence* of mental and physical health as documented in a physical examination.
4. Evidence* of all immunizations or acceptable serum titer levels, in writing, as required by the Texas Department of Health (Measles, Mumps, Rubella, (MMR): Diphtheria, Tetanus, Pertussis (DTap); Varicella; Meningitis; and Hepatitis “B” series).
5. Current documentation* of negative Tuberculin screen either through a TB skin test (TST) or blood assay for Mycobacterium tuberculosis (T-Spot or QFT-GIT) or chest X-ray if previous positive blood assay. For applicants who have received the bacilli Ciamette-Guerin (BCG) vaccine or those who are a positive reactor to TST must show documentation of a negative blood assay. Based on recommendations from the Centers for Disease Control and Prevention (CDC), if applicant has had positive blood assay, a chest X-ray is required with accompanying documentation indicating no active symptoms of active TB such as productive cough, night sweats, or unexplained weight loss. Annual TB Skin test or blood assay is required.
6. Evidence* of health insurance. Such insurance must be maintained for the duration of enrollment in the nursing program.
7. Negative drug urine screen* (instructions will be provided). A positive drug screen on admission to the program for an unauthorized substance will cause the applicant to no longer be eligible to come into the program.
8. Purchase of the approved school uniform, patch, lab coat, fully enclosed white shoes, and laboratory supplies (approved blood pressure cuff, stethoscope, pen light, bandage scissors, hemostat, and watch with second hand) as required.
9. Basic computer skills must be evident by a course grade or ability to demonstrate computer competence.
10. All nursing students are required to have a working computer and continuous access to Internet. Ability to scan documents for uploading into Canvas and Typhon is also required. This can be done on a computer or using one of many free phone apps. Scanners are also available in the SWTJC libraries.
11. Students are required to carry liability insurance* throughout the program. The fee for this insurance is included in the admission fees.

*All health documentation and insurance carriers must be based in the United States. No foreign insurance or health documentation will be accepted for any reason.
Notification of Selected Applicants

All applicants will be notified via e-mail regarding their acceptance status. Selected applicants and alternates will be required to attend an orientation session as specified in the notification letter. Failure to attend the orientation will result in forfeiture of acceptance in the program. The alternate list will be maintained until the program begins in August. Alternates will be notified in the order determined if openings become available.

Point System for Applicants

Points will be accumulated from data supplied by the applicant and address the following issues:

1. One (1) point will be given for each of the required pre-requisite courses in the curriculum completed with a grade of “B” or better. (6) Points ______.

2. One (1) point will be given if the applicant has been on the SWTJC President’s List; SWTJC Dean’s List, member of PTK or can show evidence of academic recognition from other colleges or universities attended. (1) Points ________.

3. Three (3) points will be given if the applicant receives a grade of “A” on the first attempt of Anatomy & Physiology I or II. Five (5) points will be given if the applicant receives a grade of “A” on the first attempt of both Anatomy & Physiology I and II. (5) Points ________.

4. One (1) point will be given if the applicant has received a ‘C’ or better on all general education courses within the past 5 years. (1) Points ________.

5. One (1) point will be given if at least 10 semester credit hours have been successfully completed at SWTJC. (1) Points ________.

6. Points will be given based on cumulative GPA; two (2) points will be given for cumulative GPA between 3.5 and 4.0; one (1) point will be given for cumulative GPA between 3.0 and 3.49. (2) Points ________.

7. Points will be given if the applicant has had clinical experience and has a current licensure/certification as a Vocational Nurse, Emergency Medical Technician, Paramedic, Military Medic, Certified Nurse Assistant, or Patient Care Technician. (4) Points ________.
   a. 1 – 2 years experience 1 Point
   b. 3 – 5 years experience 2 Points
   c. 6 – 10 years experience 3 Points
   d. 11 or more years experience 4 Points

8. Five (5) points will be given to applicant with military service. (5) Points ________.

(25) Total Points: __________
SOUTHWEST TEXAS JUNIOR COLLEGE
Associate of Applied Science in Nursing Degree

Licensure Eligibility

Application will not be accepted without signature

Please read the following information. If you have any questions or concerns, or need additional clarification, contact the Associate Degree Nursing Program Director @ 830-591-4163. After you read this information, sign and date this form, indicating your knowledge of these requirements.

Licensure Eligibility
The Texas Board of Nurses determines eligibility requirements for applicants for the initial licensure by examination. All candidates for licensure will be required to answer the following questions:

Y N
1. Been convicted of a misdemeanor?
2. Been convicted of a felony?
3. Pled nolo contendere, no contest, or guilty?
4. Received deferred adjudication?
5. Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
6. Been sentenced to serve jail or prison time or court-ordered confinement?
7. Been granted pre-trial diversion?
8. Been arrested or have any pending criminal charges?
9. Been cited or charged with any violation of the law?
10. Been subject of a court-martial; Article 15 violation; or received any form of military judgment, punishment, or action?

NOTE: You may only exclude Class C misdemeanor traffic violations

Expunged and Sealed Offenses
While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, it is your responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. It is recommended that you submit a copy of the Court Order expunging or sealing the record in question to our office with your application. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed, will at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character of the Nurse.

Orders of Non-disclosure
Pursuant to Tex. Gov't Code §552.142(b), if you have criminal matters that are the subject of an order of non-disclosure, you are not required to reveal those criminal matters on this form. However, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness of duty issue. Pursuant to other sections of the Gov't Code Chapter 411, the Texas Nursing Board is entitled to access criminal history record information that is subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character.

- Are you currently the target or subject of a grand jury or governmental agency investigation?
- Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? (You may exclude disciplinary actions previously disclosed to the Texas Board of Nursing on an initial or renewal licensure application)
- *In the past five (5) years have you been diagnosed with or treated or hospitalized for schizophrenia and/or psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder which impaired or does impair your behavior, judgment, or
ability to function in school or work? (You may answer “No” if you have completed and/or are in compliance with TPAPN for mental illness OR you’ve previously disclosed to the Texas Board of Nursing and have remained compliant with your treatment regime and have no further hospitalization since disclosure.)

- *In the past five (5) years, have you been addicted or treated for the use of alcohol or any other drug? (You may answer "No" if you have completed and/or are in compliance with TPAPN)

*Pursuant to the Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code §301.466.

If your response is yes to any of these questions, you are strongly encouraged to submit a petition for “Declaratory Order” to the Texas Board of Nurses prior to acceptance or within the first notification of acceptance. For information or guidance in this process to determine eligibility for licensure by examination, contact the Texas Board of Nurses at 512-305-7400 or go to the web site: www.bon.state.tx.us. The “Declaratory Order” form can be accessed at http://www.bon.texas.gov/forms_declaratory_order.asp

______________________________________________________________________________  ____________________________
Student’s Signature     Date
XIV. TUITION AND FEES

Students enrolling in the Associate of Applied Science in Nursing Program pay the regular college tuition, fees, and an additional $300 Allied Health surcharge each fall and spring semester. If you have questions regarding general tuition, please refer to a current SWTJC Catalog. Other costs the student may accrue include traveling to special clinical sites: psychiatric rotations, wound care centers or acute care sites. Listed below are some additional fees and expenses that are required throughout the program. Some of these amounts are actual costs and some are approximate to assist the student in financial planning:

**Pre-Admission:**

1. Entrance ATI examination ........................................................................................................ $  65.00
2. WEKA License .......................................................................................................................... $ 60.00
3. Criminal Background Check ...................................................................................................... $ 50.00
4. Required Physical Examination ............................................................................................... $100.00
5. Immunizations (Hepatitis B Series – 3 doses) .......................................................................... $ 95.00
6. Measles, Mumps, Rubella Vaccine (MMR – 2 doses) ............................................................... $105.00
7. Tdap Vaccine ........................................................................................................................... $  65.00
8. Meningitis Vaccine .................................................................................................................. $ 135.00
9. Varicella (2 Doses) ................................................................................................................... $300.00
10. Tuberculin Skin Test ................................................................................................................ $ 25.00
11. Uniforms, white lab coat, and fully enclosed white shoes ....................................................... $250.00
12. School patches (purchase at bookstore) .................................................................................. $ 15.00
13. Nursing equipment (stethoscope, bandage scissors, hemostats, penlight, calculator, and watch with second hand) ......................................................................................................................... $150.00

**Total** .................................................................................................................................. $1,265.00

**Fall Semester I:**

1. ATI National Assessment and Remediation ............................................................................... $365.00
2. Computer Documentation for Clinical Experiences ................................................................. $  50.00
3. Textbooks ................................................................................................................................ $736.00
4. Allied Health Surcharge ........................................................................................................... $300.00
5. Health Insurance (EJ Smith) ...................................................................................................... $150.00
6. Drug Screen ............................................................................................................................. $  60.00
7. Influenza Vaccine ..................................................................................................................... $  50.00
8. Liability insurance ..................................................................................................................... $  24.00

**Total** .................................................................................................................................. $1,735.00

**Spring Semester I:**

1. ATI National Assessment and Remediation ............................................................................... $365.00
2. Textbooks ................................................................................................................................ $200.00
3. Allied Health Surcharge ........................................................................................................... $300.00
4. Health Insurance ...................................................................................................................... $150.00

**Total** .................................................................................................................................. $1,015.00

**Fall Semester II:**

1. ATI National Assessment and Remediation ............................................................................... $365.00
2. Allied Health Surcharge ........................................................................................................... $300.00
3. Drug Screen ............................................................................................................................. $  60.00
4. Tuberculin Skin Test ................................................................................................................ $ 25.00
5. Drug Screen ............................................................................................................................. $  60.00
6. Health Insurance ...................................................................................................................... $150.00

**Total** .................................................................................................................................. $960.00

**Spring Semester II:**

1. ATI National Assessment and Remediation ............................................................................... $365.00
2. Allied Health Surcharge ........................................................................................................... $300.00
3. Health Insurance ...................................................................................................................... $150.00
4. BON Licensure Application ..................................................................................................... $100.00
5. Pearson Vue NCLEX Fee .......................................................................................................... $200.00
6. Graduation Cap, Gown, Tassel, & Diploma .............................................................................. $  50.00
7. Class Graduation Composite .................................................................................................... $  5.00
8. Class Pin ................................................................................................................................ $ 100.00

**Total** .................................................................................................................................. $1,270.00

**Approximate total (without tuition)** ....................................................................................... $6,245.00
Progression

Students progress through the curriculum according to the outlined Degree Plan. For progression in the AASN program, the student must meet all of the following criteria:

1. After admission to the program, the student has three years to complete the graduation requirements.
2. Students must follow all policy and procedures as indicated in the SWTJC Student Handbook, SWTJC Catalog, and the AASN Student Handbook.
3. Complete all nursing courses in sequence as outlined in the degree plan with a grade of C (75%) or above, and meet all clinical objectives as specified in the course syllabi. A combined average of 80% on clinical evaluations and concept based clinical activities (CBCA) in the first year clinical courses and an average of 80% on all clinical evaluations in second year clinical courses is required. Students must achieve an average of 80% on course examinations, including the mid-term and final examinations in all didactic courses. The final course grade is determined by adding all other assignments to the 80% benchmark average. An incomplete (I) will be given for the course if this benchmark is not met.
4. Any activity associated with gainful employment must not interfere with classroom or clinical requirements. Students are encouraged to work no more than 24 clock hours per week in order to maintain academic success.

Withdrawal

Southwest Texas Junior College Associate of Applied Science in Nursing Program reserves the right to request withdrawal of any student whose health, attendance, conduct, personal qualities, or scholastic records indicate that it would be inadvisable for the student to continue.

A student considering withdrawal from a nursing course(s) should refer to the Associate of Applied Science in Nursing Student Handbook and make an appointment with their course Faculty of Record, Faculty Advisor, and the Program Director. All reasonable effort must be made to complete the course as designated since withdrawal from a course will mean that the student must wait a year to re-enroll in the program or seek admission to another nursing program.

If withdrawal is necessary, it is important for the student to check their transcript in one month following withdrawal to assure that they have a legitimate “W” as the grade on their transcript.

