



TEXAS A&M UNIVERSITY-TEXARKANA

College of Health and Behavioral Sciences

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Dear Nursing Student:

Welcome to the Texas A&M University-Texarkana, RN to BSN Nursing Program. As an educational institution, the faculty and I are committed to helping you achieve your educational goals. The core values of scholarship, professionalism, diversity and caring are embraced by the faculty. A student-centered focus and futuristic orientation guide our efforts in working with you to ensure your success.

You have chosen an exciting and dynamic time to renew your commitment to nursing as a profession. I feel confident that with the outstanding faculty and clinical experiences available to you at the College of Health & Behavioral Sciences, you will leave enriched and well prepared to address the challenges needed to meet the health care needs of the individuals and communities we serve.

Again, welcome and congratulations to you as you initiate this phase of your lifelong journey of exploration and discovery! I hope this handbook will serve as a useful guide and resource to you in your current educational endeavor.

Sincerely,

Josephine Kahler, Ed.D., RN, C.S.
Dean/Program Director
College of Health and Behavioral Sciences

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I. Description of the Nursing Program

A. History of the RN to BSN Program

Founded in 1971 as an upper division university, East Texas State University (ETSU-T), located on the existing campus of Texarkana College, became a member of The Texas A&M University System in September 1996, changing its name from East Texas State University-Texarkana to Texas A&M University-Texarkana (A&M-Texarkana). It is the only upper division university in a nine-county area of Northeast Texas.

Immediate interest was generated for a local RN to BSN Program by Texarkana College (TC) Board of Trustees, the TC ADN Advisory Board, and TC faculty and students. In addition, area registered nurses, nursing organizations, regional employers and citizens strongly supported the creation of an RN to BSN Program.

The 76th Texas Legislature, based on a 1998 RN to BSN Program Needs Study by A&M-Texarkana, granted a Special Item Appropriation of \$490,000 to A&M-Texarkana for startup of a new nursing program. In January 2001, the RN to BSN Program at A&M-Texarkana received approval from the Texas Higher Education Coordinating Board and the Board of Nurse Examiners for the State of Texas (BNE) and admitted the first class of students in August 2001.

The RN to BSN Program received accreditation from the Board of Nurse Examiners for the State of Texas in December 2001 and national accreditation from the Commission on Collegiate Nursing Education in October 2003.

B. Mission of Texas A&M University-Texarkana

The mission of A&M-Texarkana is to provide residents of Northeast Texas with the broadest possible access to quality educational opportunities and services. A&M-Texarkana offers a wide array of undergraduate and graduate programs. As such, the university serves many groups, including traditional and nontraditional students. We believe higher education should be accessible to all qualified students and cultural diversity is integral to the learning experience.

A cornerstone of university philosophy is the conviction that education should form a foundation for continuing intellectual development or lifelong learning, while preparing individuals to be contributing citizens in a participatory democracy, and to be prepared for successful careers in a world in which the requisites for success in the workplace will require great flexibility and adaptability. Thus, A&M-Texarkana stresses the development of leadership skills that enhance work and personal relationships. Internships, practicums, and service learning experiences offer opportunities for student engagement in preparation for leadership roles. Because the work place of the future will require higher-level skills performed from an international perspective, A&M-Texarkana prepares students for a knowledge-based, technology-oriented, global economy and society.

In addition to teaching and community service, through scholarly research, the institution seeks to expand or clarify existing knowledge and create new solutions to practical problems. The fruits of such research enrich university teaching and, as they are disseminated, enhance our region's businesses; school districts; private, for-profit, nonprofit, and governmental agencies.

C. Mission and Goals of the RN to BSN Program

The mission and goals of the A&M-Texarkana nursing program are intertwined within the program and form its foundation. Along with the mission and goals foundation, the faculty of the Nursing Program holds the following beliefs and values related to the education of the professional nurse who is a participant in lifelong learning. These values and beliefs include nursing as a science and an art that act as a framework for all faculty. This allows the faculty to develop the design of the curriculum, selection of teaching strategies and the participation in scholarship, community service and practice activities by faculty and students.

Nursing is the performance of services in the diagnosis and treatment of human responses to actual or potential problems affecting health. The faculty believes as a discipline, nursing is an art and a science. As a **science**, the practice base of professional nursing is derived from integration of the biological, behavioral, social, and nursing sciences for the identification of health problems. As an **art**, the practice base of professional nursing is derived from integration of the humanities, critical thinking, decision-making, communication skills and individual accountability for the interpretation of needs and the selection of appropriate interventions. Integration of the art and science of professional nursing is the application of this knowledge in a caring and collaborative partnership with the health or ill client (individuals, families, and/or communities) across the life span to maintain, promote or restore health, or achieve a peaceful death, performed in a variety of structured and unstructured settings. The professional nurse is prepared to function in three broad roles: as a provider of care, a coordinator of care, and as a member of the profession. The faculty accepts the roles of the nurse as defined by the *Essentials of Baccalaureate Education for Professional Nursing Practice*.

The focus and mission of this program is to enable the associate degree nurse graduate to articulate and earn their baccalaureate degree, in keeping with the mission of the “*The Texas Nursing Articulation Model*”. As synthesized in the Articulation Model, graduates produced by associate degree programs are prepared as beginning level practitioners using the practice roles of provider and coordinator of care, and a member of the profession. These graduates may provide or coordinate acute care for the individual client with technical proficiency, in structured or unstructured settings where established policies, protocols and supervision are available. Graduates produced by baccalaureate degree programs are prepared with a skill set comparable to the associate degree nurse, as well as possess the competency to analyze critically, and to manage care with clients who have complex, unpredictable, chronic or health maintenance needs, in settings where decision-making may, or may not,

be supported by established protocols or supervision. The BSN graduate is knowledgeable about leadership and management for changing health care environments, and communicates effectively with clients and professional peers. Further, the BSN graduate assumes responsibility to maintain and advance the nursing profession and is prepared for entry into graduate nursing education, directed to the roles of educator, administrator, or other advanced practice roles.

Learning is an active, lifelong process of acquiring and using information on a local, national and international level. To this end, the faculty uses adult learning principles to create a learning environment around central themes that the student is an active participant in the teaching-learning process and takes responsibility for his/her own learning. The faculty understands and values that the student who comes to this program already possesses significant experience and expertise as a registered nurse.

The faculty take responsibility to be facilitators of learning, designing instructional activities that emphasize: (1) student self-directed learning, (2) collaboration for learning among students, faculty, peers and others, (3) critical thinking in problem-solving, and (4) faculty mentoring to promote behaviors requisite to professional practice and personal accountability by students.

Program Goals

The primary goals of the RN to BSN Program are to:

- Provide a foundational learning environment that fosters and integrates the concepts of theory, practice, research and service that is reflected in the curriculum.
- Produce graduates who will evolve as broadly educated, responsible and accountable professionals, who incorporate the ideas and principles of lifelong learning.
- Enhance the generalist role and produce graduates who are able to apply leadership and critical thinking skills within a diverse and multicultural society.
- Build a foundation for graduate education.
- Produce graduates who serve the community as nursing experts, leaders in professional organizations, health promoters, providers of health care information and client advocates.

II. Course of Study

A. Required Courses

Degree requirements	Course	(Th-Pr)	Credits
Core			
English	English Composition I – ENGL 1301	3-0	3
	English Composition II – ENGL 1302	3-0	3
Communications	Speech – SPCH 1315 or 1321, or COMM 380	3-0	3
Humanities	English Literature - Any	3-0	3
	Visual or Performing Arts – from Music, Arts or Drama	3-0	3
History	U.S. History I – HIST 1301	3-0	3
	U.S. History II – HIST 1302	3-0	3
Government	U.S. Government – GOVT 2305	3-0	3
	Texas Government – GOVT 2306	3-0	3
Psychology	Introduction to Psychology – PSYC 2301	3-0	3
Natural Science	Human Anatomy and Physiology I – BIOL 2401	3-3	4
	Human Anatomy and Physiology II – BIOL 2402	3-3	4
Math	Statistics – MATH 1442 or 453	3-0	3
Computer Lit.	Computer Literacy – BCIS 1305 or COSC 1301	3-0	3
Support Courses			
Psychology	Growth and Development, Life Span – PSYC 2314	3-0	3
Chemistry	Introductory Chemistry – CHEM 1405	3-3	4
Natural Science	Microbiology – BIOL 2420	3-3	4
Life Science	Nutrition – BIOL 1322	3-0	3
Electives (Nursing or other)		3-0	2
TRANSFER TOTAL			60
University Required			
Nursing Courses	By validation/articulation from ADN		30
Nursing Courses	By upper division – A&M-Texarkana (see below)		30
NURS 301	Professional Nursing Practice	3-0	3
NURS 302	Health Assessment Across the Life Span	2-2	3
NURS 303	Leadership and Management in Nursing	3-3	4
NURS 305	Professional Nursing Practice with Individuals & Families	3-3	4
NURS 317	Pathophysiology	2-2	3
NURS 404	Introduction to Research for Nursing	3-0	3
NURS 406	Community Health Nursing Practice	3-6	5
NURS 407	Quality Issues and Responsibilities	2-0	2
Approved Elective	<i>(3 SCH from list below)</i>		3
NURS 489 or	Directed Independent Study		
NURS 497 or	Special Topics in Nursing Practice		
HSCI 345 or	Wellness Lifestyle		
HSCI 346 or	Complementary & Alternative Health Care		
HSCI 347	Foundations of Health Care Ethics		
Total for Degree			120