Readmission Process

Completion of all nursing courses must occur within a three-year interval from the point of initial application to the Associate of Applied Science in Nursing program. This time interval may vary, depending on when the student leaves the program initially. The student is readmitted to the course/semester in which they failed, withdrew, or had a break in enrollment. A student will be readmitted only one time to the program, except in the case of extenuating circumstances, if the student withdrew with passing grades. Following a second D, F, or I, during the program, a student is ineligible for readmission.

A student seeking readmission to the SWTJC-AASN program must meet the following requirements:
1. Complete a Re-Admission Application.
2. Complete a Re-Admission interview.
3. Provide current CPR, health insurance, immunization, criminal background and drug screen information.
4. Provide proof of physical examination, release letter from the physician, and/or diagnostic tests as recommended or required to return to class/clinical after illness, injury, surgery, or pregnancy. The physician must indicate that the student has no restrictions.
5. The student must meet requirements to demonstrate competency in previously completed nursing courses as specified by the faculty members and director of the AASN program
6. Consideration for readmission is based on the following:
   A. Former faculty team recommendation.
   B. Academic grade average and clinical evaluation.
   C. Reason(s) for failure, if applicable.
   D. Resolution of outside extenuating circumstances, if applicable.
   E. Completion of remedial work as specified in writing.
7. The student will schedule a meeting with the Student Success Counselor during the first week of school to identify a success plan. Faculty members will work closely with the student to help them achieve success. It is highly recommended the student schedule time with faculty to review course content prior to examinations especially at the beginning of each semester.

Once the Re-Admission process has been completed, a letter will be sent via e-mail identifying your status in the program.

**Transfer Student Admission Procedure**

Students who have successfully completed nursing courses at other accredited concept-based curriculum schools are evaluated on an individual basis by the director and faculty members of the AASN program to determine their entry level. The following requirements apply to students that wish to transfer to SWTJC-AASN:

1. Before applying to the SWTJC AASN program, applicant must have completed requirements for admission to Southwest Texas Junior College.
2. Complete a Transfer Application.
3. The transfer student must furnish a copy of each nursing course syllabus with course description to the AASN director so each course can be evaluated.
4. A written recommendation from the Dean/Director of their previous nursing program is required. Transfer students must not currently be on suspension or academic probation from another college or university.
5. Complete a Transfer interview.
6. Provide current CPR, health insurance, immunization, criminal background and drug screen information.
7. Provide proof of physical examination, release letter from the physician and/or diagnostic tests as recommended or required to return to class/clinical after illness, injury, surgery, or pregnancy. The physician must indicate that the student has no restrictions.
8. The student must meet requirements to demonstrate competency in previously completed nursing courses as specified by the faculty members and director of the AASN program.
9. Consideration for readmission is based on the following:
   A. Former faculty team recommendation.
   B. Academic grade average and clinical evaluation.
   C. Reason(s) for failure, if applicable.
   D. Resolution of outside extenuating circumstances, if applicable.
   E. Completion of remedial work as specified in writing.
10. Nursing courses completed more than 2 years prior to the time of application are not transferable and will need to be repeated at SWTJC.
11. Completing the last semester of the SWTJC AASN program is necessary to meet the requirements for graduation.

XVI. PERFORMANCE STANDARDS

The following performance standards and activities have been identified as essential for successful admission, progression and completion of the Associate Degree Nursing program. Applicants to the program must be able to meet the following performance standards:

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
</table>
| Observation        | Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess him/her for examination, diagnosis, and treatment. Such observation and information usually requires functional use of visual, auditory, and somatic sensations. | • Visually discriminating incremental reading on syringes  
• Sphygmomanometers and other various medical equipment  
• Visually discriminating between different colored objects  
• Discriminating between auditory stimuli  
• Perform a comprehensive assessment on patients |
| Gross Motor Skills | Gross motor skills sufficient to provide the full range of safe and effective patient care activities | • Move within confined spaces such as treatment room or operating suite  
• Assist with turning and lifting patients  
• Administer CPR |
| Fine Motor Skills  | Fine motor skills sufficient to perform manual psychomotor skills         | • Pick up and grasp small objects with fingers such as insulin syringe, pills  
• Perform tracheotomy suctioning, insert urinary catheter |
| Physical Endurance | Physical stamina sufficient to remain continuously on task for up to a 12-hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient care activities | • Walk/stand for extended periods of time; turn, position, and transfer patients.  
• Manually resuscitate patients in emergency situations |
| Physical Strength  | Physical strength sufficient to perform full range of required patient care activities | • Push and pull 250 pounds  
• Lift/move heavy objects from 35 – 50 pounds |
<table>
<thead>
<tr>
<th>Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Move around in work area and treatment areas.</td>
</tr>
<tr>
<td>• Position oneself in the environment to render care without obstructing the position of other team members or equipment</td>
</tr>
<tr>
<td>Auditory ability sufficient for physical monitoring and assessment of patient health care needs</td>
</tr>
<tr>
<td>• Hear normal speaking level sounds</td>
</tr>
<tr>
<td>• Hear auscultatory sounds</td>
</tr>
<tr>
<td>• Hear auditory alarms (monitors, fire alarms, call, bells)</td>
</tr>
<tr>
<td>• Hear cries for help</td>
</tr>
<tr>
<td>Normal or corrected visual ability sufficient for accurate observation and performance of nursing care</td>
</tr>
<tr>
<td>• See objects up to 20 feet away</td>
</tr>
<tr>
<td>• Visual acuity to read calibrations on 1 ml syringe</td>
</tr>
<tr>
<td>• Assess skin color (cyanosis, pallor)</td>
</tr>
<tr>
<td>Tactile ability sufficient for physical monitoring and assessment of health care needs</td>
</tr>
<tr>
<td>• Feel vibrations (pulses)</td>
</tr>
<tr>
<td>• Detect temperature changes</td>
</tr>
<tr>
<td>• Palpate veins for cannulation</td>
</tr>
<tr>
<td>Olfactory ability sufficient to detect significant environmental and patient odors</td>
</tr>
<tr>
<td>• Detect odors from patient (foul smelling drainage, alcohol breath)</td>
</tr>
<tr>
<td>• Detect smoke</td>
</tr>
<tr>
<td>Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions</td>
</tr>
<tr>
<td>• Establish rapport with patients, instructors and colleagues.</td>
</tr>
<tr>
<td>• Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own</td>
</tr>
<tr>
<td>• Deliver nursing care regardless of patient’s race, ethnicity, age, gender, religion, sexual orientation or diagnosis</td>
</tr>
<tr>
<td>• Conduct themselves in a composed, respectful manner in all situations and with all persons</td>
</tr>
<tr>
<td>• Work with teams and workgroups</td>
</tr>
<tr>
<td>• Establish and maintain therapeutic boundaries</td>
</tr>
<tr>
<td>• Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation</td>
</tr>
<tr>
<td>• Demonstrate prompt and safe completion of all patient care responsibilities</td>
</tr>
<tr>
<td>• Adapt rapidly to changing environment/stress</td>
</tr>
<tr>
<td>• Exhibit ethical behaviors and exercise good judgment</td>
</tr>
<tr>
<td>Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, co-workers to achieve a positive and safe work environment. Follow instructions and safety protocols</td>
</tr>
<tr>
<td>Honesty and integrity beyond reproach</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Cognitive/ Quantitative Abilities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Conceptual/Spatial Abilities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Clinical Reasoning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
XVII. GENERAL COMPLIANCE INFORMATION

Policy and Procedure Changes

All policies are subject to change by the AASN faculty members and/or Director as deemed necessary. Students will be notified of policy changes in writing and will be required to sign the related notification. A copy of the signed notification will be placed in the student’s file.

Probation

Students are placed on academic probation and may be withdrawn from the program for unsafe or unprofessional clinical practice. A student who is negligent or fails to improve after verbal and/or written notification of unsatisfactory performance will be placed on probation.

“Probation” is implemented for students who are not meeting the class and/or clinical objectives, are not meeting the required 80% average on examinations, have unsatisfactory/unsafe performance in the clinical experience, and/or violate college policies listed in the Southwest Texas Junior College Student Handbook and/or the Associate of Applied Science in Nursing Student Handbook. The student will remain on probation until the end of the semester or as otherwise stated in the letter provided to the student from the Faculty of Record and the Director of the AASN program. Success activities will be followed as specified by the Student Success Counselor and the student must meet criteria as identified by the Student Success Counselor and/or faculty members. The student will be evaluated on a regular basis in the clinical area as well as the didactic courses as specified in a written contract. Failure to improve and/or to meet contract or course requirements may result in withdrawal from the AASN program.

Student Rights, Responsibilities, and Conduct

The SWTJC AASN program believes in the concept of freedom of choice that creates the educational and cultural conditions for the full development of students and members of the community. It is the right of students to retain their individualism, personal freedom, autonomy and dignity, while respecting the rights of others. SWTJC has specific guidelines regarding student rights, responsibilities and conduct which can be viewed in the catalog at http://www.swtjc.edu/academics/catalog-and-schedule/index.html

Dress Code

Classroom Attire: The AASN students and faculty members will maintain a professional, well-groomed appearance while attending classes, clinical assignments, conferences and external functions. Denim jeans are not appropriate attire when visiting facilities other than the college but can be worn in the classroom. All AASN students are representing SWTJC and the AASN program so appearance and attire should be neat, clean and appropriate. Hair must be clean, well-groomed, and in a conservative style with no fad designs or colors. Men must have a conservative, neat haircut and essentially clean shaven with well-groomed beards and mustaches. Fingernails must be trimmed short and kept clean. Artificial nails and nail polish are not allowed under any circumstances. Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. Jewelry should be worn in moderation. Body piercing and tattoos must be covered and cosmetics applied in moderation.

Clinical/Simulation Attire: All AASN students are representing SWTJC and the AASN Program. AASN students will maintain a professional, well-groomed appearance during all clinical rotations.

1. Appearance and Hygiene: Uniforms and lab coats must be freshly laundered, neat, and fit properly.
2. Hair: Hair must be clean, well-groomed, and in a conservative style so that it does not interfere with patient care. Hair must be worn up and must not extend below the collar, and away from the face. No fad designs or colors will be accepted.

3. Shaving: Men must have a conservative, neat haircut off the collar, and essentially clean shaven with well-groomed beards and mustaches.

4. Hands and Nails: Hands are to be washed before and after every patient contact. Handwashing is required to prevent the spread of infection. Nails must be trimmed short (no longer than ¼ inch) and kept clean. Artificial nails, nail wraps, decorations, nail jewelry or other artificial additions to natural nails will not be allowed. Nail polish will not be worn in the clinical setting by students or faculty members.

5. Oral Hygiene: Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. It is important that patients not be offended by unpleasant odors such as halitosis.

6. Jewelry: Jewelry is not part of the uniform. A wedding band may be worn to the clinical area. Jewelry may pose a safety hazard and should be removed before entering the clinical setting. No engagement rings will be allowed in the clinical area therefore they must be removed before entering the clinical setting. If wedding band and engagement ring are bonded, both must be removed. Only one pair of stud earrings without dangling components are allowed to maintain compliance with hospital and AASN policy. No visible body piercing is allowed in clinical other than one pair of stud earrings.

7. Tattoos: Visible tattoos are not allowed in the clinical area, the skills lab, or the simulation lab. The visible tattoos must be covered by clothing, regardless of the ambient temperature.

8. Cosmetics: Make-up is to be worn in moderation. No scented lotions, perfume, cologne, or after-shave will be worn, as it may be offensive to patients. Unscented deodorants are recommended due to patient allergies.

9. The AASN program insignia patch must be permanently attached (not glued, stapled, pinned or taped) to the student’s uniform top and lab coat in the designated area. The insignia must be attached mid-way between the top shoulder seam and the bend of the elbow on the left arm of the lab coat. The insignia for the uniform top must be placed on the left sleeve, mid-way between the hem of the sleeve and the shoulder seam.

10. A lab coat with the AASN program insignia patch must be worn over appropriate casual clothing to obtain patient information that may be required from the hospital to complete an assignment. Again, denim jeans are not appropriate attire when visiting the clinical facilities.

11. Requirements for clinical attire are applicable to the simulation lab since this lab is an extension of clinical facilities.

12. If the weather is especially cold and the student is not comfortable in the standard uniform, a solid white, long sleeved turtleneck or crew neck shirt may be worn under the uniform top. Long underwear tops and/or bottoms may be worn if desired since these pieces of clothing will not be visible. If this is not sufficient warmth, the lab coat may be worn as described above. Jackets and sweaters are not permitted to be worn over the uniform. White lab coat only.