**B. Course Sequence Worksheet: Part-time Track
Enrollment Option (2 Year)**

RN to BSN Course Sequence

In the schematic plan below:

- The numbers enclosed in parentheses indicate the number of theory and practice hours per week, and the number of course semester hour credits.
- The student may not have completed the support courses listed and needs to enroll for courses as shown; or the student has completed the support courses listed and elects to enroll in nursing courses only – the regular two year time frame.
- The student may choose to enroll during the semester for **one** of the electives (HSCI 345, HSCI 346, HSCI 347, NURS 489 or NURS 497) when offered.

SUMMER II	
NURS 301 (3-0 = 3 SCH)	
Total – 3 SCH	
FALL	SPRING
NURS 302 (2-2 = 3 SCH)	NURS 317 (2-2 = 3 SCH)
NURS 303 (3-3 = 4 SCH)	NURS 404 (3-0 = 3 SCH)
Total – 7 SCH	Total – 6 SCH

FALL	SPRING
NURS 305 (3-3 = 4 SCH)	NURS 406 (3-6 = 5 SCH)
Approved Elective (3-0 = 3 SCH) HSCI 345, HSCI 346, HSCI 347, NURS 489 or NURS 497	NURS 407 (2-0 = 2 SCH)
Total – 7 SCH	Total – 7 SCH

Selected by this student: _____ Date: _____

Faculty Advisor: _____

Advisor Notes:

C. Course Sequence Worksheet: Fast Track Full-Time Enrollment Option (1 Year)

RN to BSN Course Sequence

In the schematic plan below:

- The numbers enclosed in parentheses indicate the number of theory and practice hours per week, and the number of course semester credit hours.
- The student has completed the required support course (NURS 317) and elects to enroll in a cluster of nursing courses – a fast time frame – with completion of major courses in one year.
- The student may choose to enroll during each semester for **one** of the following electives (HSCI 345, HSCI 346, HSCI 347, NURS 489 or NURS 497) when offered.

Year One

SPRING	SPRING
NURS 317 (2-2 = 3 SCH)	NURS 404 (3-0 = 3 SCH)
Total – 3 SCH	NURS 406 (3-6 = 5 SCH)
SUMMER II	NURS 407 (2-0 = 2 SCH)
NURS 301 (3-0 = 3 SCH)	Total – 10 SCH
Total – 3 SCH	
FALL	
NURS 302 (2-2 = 3 SCH)	Approved Elective when offered HSCI 345, HSCI 346, HSCI 347 NURS 489 or NURS 497 (3-0 = 3 SCH)
NURS 303 (3-3 = 4 SCH)	
NURS 305 (3-3 = 4 SCH)	
Total – 11 SCH	Total – 3 SCH

Selected by this student: _____ Date: _____

Faculty Advisor: _____

Advisor Notes:

III. Student Policies

A. Admission Policies

The Texas A&M University-Texarkana catalog publishes the “Rules and Procedures” that govern all students at A&M-Texarkana. Based on the rationale that protection of clients is of priority, additional policies have been developed by the nursing faculty. The requirements are subject to change. Students will be notified of any changes in writing.

The requirements for admission to the RN to BSN program are the same as those described in the university catalog for any student seeking to enter A&M-Texarkana to pursue a degree:

- 60 semester hours of transfer credit
- Official college transcripts
- Evidence the Texas Success Initiative (TSI) requirements are satisfied. (Texas A&M University-Texarkana catalog, TSI Requirements, p. 15).

All ADN applicants have an associate degree and will have met these requirements.

The A&M-Texarkana nursing program is basically an open-door program, with the following admission requirements to demonstrate readiness for education mobility:

- An associate degree in nursing with a 2.0 GPA
- A current compact license to practice as an RN in Texas and referenced evidence of safe practice.

Once admitted to the university, a Nursing Student Admission Committee will review the documentation described in the Nursing Program Admission Checklist that follows. See the following checklist for admission requirements to the nursing program.

**Texas A&M University-Texarkana
Checklist for Bachelor of Science in Nursing Degree
(BSN) Applicants**

Before admission to the RN to BSN Program, the following requirements must be met:

**Pre-Admission Requirements
(Submit to the A&M-Texarkana Admissions Office)**

Requirements for Admission to A&M-Texarkana (See the university catalog for details. Admission to the university does not guarantee admission to the Nursing Program).

- _____ Submit an Application for Admission with a nursing major. (NOTE: Students are provisionally admitted to the nursing program pending full admission. Full admission will be required before students may enroll in nursing courses).
- _____ Request that official transcripts from all previous colleges or universities be mailed directly to A&M-Texarkana. Hand carried transcripts, transcripts marked *Issued to Students*, or transcripts mailed by the student will not be accepted.
- _____ Completion of 60 SCH of college level transfer courses or submit a *Petition for Special Admissions* form.
- _____ Cumulative GPA 2.00 or above.
- _____ Meet TSI requirement.
- _____ Good standing from previous colleges/universities.

**Nursing Program Admission Requirements
(Submit to the A&M-Texarkana Nursing Program)**

Requirements for Admission to the Nursing Program*

- _____ Submit the *Application for Admission to the RN to BSN Program* form.
- _____ Submit two letters of reference (or a RN refresher course) validating safe and recent practice experience as an RN within the last two years prior to acceptance.
- _____ Have grade of C or higher for associate degree level nursing and science courses.
- _____ Transcript showing completion of designated lower division prerequisites: ENGL 1302, BCIS 1305 or COSC 1301.

Full Admission to the Nursing Program

Requirements **after** FULL Admission to the Nursing Program
(NOTE: For students who are fully accepted to the nursing program). The student must produce proof of and maintain for the duration of enrollment:

- _____ Current compact license or reciprocity to practice as an RN in the State of Texas.
- _____ Current BCLS training for Health Care Providers.
- _____ TB screening and immunizations (MMR, hepatitis B series, diphtheria, and polio) on the university provided physical examination form.
- _____ Negative drug screening.
- _____ Professional liability insurance.
- _____ Personal health insurance coverage.
- _____ Demonstrate the ability to perform or accommodate for performing the essential physical, mental, behavioral or communicative functions of the curriculum by submitting the required Health Information form.

B. Advanced Placement

All students are advanced placement students by virtue of articulation of nursing courses from an associate degree nursing program. A&M-*Texarkana* will hold (in escrow) the thirty (30) hours of nursing courses accepted by articulation until the student has successfully completed NURS 317 and 12 hours of upper division nursing courses.

C. Progression, Clinical Evaluation and Graduation Criteria**Progression**

Progression in the baccalaureate program will be based on the A&M-*Texarkana* criteria as stated in the Texas A&M University-*Texarkana* catalog, *Rules and Procedures*. Based on the rationale that patient safety is of priority, additional criteria have been developed by the nursing faculty. Progression in the RN to BSN Program requires the student to meet the following criteria or be subject to dismissal:

- Nursing students, as with all A&M-*Texarkana* students, may complete required lower division core courses concurrent with A&M-*Texarkana* courses, between semesters, during summer terms, or after all nursing courses have been completed.
- No more than one nursing course may be repeated. A nursing course may be repeated only one time. Students repeating a course may not displace first time enrollees.
- If a course is repeated, both grades will appear on the transcript but only the last course grade will be computed into the GPA, even if this grade is lower. Credit hours will be given only once toward graduation requirements.
- Nursing courses must be completed in the described sequence unless permission to change the sequence is obtained in writing from the program director.
- Nursing courses must be completed within five (5) years of matriculation.
- A student is to maintain the criteria of admission related to: licensure, BCLS, professional liability insurance, personal health insurance, TB screening, immunizations, and drug screening.
- Grading and Grading Scale: The student must earn a grade of C for each nursing course. The course must be repeated if a grade less than a C is earned.
- Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below. Grades will be rounded at the end of the semester only, carried out two places.
- A student must receive a passing grade on the clinical portion of a nursing course in order to pass the course.