Attire for College Functions: Professional attire must be worn for college functions such as Pinning Ceremony, Graduation Luncheons, and Graduation Activities. Off the shoulder dresses for women is acceptable at designated after 5 or formal functions.

Textbooks and Supplies

AASN e-books/textbooks and supplies are available at the campus bookstore. Students will receive a list of required e-books/textbooks and supplies for the next semester upon request. All students need to purchase e-book bundles through the bookstore to have complete access to required references throughout the course. If the student wishes to purchase a bound book from previous students, to have a textbook in addition to the e-books, the student can negotiate this transaction. The bookstore is available for the
convenience of the students. All students are expected to have the designated e-books/textbooks and supplies before the first day of class to adequately prepare for class assignments as listed in the course syllabus.

**Library Resource**

The Southwest Texas Junior College Library is an excellent resource for information nursing students may need to complete assignments during the time they are in the Associate of Applied Science in Nursing Program and when they have enrolled in advanced nursing programs to achieve their professional goals. Data that must be obtained to complete requirements are available via internet, thus providing accessibility to resources at the student’s home. Special resources such as Nursing Library Guides, Evidence-based Nursing Practice, and CINAHL are only a few of the resources specific to nursing that can provide guidance for writing professional papers and nursing care plans. Steps that must be taken to gain access to numerous resources is provided to students during the orientation period and a copy of the handouts provided is included in Appendix A.

**Financial Assistance**

Financial aid and counseling is available at SWTJC. Since a variety of financial resources are available at different times during the semester, it is advisable to contact financial aid representation immediately after notification that you have been accepted to the AASN program. Refer to “Financial Aid” in the SWTJC College Catalog at [http://www.swtjc.edu](http://www.swtjc.edu).

**Video Conferencing**

Due to the distance between campuses in the Southwest Texas Junior College district, the college has equipment available for communication between campuses that allow for live interaction. Classrooms equipped with video conferencing capability will be assigned, according to availability, by college administration. Every attempt will be made to simulate the face-to-face process and answer questions initiated by students at all locations. Consistent effort will be made to allow students to answer questions posed by the faculty members. The most ideal situation is face-to-face interaction in the classroom, but we are also aware of the time required for travel and the subsequent expense. As the course progresses, any suggestions from the students to facilitate interactive activities will be welcomed and initiated as feasible.

Instructional Aides are assigned in the event a faculty member is not present to assist with utilization of the equipment and as an onsite resource for the faculty members. They assist with class attendance and proctor class examinations as scheduled and may be able to assist with some classroom assignments as requested by the faculty members. **Students will respect the Instructional Aides and implement class conduct as though the faculty of record is present.** Thus, whispering during class activity, utilizing computers or other electronic devices for non-class related activities, or other conduct that is not condoned in the classroom must be avoided. Faculty of record will work closely with the Instructional Aides to maintain academic integrity in the classroom. Instructional Aides will report all classroom misconduct to the Faculty of Record and disciplinary actions will be taken.

**Academic Integrity**

Academic integrity is an essential component of professional behavior for students in the Associate of Applied Science in Nursing program. Students are expected to possess a sense of responsible professional behavior, demonstrate an active learning behavior, and accountability for their actions. Development of
knowledge, skill, and behaviors that contribute to desirable professional attributes is a learning component of the program. Engaging the students in the active learning process has become the standard approach for classroom activities. The “lecture” process that has been acceptable for a number of years has now changed to student engagement in class activities that reflect student preparation for class. Faculty members are responsible for coaching and guiding classroom activities, answering questions posed by students, and directing planned activities in the direction toward positive learning experiences and relevant knowledge and skills that will promote professional growth.

Academic integrity is highly valued in our campus community. Academic integrity directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at Southwest Texas Junior College. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record.

**Academic Dishonesty**

Academic dishonesty, including plagiarism, will result in a grade of zero on the work or examination in question. The second infraction will result in a failing grade in the course and will be reported to the Vice President of Academic Affairs, Dean for The College of Applied Sciences, and the Division Chair by the Director of the AASN Program.

The Associate of Applied Science in Nursing Program follows the Discipline Policies as set forth in the SWTJC Student Handbook. A copy of the SWTJC Student Handbook is available to all students on the college website at [http://www.swtjc.com](http://www.swtjc.com).

All academic work submitted by AASN students shall be the result of their own thought, research, or self-expression. For purposes of these regulations, academic work is defined as, but not limited to: exams and quizzes, whether taken on paper or electronically; projects, either individual or group; professional papers; classroom presentations; and homework. When students borrow ideas, wording, or organization from another source, they shall reference that information in an appropriate manner.

**Definition:** Academic dishonesty includes but is not limited to the following:

- Cheating on an exam or quiz by bringing information to the testing area. Using a cell phone, smart watch, personal calculator or other electronic device during an exam, talking to another student during the exam, or looking at another student’s paper/computer during the exam.
- Plagiarizing—borrowing ideas, wording, or organization from another source without appropriate referencing.
- Unauthorized collaboration/collusion with another person in preparing outside work for fulfillment of course requirements.
- Unauthorized entry into test banks or examinations either previously administered or un-administered.
- Copying any content from any exams either previously administered or un-administered.
- Having a copy of an exam, either previously administered or un-administered, outside the time and place of test administration.
- Falsifying data in patient health record.
- Assisting others in academic dishonesty.
• Discussing any assessment tools such as examinations or mastery check-offs with students who have not taken the exam or completed the check-off.
• Lying or misrepresenting care given to a patient, clinical errors, or any action related to clinical experience.
• Recording, taping, or taking pictures without consent from the instructor.

Dishonesty harms the individual, fellow students, and the integrity of the program and potentially a patient. All documented incidents of academic dishonesty will result in probation or withdrawal from the program. Students who are withdrawn from the program due to academic dishonesty will not be eligible for readmission into the program.

“Scholastic Dishonesty”

“Scholastic dishonesty” shall include, but not be limited to, cheating, plagiarism, and collusion. “Cheating” shall include, but shall not be limited to:
1. Copying from another student’s test, class work, or home work;
2. Using test materials not authorized by the person administering the test;
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator;
4. Knowing, using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an administered or un-administered test, paper, or another assignment;
5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered/administered test;
6. Substituting for another student, or permitting another student to substitute for one’s self, to take a test;
7. Bribing another person to obtain an administered or unadministered test or information about an administered or unadministered test; or
8. Manipulating a test, assignment, or final course grade. “Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. “Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Testing Policy

The following guidelines will be utilized at every site during testing. Testing includes examinations provided in didactic courses, clinical courses, and via ATI.
1. Students must put backpacks, purses, and any other personal items at the front of the classroom or other designated area during testing.
2. All student workspaces must be free of drinks, food, clutter, and any personal items including but not limited to: papers, pens, pencils, calculators, and notes.
3. Students may only use paper, pens, pencils, ScanTron forms, and calculators provided directly to them during the exam period by faculty members, instructional aide, or classroom monitor. No personal items may be used.
4. Cellular (cell) phones AND any other electronic devices, including digital and smart watches, brought into the classroom must be OFF during testing and stored with personal items or in other designated area. Any use of personal electronic devices during a testing situation will be considered an act of academic dishonesty and the student will receive an automatic score of zero “0” on the exam.
5. Students are required to meet with the Student Success Counselor to review any exam on which a minimum score of 80% is not achieved. The student will then follow-up as instructed by the Success Counselor.
6. All students may review their completed exams at any time by making an appointment with the Success Counselor or local faculty.
7. Group reviews for exams will be allowed when all students have completed the exam and it is deemed appropriate by faculty. Faculty will closely monitor the exam review.

**Electronic Communication Devices**

The use of electronic communication devices, such as cell phones, pagers, smart watches, cameras, etc., are not allowed in the classroom. All such devices are to be left in the student's vehicle, locker, or placed on silent in designated area in the front of the classroom. If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty and the student will receive an automatic “0” on the examination or assignment. Cell phone use in the clinical setting must follow hospital policy. If a faculty member or a nurse reports inappropriate use of cellphones or other electronic devices, penalties will be assessed. While meeting with faculty, the device must be set to silent mode. Students may use cellphones during allotted time provided as scheduled breaks for class or clinical experience. For family emergencies, contact the AASN faculty of record at the number provided in the course syllabus.

**Computer Policy**

Computers are available in the classroom for each student. Use of these computers is for educational experiences only. During class time, faculty members may block use of the internet and e-mail so the student is focusing on instructional material, only. Failure of the student to comply with guidelines provided in class will result in disciplinary action.

**E-mail Access**

Faculty members must have access to each student around the clock via an electronic device and/or e-mail address. Students may utilize the computers on campus to check their e-mail accounts. **E-mail accounts should be checked daily for new messages, grades, or assignments.** The IT Help Desk is available for assistance in accessing your SWTJC e-mail account and can be reached at 830-591-7323. Most class information is sent via Canvas. Since e-mail storage capacity is limited, it is important for the student to read messages and delete them as soon as possible to provide space for incoming messages.

**Student Records**

Academic and health information for each AASN student is maintained in the AASN Office. Copies of health information required by clinical facilities and the Texas Board of Nursing will be provided to the clinical facility upon request and with permission from the student. Records will be kept in a locked, secure room and within a locked, fireproof file cabinet located in the Witt Building at the Uvalde Campus. Students will be required to sign designated documents during orientation that indicate the students’ understanding and compliance with sharing of personal information to clinical agencies.
XVIII. CLASS PREPARATION TIME - HOW MUCH IS ENOUGH?

“How much time is enough” must be followed with a concern about “how do I plan?” There are as many theories, beliefs, and myths, floating around about class preparation time as there are students and faculty members. The important factor is to establish a pattern in your daily schedule and stay with that time factor. A commonly heard rule of thumb is 2 clock hours of preparation for every one-clock hour of lab. In this program, lab refers to skills lab, simulation lab, and direct patient care clinical facility. Preparation for lab or clinical would include care plan development and completion of assignments the faculty have required. For classroom preparation, a minimum of 3 hours preparation time must be spent for every one-clock hour of class. Following is a table for each semester that is keyed directly to the courses you are enrolled in and the minimum amount of time needed to adequately prepare to achieve success in this program. If you are not successful with the time in the chart, then more time may be required for you to progress in the program. Utilization of this block of time will assist you to prepare a realistic time schedule on a weekly or daily basis. Keeping a schedule on a calendar or electronic device is necessary. Planning and keeping a time schedule is a positive step toward achieving your professional goals and will help you and/or significant others to understand the number of hours that must be devoted to the learning process.

Since this is a full time program that may require class time or clinical experience at any time during the day, evening or night time (including Saturday and Sunday), and due to the extensive amount of time necessary to successfully complete this program, it is expected that students will not be employed for more than twenty-four (24) hours per week. If 24 hours are added to the table below, it is not difficult to see that time is valuable.