Clinical Evaluation

The clinical evaluation process, a measure of the application of the student's cognitive, affective and psychomotor achievement and critical thinking, is a formative process. The process requires faculty to collect data based on observation of students while they are in the agency, from written clinical documents, or from one-on-one clinical conferences. Faculty will employ *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), program goals, and course objectives to develop student's clinical performance the clinical instruments used to collect data.

The current clinical evaluation tool describes seven (7) levels of BSN competencies. The faculty member and the student, who is a participant in the evaluation process, review the student's implementation of practice based on the level of independent to dependent practice, and total the allotted points. The student must earn a minimum of 18 points to achieve a passing clinical grade of *Satisfactory*. (See *Student Clinical Performance Evaluation* form, p. 17).

Graduation

Graduation from the program requires meeting university criteria. Nursing students will be assigned faculty advisors to monitor progress towards degree completion. See the Texas A&M University-Texarkana catalog, *Applying for Graduation*, for graduation requirements.

D. Dismissal from the Nursing Program

Dismissal from the baccalaureate program will be based on the A&M-Texarkana criteria as stated in the university catalog. Additionally, a student will be dismissed from the RN to BSN Program if:

- The student fails two nursing courses (less than a "C" grade).
- The student does not complete requirements for the degree within a five-year period from initial admission into the program.
- Evidence of unsafe or unethical clinical practice has been documented.

Note: If indicated, the student may refer to this handbook, *Reinstatement into the Nursing Program*, for procedures related to re-entry to the program, or to the Texas A&M University-Texarkana catalog for procedures related to grievance and due process.

E. Reinstatement into the Nursing Program

If the student withdraws, fails, or is dismissed from the RN to BSN Program, re-application is required, following the *Requirements for Admission to the nursing program* in the Checklist for Applicants. In addition, reinstatement into the program requires a letter of appeal from the student to the Nursing Student Admissions and Recruitment Committee that provides: (1) an explanation of the problem(s) that interfered with success and (2) specifics regarding what the student has done to address the problem(s) to maximize the potential for success if re-entry into the program is approved. The committee will make a recommendation that could range from denial to repeat of selected courses.

F. Student Representation on Nursing Program Committees

There is a mechanism for students in the nursing program to participate in the development of academic policies and procedures, curricular planning, and the evaluation of teaching effectiveness. Student representatives are elected in each class to attend meetings of the program Nursing Faculty and Curriculum Planning Committee. In addition, student concerns may be brought to the attention of the faculty appointed Student Affairs Advisor to be directed to the following program committees for action:

- Curriculum Planning Committee
- Student Admissions and Recruitment Committee
- Student Progression Committee
- Nursing Program Advisory Committee
- Clinical Placement Committee Representative

G. Course Evaluations

Students have an opportunity to evaluate courses and the on campus and clinical learning resources by participation in the A&M-Texarkana institutional effectiveness process, including completion of program evaluation tools at the end of each semester, at the end of the program, and after graduation from A&M-Texarkana.

H. Clinical Dress Policy

1. For Professional Appearance and Identification

- Students will wear a uniform when involved in nursing practice in hospital settings. The uniform may be a uniform dress, pantsuit, or scrubs with a white lab coat.
- Scrubs may be white, navy, or maroon in color.

- Shoes will be white leather and closed-toed. Stockings or socks must be white or skin-tone.
- All students are required to own a white long-sleeve lab jacket (hip or knee length) with tailored hemline for wear in designated settings. The A&M-Texarkana nursing program patch must be attached above the left pocket of the jacket or on the left sleeve.
- For preclinical planning activities, the attire is a lab jacket over professional street clothes of appropriate skirt or trouser length, and closed-in shoes with no more than 1' heel. (Jeans, shorts, capri, or mini-skirts are not considered to be a professional attire).
- Professional attire in nontraditional settings (community health, day care, schools), will be designated by course faculty in accordance with agency policies.
- Uniforms and professional street clothes are to be clean, neat and unwrinkled, with clean shoes.
- Identification must be worn in every clinical setting:
 - The A&M-Texarkana nursing program student name badge.
 - The institutional ID badge, in any health care agency that requires and provides it.