Study and Class Time per Week for Nursing Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class Hrs/Wk</th>
<th>Lab</th>
<th>Clinical/Sim Clock Hrs/Week</th>
<th>Study Time</th>
<th>Total Hours per Week</th>
<th>Total Hours per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>8</td>
<td>4/4</td>
<td>40</td>
<td>64 clock hrs</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>2nd Spring</td>
<td>4</td>
<td>8</td>
<td>8/8</td>
<td>60</td>
<td>88 clock hrs</td>
<td>12.6</td>
</tr>
<tr>
<td>Summer I</td>
<td>2</td>
<td>8</td>
<td>48</td>
<td>58 clock hrs</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>3nd Fall</td>
<td>5</td>
<td>12/8</td>
<td>55</td>
<td>80 clock hrs</td>
<td>11.4</td>
<td></td>
</tr>
<tr>
<td>4th Spring</td>
<td>5</td>
<td>12/8</td>
<td>55</td>
<td>80 clock hrs</td>
<td>11.4</td>
<td></td>
</tr>
</tbody>
</table>

XIX. CLASSROOM AND CLINICAL ATTENDANCE, ABSENCE AND TARDINESS POLICY

Attendance

AASN students follow the SWTJC attendance policy for campus/didactic courses and are expected to regularly attend all classes in which they are enrolled and are responsible for the subsequent completion of all work missed because of an absence. Any class work missed because of an absence and not subsequently completed may affect the grade of the student regardless of the reason for the absence. The manner in which make-up work for absences is administered is left to the professional discretion of the individual faculty member. Students who fail to comply with attendance requirements as specified in the
course syllabus will be reported to the Vice-President for Academic Affairs for excessive absences. The Faculty of Record may request withdrawal of a student from a class when the total number of absences exceeds SWTJC criteria for "Excessive Absences". The SWTJC definition of "Excessive Absences" is the total number of absences exceeding the equivalent of two weeks of class meetings in a course; specifically, (a) six absences from a class that meets three times per week, (b) four absences from a class that meets two times per week, and (c) two absences from a class that meets once per week. Absences may be further complicated when the student fails to make the appropriate contact with faculty member regarding the reason for absence. All class and clinical rotation courses require attendance in order to be in compliance with the college and accrediting agencies. Due to the nature of the purpose and outcomes of this program, it is imperative that all effort be exerted to remain healthy and implement every effort to maintain classroom, simulation, and clinical expectations. Regardless of the reason, missing content that is not remediated in some manner may result in future inability to administer prudent nursing care to a patient under your responsibility as a registered professional nurse.

**Student Absence**

It is the responsibility of the student to contact the faculty of record by phone call or text message for each course when they become aware that an absence is imminent. In situations wherein the student has a possible or future absence, faculty of record may be notified by email. If absence is in a clinical course, the local clinical faculty as well as the faculty of record must be notified (see below). SWTJC makes no distinction between excused or unexcused absences. Therefore, the faculty may count all absences except when prohibited by State law or statute. According to State law there may be a valid reason for a student’s absence from class. Acceptable reasons are, but not limited to: personal illness, death in the immediate family, religious holy days in compliance with Section 51.911 of the Texas Higher Education Code, military or legal obligations, or school trips. Student must provide faculty of record with documentation related to the absence which will be placed in your student file. It is the responsibility of the student to inform the faculty member of an excused absence related to one or more of the aforementioned categories and to ask for make-up work. Any class work missed because of an absence and not subsequently completed may affect the grade of the student regardless of the reason for the absence. Obtaining information covered during class time is the responsibility of the student; however, the manner in which makeup work for absences is administered is left to the professional discretion of the individual faculty member.

Content covered in class, simulation or clinical experience is difficult to duplicate and must be arranged with the faculty member responsible for the area of absence and the faculty of record for the course. Since the student is responsible for class preparation and the events in class that may be a compilation of discussion, case studies, videos, and/or group activities, it will be extremely difficult for the student to make up the loss of collaborative experience due to an absence. Make up for absence will be met as specified by the faculty teaching the class and the faculty of record. One course or clinical absence is allowed per course before action included in the college handbook, nursing handbook and/or course syllabus is implemented. There are no partial absences. One absence will be recorded for every third tardy or time student left early. However, it is important to attend even part of the class or clinical to obtain as much information as possible that is planned and presented by faculty and/or peers.

*It is imperative the student understand that notification of faculty members regarding absence or tardiness does not excuse the student from the absence or tardy event.* Notification is necessary in order to ensure proper documentation for the event is obtained.

**Status of students who miss more than the allowed absences will be reviewed by the faculty members to determine potential to continue in the program.** Recommendations made by the faculty members and submitted to the student in writing will be followed to maintain student status. If the student has a situation where continued absences from educational events cannot be resolved, they have the
option of withdrawing from the program in the Registrar’s office by the official drop date with a WP. If college guidelines for withdrawal from a course or the program are not followed, a course grade of “F” will appear on the final grade reports.

ABSENCE - DIDACTIC
Students are expected to attend all classes and are responsible for all announcements and course content as specified in the syllabus. Faculty members announce information via e-mail and may also utilize class time to make specific announcements regarding course information. Obtaining such information is the responsibility of the student. Students must be present when scheduled to present an assignment in class, even when it is a group presentation. If prior arrangements have not been made with the faculty of record and their peers, a grade of “0” will be given for that activity. All individual, group, written, or oral presentations will have grading sheets with specific points that will determine the final grade for the assignment.

Students are responsible for the learning process and are expected to participate in classroom activities that reflect their individual knowledge obtained from assigned material. Interactive activities will be consistently utilized in the classroom in addition to lecture content. Creative classroom activities will encourage group participation and thus enhance the learning process.

ABSENCE - EXAMS
Students must notify the faculty of record, by phone call or text message, prior to the class in case of absence. A student who does not take an exam at the scheduled time and fails to arrange for postponement of the exam in advance receives a grade of “0” for that exam. The “0” grade will be averaged with the student’s other examination grades for the course grade. Makeup examinations will be scheduled at the discretion of the faculty of record. A student absent without permission from a final examination is graded a “0” for the exam.

ABSENCE - CLINICAL
Students are expected to attend all scheduled days of clinical experience. Should a student be unable to attend a clinical session he/she must notify the assigned unit, clinical faculty, preceptor, and faculty of record by phone call at least two hours prior to reporting time. Due to variations in schedules at clinical agencies, nursing faculty member will inform students of required reporting times, as well as notification methods for each area of assignment. Failure of the student to notify the clinical faculty of absences will be followed with a written clinical warning that will be placed in the student’s record. Absences from clinical areas are extremely difficult to make up and must be arranged in advance if possible. The student is responsible to schedule a “make-up” clinical day if they are unable to attend their normally scheduled rotation, not to exceed one missed clinical day. Make up for clinical absence will be at the discretion of the faculty of record. The student will receive a zero “0” as their grade for any additional absences.

Students are permitted in the hospital in the role of “Student Registered Nurse” only during the designated clinical rotation and clinical preparation times. Additional time on the nursing unit must be arranged with the clinical faculty member and/or preceptors. When a student is not in the role of “Student Registered Nurse,” the student assumes the role of “visitor” and should abide by hospital regulations. SWTJC uniforms, lab coats, or nametags should not be worn while the student is in the role of “visitor.”

Class/Clinical Cancellation

SWTJC has a notification procedure for those rare occasions when severe weather or an emergency situation might necessitate college-wide class/clinical cancellations. In the event of inclement weather students are to check the SWTJC homepage (www.swtjc.edu) to find information for cancellation of classes or school closures. Communication with your clinical faculty and preceptor will follow as specified in your clinical syllabus. It is important to note that if classes are cancelled, the clinical
experience will also be cancelled. Student safety is imperative.

**Tardy – Clinical and Classroom**

Tardiness is defined as arriving **5 minutes** after the scheduled class or clinical starting time. **Three episodes of tardiness will be equal to one full absence from class or clinical.** Due to variations in schedules at clinical agencies, clinical faculty and preceptors will inform students of required arrival time for each area of assignment. A student arriving in the clinical area more than **5 minutes** late will be managed according to the discretion of the clinical faculty and/or preceptor. The decision may be that the student is not allowed to stay and will be given an absence and/or a clinical warning. Evaluation criteria for that day will be a “0”.

**Class/Clinical Schedule**

At the beginning of each semester, a class and clinical schedule will be provided to the student. Every effort will be made to maintain that schedule; however, the schedule of classes and clinical may need to be altered due to faculty availability, preceptor availability and/or patient availability and acuity. The routine schedule of classes conducted by Southwest Texas Junior College may need to be altered to meet the classroom, simulation lab, video-conferencing, and clinical requirements for the AASN students. Classes will usually be scheduled on Monday and Tuesday with simulation and clinical experiences Wednesday, Thursday, and Friday. In the last two semesters, clinical experiences will be dependent upon the schedule for preceptors. Simulation will be scheduled during the week. Depending on clinical experience, faculty availability, and preceptor availability, it may be necessary to have some evening and nighttime clinical experiences. During the second year, students are expected to work the same schedule as their assigned preceptor, including weekends. Major clinical experiences will be conducted in the Southwest Texas area facilities as listed on page 12. To complement hospital and simulation experience, numerous clinics, physician offices, geriatric centers, home health agencies, cancer centers, and Mental Health and Mental Retardation facilities may be included in the clinical schedule to provide experience necessary to meet the clinical objectives.

Students will rotate through varies clinical sites to provide diverse experiences. **Program and course objectives must be met to achieve graduation requirements.** Due to frequent change in patient census and acuity, students may be required to travel to other cities to meet clinical objectives. Such assignments will be at the discretion of the clinical faculty and transportation method and expense will be the responsibility of the student unless otherwise provided by the college. Travel time to and from each facility will not be included in the accumulation of clock hours necessary to meet the semester hour requirements.

Each clinical course may have a specified percentage of time that will be spent in the Simulation Lab and/or Skills Lab. This activity will not include practice time unless planned with the faculty member present and specified by the faculty of record. Successful completion of patient scenarios and skills competencies may require duplication of time for evaluation and meeting course objectives. This time will be managed according to the discretion of the simulation/skills lab faculty member and the faculty of record as specified in the syllabus. Requirements must be completed as specified in the course objectives. Each student will have a face-to-face clinical evaluation with clinical faculty at the mid-term and final week of the semester. Grades received in the lab will be incorporated with the overall course grade as indicated in the grading guidelines in the course syllabus.
**Maintaining Civility in the Classroom/Skills Lab/Simulation Lab/Simulation Lab**

Students are full partners with the faculty members in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior in the classroom may result in a request for the offending student to leave class.

The syllabus for each course will serve as the guide for behavioral expectations in the classroom. In general, the faculty member sets the tone for quiet, orderly behavior that allows for interaction in the classroom. Classroom misconduct may be classified as behavior that disturbs the teaching function, the students or the faculty member during the class period. Listed below are a few examples of misconduct that may be experienced in the classroom:

Activated cellular phones, smart watches, pagers, challenges to faculty authority, demands for special treatment, frequent episodes of leaving and then returning to the class, eating or drinking in the classroom, tardiness, leaving the lecture early, making offensive remarks, missing deadlines, prolonged chattering, reading newspapers during class, computer use for material or purposes other than designated classroom material, sleeping, dominating discussions, shuffling backpacks or notebooks, and overt inattentiveness are examples of inappropriate classroom behavior. At the discretion of the faculty of record, a percentage of the final grade may include adherence to classroom behaviors, typically recorded as a Comportment grade.

**PROCEDURE to be FOLLOWED for CLASSROOM/SKILLS LAB/ SIMULATION LAB/CLINICAL MISCONDUCT/DISRUPTION:**

1. **1st Incident**—Faculty will speak with the student privately about his/her inappropriate behavior. The student will be confronted in class if the behavior is so extreme that it demands an immediate response.

2. **2nd Incident**—Faculty will again speak with the student in private and prepare a written document with the student’s response. This will be placed in the student file.

3. **3rd Incident**—Faculty will refer the student immediately to the Division Chair and/or the Dean of Applied Science and Workforce Education. Written summary of student expectations will be placed in the student file and followed throughout the remainder of the program. Further incidence of misconduct may result in removal from the program without opportunity to return.

**Student Success Counselor**

The focus for SWTJC and the AASN Program is to assist students to achieve success within the framework of individual potential and professional goals by identifying learning needs and obstacles to student success. Providing a consistent counselor to work with and follow students that are having difficulty maintaining benchmarks has been viewed as a beneficial endeavor in other colleges and universities. The Administration for this College approved the hiring of a part-time Student Success Counselor to assist students to develop effective study habits, establish test taking skills, and maintain benchmarks for course examinations and standardized examinations.
The focus on student success will begin at orientation and proceed as needed with frequent assessments for advancement and improvement in the learning process. Success counseling for at risk students will include examination review and analysis using the Missildine Test Evaluation review program, counseling, mentoring opportunities, and other individual help sessions designed to assist the student. Educational resources such as computer assisted instruction modules, learning enhancement and focused examinations, and additional instructional materials will be used. As students progress through the curriculum, faculty members track student performance in the academic and clinical setting. When areas of improvement are identified, the Student Success Counselor, in collaboration with the faculty member, will work with the student during scheduled intervals. Students will be required to sign a Student Success Contract, attend scheduled sessions with the Student Success Counselor, and implement the individualized Student Success Plan. After repeated sessions with the Student Success Counselor, collaboration between the Faculty of Record and the Student Success Counselor may result in additional learning activities for that student prior to the next examination. These planned activities may be in the form of written requirements, referral to the counseling center, or private and/or group sessions with faculty members. The student, faculty member, and Student Success Counselor will work in collaboration to assess, plan, implement, and evaluate factors that will promote progression in the program and improve the student’s future academic success.