2. For Epidemiological and Safety Concerns

- Hair must be neat, clean, and short or confined (pinned up or braided). Elaborate ornaments may not be worn in the hair. Facial hair is to be well groomed.
- Fingernails must be short enough not to injure patients and be easily cleanable. Nail polish, clear or light, must be intact.
- Jewelry must be minimal. Wedding rings, one pair of earrings less than one-half inches in diameter, the official SNA (Student Nurses' Association), Sigma Theta Tau or original nursing school pins are permitted. Bracelets, dangling necklaces or earrings, or decorative rings are not permitted.
- Lotions and deodorants must be limited to those with light scents and used sparingly. Omit perfumes and colognes.

I. **Clinical Preceptors Policy**

See Preceptor's Handbook online at
<http://www.tamut.edu/nursing/preceptorhandbook.pdf>)

**TEXAS A&M UNIVERSITY-TEXARKANA
DEPARTMENT OF NURSING
RN-BSN DEGREE PROGRAM**

STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name: _____

Course: (Circle one) NURS 303, 305 or 406

Semester: (Circle one) Fall Spring Year: 20____

Clinical Setting: _____

BSN – LEVELS OF COMPETENCY

	INDEPENDENT - 4	SUPERVISED - 3	ASSISTED - 2	DEPENDENT – 1
1. Nursing Assessment	Assesses a complex individual, family or group to produce a complete database, incorporating lifestyle, biologic, health care system and environmental factors independently.	Assesses a complex individual, family or group to produce a complete database, incorporating lifestyle, biologic, health care system and environmental factors with instructor guidance.	Requires consistent direction to apply assessment frameworks to achieve a complete database; pertinent health history facts are missing.	Does not determine parameter of assessment. Cannot identify nor apply assessment frameworks.
2. Application of Appropriate Interventions	Identifies and applies concepts, rationale, and role in goal directed discriminating decisions and plan of care independently.	Identifies and applies concepts, rationale, and role in goal directed discriminating decisions and plan of care with instructor guidance.	Identifies but cannot apply concepts, rationale, and role to plan of care. Cannot trace decisions and interventions to rationale. Plan of care inconsistent with goals.	Does not identify concepts and roles without prompting. Makes decisions regarding client care with difficulty as care is not clearly goal directed.
3. Application of Research Findings	Consistently analyzes research findings and applies information to resolving clinical problems or opportunity	Identifies research findings but requires guidance to identify and apply research clinical care.	Consistently requires instructor guidance in identifying and applying appropriate research findings necessary to clinical care.	Does not identify specific clinical objectives that require research. Does not use research findings when selecting interventions.
4. Synthesis and Application of Principles	Analyzes theoretical knowledge correctly. Compares and contrasts interrelationship of data without instructor guidance	Analyzes principles. Theoretical knowledge is correctly applied to the clinical area with instructor guidance.	Identifies principles. Need direction from instructor to translate application of knowledge.	Incorrectly identifies principles. Application of principles is inappropriate within evidence of research.

	INDEPENDENT - 4	SUPERVISED - 3	ASSISTED - 2	DEPENDENT – 1
5. Professional Roles and Responsibilities	Consistently accepts accountability and acknowledges responsibility in the professional nursing role in order to meet clinical objectives.	Requires one counseling session regarding accountability and acknowledgment of responsibilities for actions in the clinical setting.	Requires more than one counseling session regarding accountability and acknowledgment of responsibilities for actions in the clinical setting.	Does not demonstrate accountability and responsibility for personal actions in the clinical setting.
6. Technology used for evidenced-based learning	Consistently utilizes and integrates information to nursing practice, presentations and written documents.	Utilizes and integrates information and technologies to practice, presentations, and written documents with instructor guidance.	Requires frequent direction and assistance to utilize and integrate information.	Does not integrate nor utilize information unless directed.
7. Communication (Agency records; Clinical Activity Log)	Independently documents client care succinctly and accurately, timely.	Documents client care accurately, succinctly and timely with guidance.	Requires frequent direction to document succinctly and accurately.	Does not identify pertinent elements for documentation.