XX. STUDENT EVALUATION POLICIES

Grading System

The following grading system will be utilized in the Associate Degree Nursing program for all didactic and clinical courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.50 – 100</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>79.50 – 89.49</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>74.50 – 79.49</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>65.50 – 74.49</td>
<td>1.0</td>
<td>Unable to progress</td>
</tr>
<tr>
<td>F</td>
<td>65.49 – and below</td>
<td>0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Minimum Grade

Students must achieve an average of 80% on course examinations, including the mid-term and final examinations in all didactic courses. The student will meet with the Student Success Counselor to review any exam where a minimum of 80% is not achieved. The Student Success Counselor will work with the student to develop individualized written recommendations to promote success. The final course grade in didactic courses is determined by adding all other assignments to the examination average once the 80% benchmark average has been established.

A combined average of 80% on clinical evaluations and concept based clinical activities (CBCA) in first year clinical courses and an average of 80% on all clinical evaluations in second year clinical courses is required. Once the 80% benchmark average has been established, all other clinical assignments will be added to determine the final clinical course grade.

If the student is not able to achieve benchmarks in the AASN program, a notice of an incomplete (“I”) grade will be submitted to the registrar by the faculty of record. The student will have one year to successfully complete the course and change the incomplete (“I”) grade to a passing grade. A minimum grade of 75% (course grade of “C”) must be attained in the composite grade to progress to the next level.
Each course syllabus identifies the percentage weight for each exam, quiz, written assignment, and oral presentation. Examination structure will be determined by each individual faculty member with content taken from course objectives, unit objectives and test blueprints.

**Student Expectations for the Learning Process**

AASN students in each course are expected to:
- Use recommended learning resources and activities to prepare for class and clinical.
- Be prepared to demonstrate knowledge and skill for an assigned area in class and clinical.
- Be interactive in the learning process.
- Utilize reflection on past life experiences as a basis for the learning process.
- Recognize and benefit from diverse backgrounds that each student brings to the learning experience.
- Identify specific personal class/clinical learning needs.
- Devote full attention to learning and practice opportunities in class and clinical.
- Be responsible for material from prerequisite courses.
- Recognize the value of recommended learning resources to build knowledge and skill for nursing and take full advantage as specified in the syllabus.

**Late Assignments**

Guidelines and due dates for each assignment are provided in course syllabi. Students are expected to meet these requirements as part of the learning process as well as demonstration of professionalism. Faculty believe that behaviors and attitudes displayed toward all assignments is reflective of behaviors and attitudes students will display in clinical settings with patients. Therefore, late assignments will be graded as follows:
- One (1) day late will result in the loss of 10 points from original grade.
- Two (2) days late will result in the loss of 20 points from original grade.
- Three (3) days late will result in the loss of 30 points from original grade.
- Four (4) days late will result in a zero (0) for the assignment.

Students who believe they have a valid reason for missing an assignment due date must communicate with the Faculty of Record prior to the actual due date.

**Posting of Course Grades**

Examination grades will be available after the computerized examination is completed according to guidelines provided by the faculty of record in each course syllabus. All examination and other course activity grades will be posted in the grade book provided in Canvas. As previously stated, the Missildine Test Evaluation will be utilized to review activities when the 80% benchmark is not achieved on any one examination. The Student Success Counselor will contact the student for test review. Any student, regardless of grade, may request review of a specific examination with the faculty of record or local faculty at any time.

Evaluation of assigned activities in the skills lab, simulation lab, and clinical site will be provided at the time of the scheduled assignment so students clearly understand the requirements and are knowledgeable regarding their progress. Specific information related to skills or simulation lab evaluation will be provided and reviewed by the faculty member. Some of the skills and/or simulation activities will be designated as learning experience and some as evaluation experience. Specific criteria and grading rubrics will be provided for each of these designations.
Student Conferences and Evaluations

Student conferences, for the purpose of formative and summative evaluations, will be scheduled at mid-term and at the end of each semester by the faculty of record for each clinical course in collaboration with the faculty located at each clinical site. Conferences and evaluations may be performed at any time deemed necessary by the faculty, at which time the student will meet with the faculty in a formal conference to review strengths and performance deficits. A written report and remediation contract for clinical courses will be provided to the student and signed by both the student and instructor.

A remediation contract for didactic courses including deadlines for completion will be developed and guided by the Student Success Counselor to correct deficit. If at any time the student does not comply with the terms outlined in the remediation contract, the student may be placed on probation or withdrawn from the program. A follow up evaluation will be completed to provide summary data at the end of the semester.

Course, Clinical and Faculty Evaluations

Students are strongly encouraged to evaluate specific courses, faculty of record, clinical facilities, clinical instructors, preceptors, and the AASN program. Constructive student feedback is important to improve the curriculum and clinical instruction. Student evaluations and successful completion of the program are two key elements used to evaluate the existing program and determine changes that need to be made. At the end of each calendar year, information from student evaluations will be compiled and analyzed by the faculty members to determine changes that need to be made in identified courses. Evaluation forms and directions for completion are provided within each course in Canvas.

ATI Requirements

All students will follow the evaluation program designed by ATI as selected by the faculty members. Cost of this service is included in student fees for each semester. SWTJC AASN Program uses a variety of the ATI tutorials, practice assessments, and proctored assessments to help students prepare for the NCLEX-RN examination. The integration of these products continues throughout the AASN pre-licensure nursing curriculum to facilitate student learning and contribute to assessment of student mastery of the content. The SWTJC AASN ATI Integration Plan, approved by faculty members, is developed and revised as needed to be closely associated with the content of the courses throughout the curriculum. Completion of ATI tutorials, practice assessments, and proctored assessments are outlined in each course syllabus.

The ATI products evaluate student content mastery throughout the curriculum. The faculty members believe that content mastery predicts NCLEX-RN success and that the ATI products are valuable tools to prepare for NCLEX-RN success and future nursing practice. Consistent use of ATI tutorials and assessments throughout the nursing curriculum is expected to provide students the benefit of assessing their own knowledge and customizing further review of content areas.

Students are expected to complete assigned ATI tutorials and practice assessments as specified in nursing course syllabi. Students are further required to take all ATI proctored assessments associated with nursing courses. Students are expected to complete practice assessments following instructions provided in course syllabi as preparation for the proctored assessments.

Scores on the Proctored ATI assessments scheduled in selected courses comprise a component of the course grade equivalent to one examination, based on achievement of Proficiency Levels as indicated by ATI. In those courses where there is more than one Proctored ATI assessment, all Proctored assessments will be averaged and will count for a total of one exam grade. Grading will be based on the achievement
of levels of proficiency, which are indicated by ATI and are available on the ATI website. Specific cut scores for each exam will be provided in course syllabi.

The contribution toward course credit for completion of specific ATI proctored exams is outlined in nursing course syllabi and consistent with the following criteria:

Students scoring at or above Level 3 on first attempt will receive a grade of 100%^
Students scoring at or above Level 2 on first attempt will receive a grade of 89%
Students scoring at or above Level 1 on first attempt will receive a grade of 79%*
Students scoring below a Level 1 on first attempt will receive a grade of 75%*

^ Student will not be awarded any grade higher than 100%, regardless of number of incentive points earned.
*Student will be required to complete remediation as prescribed by the course faculty of record and must take the Proctored Assessment Re-take.

Students are given one opportunity to retest** and are scored as follows:
Students scoring at or above Level 3 on second attempt will receive a grade of 90%
Students scoring at or above Level 2 on second attempt will receive a grade of 80%
Students scoring at or above Level 1 on second attempt will receive a grade of 75%
Students scoring below a Level 1 on second attempt will receive a grade of 70%

**If student scores lower on second attempt, higher grade will be retained.

<table>
<thead>
<tr>
<th>Level Achieved on Initial Proctored Exam</th>
<th>Remediation/Retesting</th>
<th>Incentive Points for Each Exam^</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>ATI Focused Review</td>
<td>2 Points for Practice Exam A Focused Review</td>
</tr>
<tr>
<td></td>
<td>*recommended</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>ATI Focused Review</td>
<td>2 Points for Practice Exam B Focused Review</td>
</tr>
<tr>
<td></td>
<td>*highly recommended</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>ATI Focused Review</td>
<td>1 Point for Remediation after Initial Proctored Exam</td>
</tr>
<tr>
<td>AND</td>
<td>*strongly recommended</td>
<td>^Student will not be awarded any grade higher than 100%, regardless of number of incentive points earned.</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>Retake Required</td>
<td></td>
</tr>
</tbody>
</table>

Minimum scores for proficiency levels vary for each assessment in the RN Content Mastery Series. ATI establishes each assessment score based on the NCLEX-RN Test Plans and through the National Standard Setting Study. Table 1 is a guideline to help the student remediate and improve their performance. ATI proctored assessments are meant to facilitate student learning and contribute to student mastery of content. As an additional incentive, points will be added to the exam scores as indicated in Table 1 for completion of each Focused Review and Remediation. Points are added prior to averaging ATI Exam scores.

COMPREHENSIVE PREDICTOR
The ATI RN Comprehensive Predictor assessment helps to determine each student’s preparedness for the NCLEX-RN and is highly predictive of NCLEX-RN performance. The ATI Practice RN Comprehensive Predictor assessments will be available online for the student and is scheduled prior to the Proctored RN Comprehensive Predictor assessment.
The proctored ATI RN Comprehensive Predictor assessment will be given before the end of Semester 4. The expected score for the ATI RN Comprehensive Predictor assessment is a minimum of 72.7%, which is equivalent to a 95% probability of passing the NCLEX-RN on the first try. This score is benchmarked as “passing” for the ATI RN Comprehensive Predictor assessment. If a score of 72.7% is not achieved, it will be necessary for the student to complete and submit the ATI Focused Review. The student will then take an additional proctored ATI RN Comprehensive Predictor assessment to achieve a benchmark score of 72.7%. Failure to achieve the benchmark on the second ATI RN Comprehensive Predictor assessment will be evaluated by the AASN faculty members who will provide supplemental guidelines for the student, including extra testing material. The student is expected to follow these guidelines in addition to the Virtual ATI NCLEX-RN Review. The extra testing material is meant to enhance the student’s testing skills, nursing knowledge and success of passing the NCLEX-RN on the first attempt. The student will work closely with faculty of record and director to achieve a successful outcome.

**XXI. STUDENT ACTIVITIES**

**SWTJC STUDENT NURSES’ ASSOCIATION**

The Southwest Texas Junior College Student Nurses Association (SWTJC SNA) will be the nursing program organization. The SWTJC SNA members will be given the opportunity to organize their group for the purpose of conducting business and activities throughout the year. Representatives needed to participate in AASN school activities will be elected by the student group to serve for the period of the academic year in concert with the National Student Nurses’ Association guidelines and bylaws.

**NATIONAL STUDENT NURSES ASSOCIATION**

NSNA is dedicated to fostering the professional development of nursing students. With 60,000 members nationwide, NSNA is the voice of the future of the nursing profession. NSNA offers two meetings annually where nursing students are informed about nursing and healthcare trends and legislative issues that impact the nursing profession. NSNA’s mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

**TEXAS STUDENT NURSES ASSOCIATION**

The Texas Nursing Students’ Association, Inc. (TNSA), a division of NSNA, is a student nursing association dedicated to promoting professionalism and leadership for today’s students. TNSA represents over 3,000 student nurses from across the state preparing for initial licensure as registered nurses. The mission statement for the TNSA is as follows: To provide the highest education for student nurses while aiding in the development of the whole person; To have direct input into the standards on nursing education and influence on the educational process. To model a high level of integrity among students in their dealings with people as they strive for excellence in everything they do, as it is an expectation and not a goal.
CAMPUS ACTIVITIES

Nursing students are encouraged to participate in campus activities throughout the year. Even though the nursing curriculum is comprehensive and time consuming, participation in college activities promote personal growth. Phi Theta Kappa (PTK) is one example of a campus group in which qualified students are encouraged to participate.

COMMUNITY ACTIVITIES

Teaching projects with community agencies and groups are required in several of the nursing courses. As occasions arise, students will be encouraged to participate in clinics and other types of screening activities in the community. During the holidays, some of the agencies that have provided learning experiences for the students appreciate their participation in festivities for the patients. The faculty will provide these notifications.

STUDENT PARTICIPATION IN CURRICULUM AND PROGRAM GOVERNANCE

POLICY

Matters involving program planning, development, implementation and evaluation must have input from the student body.

PURPOSE

The purpose for having student participation in the working principles of the AASN program is to assure that students have input into the development of academic policies and procedures, curriculum planning, clinical site selection and evaluation of teaching effectiveness. Not only is it vital to have student influence in governing and curriculum issues, but students need to develop insight into the working mechanisms, guidelines, and constraints involved in implementing the AASN program. Maintaining and continued development of the program within the confines of governing bodies such as the Texas Board of Nursing, the Texas Board of Higher Education Coordinating Board, the Department of Labor, and the National League for Nursing are significant learning experiences for the students.

PROCEDURE

The following steps provide guidelines for student participation:

1. During the fall semester, each cohort will select a student representative from their site to represent them during faculty, curriculum, and Advisory Board meetings.
2. An additional student may be selected to serve as an alternate in the event that one of the fully designated students cannot be present at a meeting or responsibility.
3. Student representatives will have one full vote each in democratic issues.
4. Faculty meetings and committee meetings will be scheduled for the academic year at a date and time that students can attend without hardship or interference with clinical activities.
5. The agenda for each faculty meeting will include a time for student representatives to discuss class issues.
6. Student representatives will summarize meeting and e-mail the student body specific information that is pertinent. If needed, a class meeting can be called to provide discussion and input from all students.
7. At the end of the first semester, the student body will have the opportunity to verify that the two selected students and one alternate are representing them.
8. If the student body so designates, new students can be voted upon to replace one or all of the designees.
9. Student representatives will not be present during the discussion of individual student issues related to grade achievement, disciplinary factors, or other personal concerns.
10. The student course work may be shared with scholastic accreditation agencies to improve the overall program curricula. The following examples could be shared with agencies: care maps, care plans, concept based clinical activities and special projects to serve as program enhancement.

XXII. **SUBSTANCE ABUSE and CRIMINAL INCIDENT POLICY**

**Substance Abuse Policy**
Students who report to class or clinical and are suspected of being under the influence of alcohol or illegal drugs will be required to submit to drug screening at their own expense. The faculty member will request that the student be tested for drugs under the following circumstances:
1. Observable indication of actual use or impairment such as slurred speech, lack of coordination, incoherence, the odor of marijuana, or alcohol, etc.
2. Possession of drugs, paraphernalia or alcoholic beverages.
3. Detailed, factual, or persistent reports of use or abuse.
4. Abnormal and erratic behaviors such as sudden outburst, mood swings, hostility or unusual anxiety.
5. Involvement in suspicious activity.
6. Apparent lapses in judgment or memory.
7. Unusual lethargy.
8. Repeated behaviors that are not in keeping with usual expectations or patterns.
9. Unusual patterns of movement or motor activity that cannot be explained.
10. All students are subject to random drug testing at the discretion of the program director.

**DRUG TESTING PROCEDURE**
The faculty will document the student’s behavior and confer with the program director to initiate follow-up procedures.
1. If a student denies being under the influence of unauthorized substances, a request for a drug screening will be initiated. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
2. All students enrolled in the AASN program are required to consent to and complete random drug screenings as requested by the AASN Director at student’s expense.
3. The AASN Program Director will institute a request for drug screen and provide verbal and written instructions for the testing procedure, including time frames for the test.
4. The student will not attend the clinical rotations with pending drug screen test results.
5. The drug screen findings will be interpreted by the designated testing center within 24-48 hours.
6. The results of the drug screen test will be sent to the AASN program. The results of the test will be kept in a confidential, locked file. Results of the test will be released to college officials on a need to know basis only. Records may be released only to the student or the decision-maker in a lawsuit, grievance or other legal proceeding that may arise as a result of the positive drug test.
7. All positive drug screen tests will be reviewed by an independent Medical Review Officer. During the review process the student will have the opportunity to:
   • Explain the cause of the positive drug screen test.
   • Provide the name of the physician authorizing any prescription medication. The Medical Review Officer will contact the attending physician for verification.
CONSEQUENCES OF POSITIVE DRUG TEST
When a positive drug screen occurs due to the use of illegal drugs or unauthorized use of prescription drugs, the student will be counseled by the program director and the Vice President for Academic Affairs. Depending on the outcome of the initial counseling sessions, the student may be suspended for a minimum of one year (12 consecutive months from the date of the beginning of the suspension) from the program. If the Vice President for Academic Affairs approves continuation in the AASN Program, the Chief Nursing Officer of the clinical site will be notified of the positive drug urine screen. The positive drug test results will be shared with the Vice President of Student Services for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program.

If the positive drug screen is due to medication that is prescribed by the physician, then it must be followed with a letter from the physician stating why the student is on the medication and the compliant dose the student can take when in the clinical area and still be capable of clear judgment and required clinical activities for patient care delivery. It will be important to know how long the physician believes this medication will be required for the student. If there is a change in the type of medication during the period of student activity, a letter must be sent from the physician to the director regarding the change. This letter must be sent directly to the Director of the AASN Program and will be shared with the Chief Nursing Officer of the clinical sites. A follow-up process will be in place until the student graduates from the program.

Criminal Incident
Student has 24 hours to notify the AASN Program Director of a criminal incident that occurs after the admission background check is completed. (See Licensure Eligibility section). Failure to notify AASN Program Director will lead to a written write up. Upon notification of criminal incident AASN Program Director will notify the appropriate individuals which may include SWTJC Administration, clinical agencies, and the Texas Board of Nursing as deemed necessary. A decision will be made as to whether student can continue in the AASN program. Any criminal incident that results in criminal charges that are not aligned with the clinical agency standards, the professional or ethical standards for the AASN program, SWTJC, or requires a Declaratory Order by the Texas Board of Nursing will result in immediate suspension until further investigation.

PROHIBITED CONDUCT
In accordance with the SWTJC Student Handbook, the following behaviors are strictly prohibited
1. The use, possession, control, manufacture, transmission, or sale of a drug or narcotic, as those terms are defined by the Texas Controlled Substances Act, or other prohibited substances described in FLBD, unless under the direction of a physician.
2. The use, possession, control, manufacture, transmission, or sale of paraphernalia related to any prohibited substance.
3. The use, possession, control, manufacture, transmission, or sale of alcohol or other intoxicating beverage without the permission of the College District.
4. Possession or use of tobacco products on College District premises without authorization.
5. Possession, distribution, sale, or use of firearms or other prohibited weapons without prior approval.

A student shall be subject to discipline, including suspension, in accordance with FM and FMA if the student violates this policy:
1. While on College District premises;
2. While attending a College District activity, or
3. While elsewhere if the behavior adversely affects the educational environment or otherwise interferes with the College District’s operations or objectives.

For more information please visit https://www.swtjc.edu/campus-life/handbooks/index.html

**XXIII. CLINICAL ROTATIONS AND GUIDELINES**

**HIPAA Regulations**

All students must follow the guidelines provided by the Health Insurance Portability and Accountability Act (HIPAA) initiated in 1996. Before entering the clinical area, students must participate in the programs required by each clinical facility to assure the principle of confidentiality. Title II of HIPAA defines policies, procedures, and guidelines for maintaining the privacy and security of individually identifiable health information, as well as outlining numerous offenses relating to health care, and sets civil and criminal penalties for violations. It also creates several programs to control fraud and abuse within the health care system.

Since students are an integral part of the health care delivery system to which they are assigned and, by affiliation agreement, are educational guests of the individual facility, each student must comply with the policies and procedures related to this topic. In the event of a breach in HIPAA Regulations committed by the student, the penalty for violation will be commensurate with the degree of violation, determined after careful review by the agency representative and the Associate of Applied Science in Nursing Program.

**Clinical Setting**

Students will be assigned to designated hospitals, clinics, physician offices and other health care related facilities that will provide experiences to meet the clinical objectives for each clinical course. Students that have been employed on a certain unit or location prior to admission to the program and possibly during the educational experience will be assigned to another unit selected by the faculty. In some cases, this may require assignment to a neighboring hospital. The program director and involved faculty members will discuss this issue with the student to assure that they understand changes that may be made in their clinical scheduling.

**Clinical Scheduling**

Students will be scheduled to attend clinical sites selected by the faculty members. Students are expected to follow the same schedule as their assigned preceptors in their third and fourth semesters. The number of clinical hours for each semester will depend on the semester credit hours awarded to the clinical course. Following appropriate negotiation with the clinical agency, an affiliation agreement will be signed by administrators from the agency and Southwest Texas Junior College. Students and faculty members will abide by the specifications stated in the agreement. A grid depicting the student assignments for the semester will be provided at the beginning of the semester. Clinical days will not be assigned during the week of final examinations for the Fall and Spring semesters.

**Clinical Orientation and Environmental Assessment**

The clinical experience is an opportunity for the student to link theory to practice. The clinical experience takes place in areas where students can acquire skills such as critical thinking, clinical decision-making, and psychomotor and affective skills by interacting with patients. There are many variables to clinical site
availability, these include but are not limited to declining length of hospital stays, periodic low census, and technology advances. Faculty members will utilize a variety of settings, including the simulation laboratory in an effort to meet the required objectives.

Clinical experiences refer to all activities in which the student will apply knowledge and develop skills and professional role performance. The AASN student is required to demonstrate multiple behaviors in the cognitive, psychomotor, and affective domains of learning. Evaluation of such experiences will take place in a formative manner and be ongoing in an effort to facilitate learning.

The clinical practicum will begin with an orientation to the facility, including agency policies and procedures. Each clinical site rotation will require that the student have knowledge of the location of special emergency equipment (i.e. crash cart) and emergency exits. Faculty members and preceptors will review the student role and behavioral expectations, as well as the dual communication with clinical personnel to meet required student objectives. The professional nurse role is one of proactively seeking learning experiences.

**Clinical Preparation and Care Plans**

Each clinical experience requires preparation time related to individual assignments given by the clinical faculty/preceptor. The student must be prepared with information specified in the clinical syllabus or as provided by the clinical faculty or preceptor. This information must be presented to the clinical faculty/preceptor at the beginning of the clinical experience. This plan of care may be based on assessment data from the patient and information obtained from the chart before the clinical experience. During the clinical experience for each semester during the second year the student will be guided to prepare a minimum of two plans of care. The care plan format may vary slightly with each course. Guidelines for completing the document will be provided by the faculty of record in the course syllabus. The final care plan must be submitted to the clinical faculty at the time designated in the syllabus and should reflect the degree of completion, including evaluation as instructed. The care plan will be reviewed during the clinical experience and the student must complete any changes required by the clinical faculty/preceptor in a timely manner. The basic care plan format will be available in the course module.

**Clinical Pre-Conference and Post-Conference**

Students will be attending pre-conference and post-conference during the clinical assignment. This group learning experience is an integral part of the clinical experience and has been the hallmark of Associate Degree Nursing programs since their inception. Students are expected to play an active role in the clinical conferences, share information, be supportive of peers, and otherwise contribute to this reciprocal learning opportunity. The clinical conference will afford the student the opportunity to enhance critical thinking and decision-making. Students will report to the designated location at the designated time as identified in the course syllabus.

**PRE-CONFERENCE**

Pre-conference takes place immediately preceding the assigned clinical experience or at a time designated by clinical faculty. Location will vary according to clinical sites. This session serves the purposes of 1) obtaining direction for the day, 2) setting the groundwork for analyzing the experience, 3) recognizing the scope and limitations of the student’s role, 4) reinforcing “process” learning. During this session, the student is encouraged to ask questions and seek clarification for assignments, i.e. assigned readings, patient assignment, skills and procedures, data collection, etc.