Client=Individual, family, community

LEVELS OF COMPETENCY:

Independent No. Ix4 Maximum 28 points

Supervised Sx3 Maximum 21 points

Assisted Ax2 Maximum 14 points

Dependent Dx1 Maximum 7 points

Satisfactory **End of term: No less than 18 points from I, S, A only**

Unsatisfactory **Less than 18 points**

Satisfactory_____ **Unsatisfactory**_____

Faculty Signature

Date

Student Signature

Date

Preceptor Signature

Date

Preceptor Name (Please Print)

J. Academic Integrity

The practice of professional nursing is founded in ethics and trust.

Dishonesty in any form will not be tolerated in the nursing program.

To demonstrate academic integrity, students in the RN to BSN Program are expected to:

- Value honesty and integrity, and the learning that comes from actually doing one's own work.
- Show evidence of respect for the creator of ideas or writing.
- Recognize ownership of intellectual property.
- Differentiate permissible and impermissible collaboration.

The reward for the student who chooses academic honesty is not simply achievement of a passing grade but the reinforcement of one's integrity and the strengthening of communication skills. The penalties for the student who engages in academic dishonesty are described in the general policy on academic dishonesty in the A&M-Texarkana catalog. The nursing program has extended the university policy to include definitions.

Definitions

- Academic honesty: The citation of sources that are used to support or refute one's position or ideas.
- Academic dishonesty: Intentional failure to acknowledge sources of the ideas and writings of others, purporting them to be one's own; failure to understand the requirement for appropriate acknowledgement.
- Collaboration, permissible: An activity in which students work together to achieve learning goals, with full participation of each student by given guidelines that will enable the instructor to identify the efforts of each participant.
- Electronic sources: Literature search via the Internet. Use in the nursing program is limited to scientific and professional literature (For appropriate citation style, see APA Manual, 5th edition).
- Intellectual property: Property that results from original creative thought, (*Random House Webster's College Dictionary*. Random House Publishers. 1998, p. 678).

- Plagiarism: The unauthorized use of the language and thoughts of another author and the representation of them as one's own, (*Random House Webster's College Dictionary*. Random House Publishers. 1998, 995).
- Plagiarize: To steal and pass off as one's own (the ideas or words of another)...without crediting the source....present as new and original an idea or product derived from an existing source (*Webster's Third New International Dictionary of the English Language Unabridged*. G. & C. Merriam Company, Publishers, 1728).

K. Challenging Nursing Courses

Should an RN to BSN student enter the program with written documentation of a BSN nursing course for which Continuing Education (CE) credit was given, the student may opt to challenge the applicable course.

In order to challenge a course, the student must:

- Obtain permission from the instructor.
- Contract with the instructor to meet the course requirements.
- Provide the instructor with proof of having met the following university requirements (See Institutionally Devised Examinations, under *Credit* in the university catalog).
 - Obtain the proper request form from the Admissions Office.
 - Submit a \$50 fee to the Business Office.
 - Submit the application to Dr. Kahler.
- After the final test has been graded, Dr. Kahler will forward the request form to the Registrar indicating whether credit is to be awarded.
- The student will be notified of the outcome, and the grade of *CR* will be posted to the student's academic record.

Should the student be unsuccessful on the challenge exam, the student will be required to enroll in and successfully pass the course.

L. Guidelines for Independent Study Projects in Nursing (NURS 489)

- The student is responsible for identifying a subject area for the project research. This topic must be approved by the instructor of record prior to registration for the Independent Study.
- The student must set up a plan of study and submit it to the instructor of record within one week of the semester beginning for a fall or spring semester and within three (3) days of a summer session.
- The student and the instructor must meet to review progress toward the goals of the projects at least two (2) times during the semester. One of the meetings must occur prior to the midterm of the semester or summer session.
- The independent study project may be submitted in its entirety one time for critique by the faculty prior to submission for a final grade. This critique submission must be given to the faculty member of record three weeks prior to the last date of class in a fall or spring semester and one week prior to the last day of class in a summer session. The faculty will return the project, and the student will have one (1) week in a fall or spring semester and three (3) days in a summer session to make revisions the student feels are necessary based on the faculty feedback.
- Each independent study project will be evaluated by a minimum of three (3) faculty members. The faculty of record will be responsible for submitting a grade to the Registrar for the independent study.