**POST-CONFERENCE**

Post-conference will take place immediately following the clinical experience when possible. This session serves the purposes of 1) analyzing the clinical experience, 2) clarifying relationships between theory and
practice, 3) developing generalizations and guidelines in providing nursing care, 4) identifying and clarifying affective components of the learning experience, 5) reinforcing the learning process. During the semesters when preceptors are utilized, a brief post-conference can be planned between the student and preceptor. The faculty of record will plan a weekly post-conference during these same semesters, where all students at the same geographic site will meet at a specified time and place.

**Special Conferences and Seminars**

When appropriate, students will be scheduled to attend conferences and/or seminars occurring in the area that will enhance student learning. They will be selected according to the planned content that will meet course objectives. Students will be consulted regarding the conferences in advance of the date. When agreed, all students are expected to attend and absence from the conference will be identified as a class absence since the conference hours will be included in the class or clinical hours designated for the course.

**Clinical Breaks and Lunches**

Thirty minute breaks and lunches will be assigned by the clinical faculty in concert with the preceptors and/or nurses assigned to the patients. Since there are limited clinical experiences to meet objectives, it may be necessary to postpone a break or meal until a particular learning event is completed. If the student has a physical condition that requires strict, regular meals, the faculty of record must be informed of the issue to prevent detrimental effects of delayed meals. The student may not leave the clinical campus for lunch breaks when in the acute care setting. The acute care setting is defined as hospital rotations in Medical-Surgical Units, Intensive Care Units, Emergency Departments, and Obstetrical/Women’s Centers.

**Medication Administration**

SWTJC AASN students have the unique privilege of administering medications to patients during clinical experiences upon successful completion of medication calculation exam and demonstration of medication administration competencies. Due to the serious nature of this nursing function, strict adherence to this Medication Administration Policy is expected from students, faculty members, and preceptors.

1. The student must come to the clinical experience prepared to administer all medications for assigned patients.
2. The student will review each medication with the faculty member or preceptor prior to administration. This includes the purpose, action, dosage, side effects, half-life, contraindications, values required prior to administration (ex. vital signs or particular lab values), and Six Rights of Medication Administration.
3. Faculty member or preceptor must be present when medications are actually administered to the patient.
4. Faculty member will work closely with the preceptor and/or nurse assigned to patients with which students will be working in order to establish guidelines, expectations for students, and clinical objectives related to medication administration.
5. These steps must be followed every time a student is assigned to administer any medication, including intravenous (IV) fluids.
6. If the student is unprepared and/or unable to discuss the medications knowledgably with the faculty member or preceptor, they will forfeit the opportunity to administer medications for that day. This will also be reflected on the student’s clinical evaluation for that day/week.
7. The student will comply with the facility policy concerning high-risk medications and work closely with the faculty member or preceptor.
8. Students will not administer narcotics or any other Drug Enforcement Agency (DEA) scheduled medications at any time via any route or for any reason.
9. Should a situation appear to be unsafe for the student to administer medications to certain patients or groups of patients, the clinical faculty member or preceptor will inform the student and the student will not administer medications in that situation. This will not reflect negatively on the student’s clinical evaluation for that day/week.

10. Any student action regarding medication administration deemed unsafe or reckless by faculty member or preceptor will result in counseling with the student. The AASN Program Director will be notified and any further action will be determined as appropriate to the situation.

**Physician Orders**

Under no circumstances will the student nurse receive, transcribe, or relay verbal or telephone physician orders. Availability to computer information and participation in patient documentation vary throughout clinical experiences and may at times be limited. Clinical faculty member and preceptor will then provide opportunities for the student to write out information and have discussion regarding the data recorded in the patient chart that may be pertinent to student learning.

**Documentation on Patient Records**

Documentation on clinical records cannot occur until the clinical faculty member and student are oriented to the system utilized by the clinical agency. The first attempts at documentation may be required on paper and reviewed by the clinical faculty member/preceptor prior to placing the information on the computerized system. Progression of this activity will be under the discretion of the clinical faculty member or preceptor. Daily documentation will be evaluated by the clinical faculty member or preceptor and incorporated into the evaluation for the course.

**Maintaining Clinical Records**

It is necessary for students to maintain a record of experiences, including implementation of skills required to administer nursing care, and to identify how each clinical objective has been met throughout the nursing educational experience. A summary of this information is placed in an individual portfolio to demonstrate to future employers that the student has achieved a level of learning required to practice as a professional nurse following successful completion of NCLEX-RN. The SWTJC AASN Program faculty have selected Typhon Group Student Tracking System for this purpose. This electronic tracking system includes a comprehensive skills log and report, a fully featured evaluation and survey component for assessments, management of student rotation scheduling, electronic student portfolios, student and preceptor biographic data, clinical site database, curriculum mapping, and secure document management. Faculty regularly review the electronic patient care summaries entered by students during their clinical rotations.

**STUDENT RESTRICTIONS**

Student restrictions or inability to complete expected clinical tasks must be discussed in advance with the Director of the Associate of Applied Science in Nursing Program. Plans to handle such restrictions must be prepared in writing and presented to the administration of the clinical agency during the planning stages for the course. Should a student have a change of health status (including but not limited to pregnancy and/or delivery, surgery, flu, new onset of seizures, or new diagnosis of diabetes), a medical clearance from their healthcare provider is required prior to resuming class, lab, simulation or clinical. It is the student’s responsibility to gather the necessary documentation and submit it in a timely manner.
XXIV. MINIMUM SAFE STANDARDS IN THE CLINICAL AREA

Students must consistently meet the following safe standards during patient care delivery in any external facility and in the skills and simulation labs:

1. Demonstrate respect for and maintenance of the nursing chain of command.
2. Maintain confidentiality according to HIPAA regulations with regard to information received about the patient during the clinical assignment.
3. Make decisions about patient care when failure to make that decision would endanger the patient.
4. Maintain communication that promotes continuity of patient care with the multidisciplinary health care team.
5. Ensure clinical faculty member and/or clinical preceptor validate correct performance of skills according to standards and facility policy.
6. Recognize own limitations.
7. Recognize that previously learned knowledge is required to implement nursing care properly in the clinical setting.
8. Recognize that specific information about the assigned patients is required to provide safe patient care.
9. Maintain vigilance toward patient, agency, and/or staff needs.
10. Demonstrate professional comportment in demeanor, dress, and language.

A violation of Minimum Safe Standards will result in a grade of zero (0) for the clinical day. The grade will be recorded in the student record. Faculty member will discuss the events and behaviors that contributed to the grade with the student and documentation of this counseling session will be maintained in the student record.

XXV. GRIEVANCE PROCESS

Student Complaints

Student complaints regarding discipline and sexual harassment are covered by separate procedures. (See FMA, FFDA, and FLD in SWTJC Policy Manual at https://pol.tasb.org/Home/Index/1174. Links provided below.) The purpose of this policy is to secure at the first possible level prompt and equitable resolution of student complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, age, or disability.


PROBLEM – SOLVING PROCEDURE

Following problem identification by the faculty or preceptor and subsequent discussion regarding the issue, the following guidelines will be followed:

Level I: A student who has a complaint shall request a conference with the department chair or student services counselor as appropriate, who shall schedule and hold a conference with the student.

Level II: If the student did not receive the relief requested at the Level I conference, the student has ten college business days to request a conference with the Vice-President for Academic Affairs
or Vice-President of Student Services, who shall schedule and hold a conference within ten college business days. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the compliant with any supporting evidence, the solution sought, the student’s signature, and the date of the Level I conference.

**Level III:** If the student did not receive the relief requested at the Level II conference, the student has ten college business days to request with the college President or designee, who shall schedule and hold a conference within ten college business days. Prior to or at the conference, the student shall submit the written statement required at Level II and include the date and with whom the Level II conference was held.

**Level IV:** If the student did not receive the relief requested at the Level III conference, the student has ten college business days to submit to the college President a written request to place the matter on the College Board agenda.

The college President or designee shall inform the student of the date, time, and place of the Board meeting. The Board President shall establish a reasonable time limit for complaint presentation. The Board shall listen to the student’s complaint and take whatever action it deems appropriate.

The Board’s consideration shall be based on the complaint records developed at the administrative reviews and the Board shall receive no new evidence. Each side shall be entitled to make oral arguments based on the compliant record within the time restrictions established by the Board.

**XXVI.  PREPARATION FOR GRADUATION/LICENSENUE**

**Nurse Pinning Ceremony**

A nursing pinning ceremony is a symbolic welcoming of newly graduated nurses into the nursing profession. A pinning ceremony for the AASN program will be held at the Uvalde campus after Spring Break to acknowledge students in their preparation to graduate. Students will be responsible for purchasing their individual SWTJC nursing pin for use during the pinning ceremony. The planning of the ceremony will be the responsibility of the graduating class as a whole with guidance from the AASN program.

**Graduation Photograph**

Students are required to participate in the graduation photo during their last semester. The photograph will be electronically sent to each of the students. The class is responsible for purchasing a graduation plaque, which contains the graduation photograph and student names. This plaque will be on display at the main campus in Uvalde.

**Graduation Requirements**

All AASN program requirements must be completed before the student will meet graduation requirements. These requirements include

1. If the student has received letters summarizing counseling sessions, all issues must be addressed before the student’s final grade will be recorded.
2. If the director of the AASN program approved transfer courses from other colleges or universities, a letter indicating acceptance of such courses must be provided to the College Registrar prior to graduation.

3. If the student entered the AASN program as an LVN, an Advanced Placement Form must be submitted to the College Registrar prior to graduation.

4. Completion of ATI Comprehensive Predictor.

5. All courses within the AASN Program must be completed with an average grade of 80% or higher on all examinations, excluding ATI assessments, and an overall course grade of 75% or higher.

6. All program and course objectives must be satisfactorily completed.

Student is responsible for submitting the Application for Graduation and associated fees to the SWTJC Admissions Office by the deadline set forth by SWTJC. Student can purchase their cap and gown from the bookstore located on the SWTJC campus.

Graduates are encouraged to participate in the SWTJC graduation ceremonies where they will receive their diploma.

**Virtual ATI**

These ATI examinations are computerized and standardized nationally and graduates are guided through the program in a systematic manner. The graduate is required to achieve the benchmark score designated by ATI on each section of the Virtual ATI (VATI) program before progressing to the next succession. The last section the graduate must complete is the VATI Comprehensive Predictor. Upon achieving the benchmark score on the VATI Comprehensive Predictor, ATI will notify the AASN Program Director of the student’s ‘green lighted’ status indicating they have successfully completed the VATI program.

On October 1, 2015, ATI made significant changes in the management of the Virtual-ATI NCLEX-RN Review. These modifications are in relation to the issue of taking NCLEX-RN within three months after graduation. The following is information from the ATI Client Account Manager:

Updates to Virtual-ATI include:

- Autonomous, student-driven review: module completion directions and assessments will be embedded into the classroom, providing more student autonomy and responsibility, making students even more active participants in their review.
- 12-week access: students will have access to Virtual-ATI for 12 weeks, beginning once the student has completed their initial survey and is within 30 days of graduation. This will encourage students to review and sit for NCLEX-RN sooner, leading to retention of knowledge and higher pass rates. The student can purchase an additional 12 weeks, if necessary.
- Classroom improvements: the Virtual-ATI classroom will have a new look and feel leading to a better user experience for students. Students can access the classroom via their tablets or smartphones.

**Texas Board of Nursing Examination Application**

Student shall submit the Texas Board of Nursing Initial Licensure Application for Texas NCLEX® Examination Candidates ninety (90) days prior to graduation. Those students that have a social security number should submit the online examination application while those without a social security number shall submit the RN Graduates – Application by NCLEX-RN Examination for Registered Nurses paper application. All current information must be submitted along with the required fees to process the
student’s information. Applications can be found online at the Texas Board of Nursing (BON) website www.bon.state.tx.us/applications_graduates_and_nclex_examinations.asp.

The name registered with the Texas Board of Nursing must match the name as listed on your identification card to avoid issues while taking the required examinations to obtain the registered nursing license both with the BON and Pearson Vue. To verify the acceptable types of identification you may access the Pearson VUE NCLEX-RN booklet at http://www.pearsonvue.com/nclex/.

Testing accommodations for candidates with special needs must be made with the authorization of the BON and the National Council of State Boards of Nursing (NCSBN) before submitting the Texas Board of Nursing Initial Licensure Application for Texas NCLEX – RN Examination Candidates.

**ELIGIBILITY INFORMATION**

1. Texas Nursing Jurisprudence Examination – You must pass the Texas Nursing Jurisprudence examination before the BON will issue the authorization to test (ATT). Once you have submitted the application for examination the BON has fifteen (15) business days to process your information. It is recommended that you review the Nursing Practice Act and the BON Rules and Regulations on their website. You may also take the online jurisprudence prep course. After the fifteen (15) business days, you can complete the online nursing jurisprudence exam. The examination takes a maximum of two hours to complete.

2. Criminal Background Check – Upon submission of the application for examination, the BON will perform another criminal background check to ensure no new activities have occurred since the initial criminal background check upon acceptance. If a new occurrence has been identified, you will be contacted by the BON.

3. Register to Take the NCLEX – Thirty (30) days prior to graduation, you will register with Pearson Vue to take the NCLEX-RN and pay the associated fees. The name registered with Pearson Vue must be the same name used to submit the application for examination with the BON.

Please visit the BON website at http://www.bon.texas.gov/exam-eligibility.asp to take the Jurisprudence exam and to register to take the NCLEX – RN.

**Approval to Take NCLEX-RN**

Following successful completion of all program requirements, graduation requirements, ‘Green Lighted’ notification, and any required remediation the graduate has been assigned, the AASN Program Director will submit an affidavit of graduation to the Texas Board of Nursing to verify that the graduate is prepared to take the NCLEX-RN examination. The BON has fourteen (14) business days to process the affidavit of graduation once received.

When the BON has processed the affidavit and has verified the graduate has no new activities on their criminal background check, has completed the jurisprudence examination, and has submitted all BON fees, the Authorization to Test (ATT) will be sent to the graduate.

Once the ATT has been received, graduate will then be eligible to schedule the NCLEX-RN examination with Pearson VUE. Graduate will need to choose the date and testing center location in which they plan to test. It is recommended the NCLEX-RN be taken within two weeks of receiving the ATT.

If the graduate has not achieved their ‘Green Lighted’ status and/or completed the assigned remediation by the end of August, the program director will review progress and may require additional review of nursing content before the affidavit will be sent to the BON. The BON has accepted a policy that limits the amount of time a nursing graduate has to successfully complete NCLEX-RN. If a nursing graduate
does not successfully complete NCLEX-RN within four years of graduation, the graduate must re-enroll in a nursing program.

**The Florence Nightingale Pledge**

I solemnly **pledge** myself before God and in the presence of this assembly; To pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession and will hold in confidence all personal matters committed to my keeping, and all family affairs coming to my knowledge in the practice of my calling. With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care.
Please read each statement below and initial each statement in the space indicated. Provide your name, signature, and the date at the end of the form.

1. ______ I have read and agree to comply with the student policies and procedures as outlined in the Student Handbook. I also agree to comply with the course requirements as listed in the course syllabi and all SWTJC program policies.

2. ______ I understand that based on my regularly assigned duties, I may be exposed to blood, body fluids, or tissues. I will, at all times, use the appropriate personal protective equipment required. Appropriate protection may include the use of gloves, gowns, masks, face shields, eye protection, mouthpieces, resuscitation bags, and other protective equipment. Failure to use the available personal protective equipment may result in disciplinary action.

3. ______ I have been informed about inherent health/safety hazards in the health care field and release SWTJC from any liability for such hazards.

4. ______ I have read and understand the progression, withdrawal, and readmission policies as stated in the AASN Student Handbook.

5. ______ I agree to abide by the dress code as stated in the AASN Student Handbook.

6. ______ I have read and agree to the “Substance Abuse Policy.”

7. ______ I have read and understand the Texas Board of Nursing eligibility questions that are provided in the AASN Student Handbook.

8. ______ I agree to criminal background checks. I will immediately notify the AASN Program Director, in writing, of any subsequent changes in criminal history that occur after admission into the nursing program.

9. ______ I have read and agree to adhere to the AASN Classroom and Clinical Attendance, Absence, and Tardiness Policy as outlined in the AASN Student Handbook. I understand in the event of an absence that I am responsible to contact the Faculty of Record by phone call or text message for each course when I become aware that an absence is imminent.

10. ______ I will complete all class and clinical requirements and will submit signed documentation to the nursing program as required.

11. ______ I have read and understand that points will be deducted each day an assignment is turned in late. On the fourth day, the assignment will result in a grade of zero (0).

12. ______ I have read and understand that I am responsible for any travel related expenses incurred to obtain required clinical experiences.
13. ______ I have read and understand that any changes in health status related to illness, injury, surgery, or pregnancy requires a medical clearance from a U.S. physician prior to resuming class, lab, simulation or clinical.

14. ______ I have read and understand the use of electronic communication devices, such as cell phones, pagers, smart watches, cameras, etc., are not allowed in the classroom. If any electronic device is used during any testing situation, it will be considered an act of academic dishonesty and the student will receive an automatic “0” on the examination or assignment.

15. ______ I have read and understand Instructional Aides are to be respected and that they will report all classroom misconduct to the Faculty of Record and disciplinary actions will be taken.

Printed Name: _________________________________________

Signature: ____________________________________________

Date: ________________________________________________
PERSONAL AND HEALTH INFORMATION RELEASE FORM

I, _________________________, authorize Southwest Texas Junior College Associate Degree Nursing Program to release all personal and health information and documentation to affiliated clinical agencies as it pertains to my clinical rotations and clinical experiences. Information to be released includes, but is not limited to, current Basic Cardiac Life Support certification, evidence of mental and physical health, evidence of all immunizations or acceptable titer levels, evidence of negative TB screen or chest x-ray, evidence of health insurance, evidence of negative drug urine screen, and evidence of background check clearance.

_______________________________________________    __________________
Student’s Name (Printed)      Date

_______________________________________________
Student’s Signature
LIBRARY GUIDELINES:

All library users should abide by the following standards of responsibility in using library facilities:

1. Every patron has the right to study or read undisturbed; likewise, he has the responsibility to refrain from infringing on the right of others to study undisturbed.
2. Every patron has the right to borrow circulating library materials; likewise, he has the responsibility to assure others the opportunity to use those materials by returning them promptly.
3. Every patron has the right to use the public facilities of the library; likewise, he has the responsibility to maintain those facilities in the same condition in which they were made available to him.
4. Every patron has the right to be treated with courtesy; likewise, he has the responsibility to extend the same courtesy to other patrons, library personnel and guests of the library.

Acceptable behavior in the Library includes reading, studying, or sitting quietly.
Unacceptable behavior includes talking loudly enough to disturb others, drinking, eating, smoking, chewing tobacco, destruction or mutilation of library materials or furniture, or tampering with the computers. The consequences of such behavior may include expulsion from the Library, loss of library privileges, payment for damages, and/or withholding of grades and transcripts.

The staff is not responsible for young children brought to the Library. They need to be closely supervised by the adult who brings them and to follow all Library rules. Children who are too young to be students of SWTJC are not allowed to use the computers.
Theft of materials from the Library is punishable by dismissal from SWTJC and possible prosecution in a court of law.

COMPUTER USE IN THE LIBRARY

The main goal in our libraries, with regard to computer usage, is to assist students in searching for information on periodical databases and the Internet. We also provide word processing, spreadsheets, presentation programs, etc. as an extra service. Students needing extensive assistance in using these programs should go to other labs.
Students needing computers with CD burner, zip drives, sound, or to use special programs should request these services at the sign-in counter.

1. Students must sign-in with an ID. Access will be on a first-come first-serve basis with SWTJC and RGC students and faculty having priority.
2. Please limit your use to 30 minutes if others are waiting.
3. Limit of 1 person per computer.
4. Computers are for educational use such as research, word processing, presentation programs, spreadsheets, etc. E-mail is acceptable. Games, chatting, messaging, or entertainment websites **ARE NOT ALLOWED**.
5. Viewing materials that may be offensive to others is unacceptable.
6. A printing charge of $.05 per page is charged, color copies are $.50 per page.
7. Installation of unauthorized programs is not permitted. Ask at the sign-in desk.
8. Computer sign-in will cease 15 minutes before the library closes.
9. Minors are not allowed to use the computers unless a parent is with them at all times.

CHECK OUT POLICY

Students and faculty may check out materials for 3 weeks. Books may be renewed 2 times provided a hold has not been placed on the book. A maximum of 6 books is allowed at a time. (Persons from other libraries and not SWTJC or RGC students are limited to 3 books at a time and must present a current TexShare Card.)
Reference books and periodicals are not checked out of the library. Copiers are provided if information needs to be copied. Some faculty reserve materials are also designated as 'library use only' if the professor so desires. Items placed on Reserve should not replace materials that students need to purchase because of copyright restrictions.
The fine for late books is $.20 per day with a maximum of $5 per book. Fines are charged for holidays. A fine for overnight books and interlibrary loan books is $1.00 per day with a maximum of $10 per item. All fines must be paid before other books may be checked out. If a book is lost, a replacement fee plus a $3 processing fee is charged.
College grades and transcripts will be withheld until fines and lost books are cleared.
ID CARDS

College ID cards are required for checking out library materials, using the gym, picking up checks at the Business Office, selling books back at the end of a semester, etc. ID cards are made at each library at the time of registration. The original card is valid for as long as the student is enrolled at SWTJC and/or RGC. Each semester, students need to present their registration receipt so their records can be updated in the library circulation system and a new sticker can be placed on their card. New ID cards are NOT made each semester. Should a card be lost, the replacement fee is $5.25. Faculty and staff family members may have an ID card updated by paying a $5 fee each semester, once in the summer, for a total of $15 per year. Online students who don't have an ID or have not visited a campus to update it need to bring their receipt for the current semester.

REFERENCE/INFORMATION SERVICES

Reference service is provided in all three libraries for those needing assistance in finding the information they need. Links to library and outside sources are accessible from the library web page. If you need help, email library@swtjc.cc.tx.us or call 830-591-7367.

Information literacy forms the basis for lifelong learning. All SWTJC Libraries offer instruction in the library so the student can:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Incorporate selected information into one’s knowledge base.
5. Use information effectively to accomplish a specific purpose.

Short Library orientation tours of about 15 minutes are available when requested or needed at all campuses. These provide an overview of library services and policies. Ask about them at the circulation desk.

Course-related instruction sessions are available at all campuses to specific classes for specific subjects. Faculty members are asked to schedule these sessions with at least a 2-day advance notice so facilities, equipment, and personnel will be available.

One-on-one help is given as needed. Self-help is provided under ‘Guide to Research’ from the library web page. Access to an online tutorial on using library resources is provided here. Each online database also has a help section or ‘Tips on Research’. Access to a librarian is also provided on the library web page under "Contact a Librarian".
Library Guide

General Instruction

Start here:  http://www.youseemore.com/swtjc or www.swtjc.edu

ONLINE PERIODICAL DATABASE
The following subscription databases are available only to enrolled SWTJC/RGC students.

DATABASES:

A. Credo Reference Center database Off-campus access→ SWTJC Portal
   Cross reference link to multiple database search results, search information such as general reference (literature, history, language, art, etc.), entry type (biography, article, definition, event), Media (image, audio), person or publication date.

B. EBSCO databases Off-campus access → SWTJC Portal
   EBSCO is a group of powerful databases that offers thousands of authoritative full-text articles covering almost every area of academic study. Choose “Literary Reference Center” for criticism and author information.

C. Gale databases Off-campus access → SWTJC Portal
   Gale contains information on authors, literary criticisms, newspapers, and several health databases.

D. Facts on File database Off-campus access → SWTJC Portal
   Facts on File databases offer current events articles, pros/cons of issues, information on controversial topics, and scientific information.

LIBRARY CATALOG
Library Catalog is an index to all books, videos, and audio material in all three SWTJC Libraries.

<table>
<thead>
<tr>
<th>Books</th>
<th>You can find a good selection of literature and literary criticism in our book collection. A book can provide detailed background and in-depth historical information about any given topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td>This covers encyclopedias, atlases, and other resources that are referred to for specific information. Go to these for definitions, shorter explanations, historical and biographical sketches.</td>
</tr>
</tbody>
</table>

Citing Resources:

Landmark Citation Machine: link to MLA and APA resources:

Reference Desk  830-591-7367,  library@swtjc.edu