

Procedure Manual of

College of Nursing

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This manual contains the key procedures for **the College of Nursing**.

This procedure manual is provided to maintain equitable and efficient operations and to reflect best practices. The goal of this manual is to have one document to reference procedures in relation to HSC policies. This manual will be updated on a regular basis.

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STANDARD OPERATING PROCEDURE

College of Nursing Admission

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	November 2024	Update to prerequisites		

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for College of Nursing Admissions. Students seeking admission to the College of Nursing (CON) at the University of North Texas Health Science Center must participate in a competitive selection process.

References

[7.104 Student Affairs Policy Manual](#)

Background and Context

This procedure delineates the procedures and requirements established by CON to pursue admissions to the College of Nursing.

ROLES AND RESPONSIBILITIES

All candidates seeking admission to the College of Nursing (CON)

PROCEDURE

- All applicants are required to complete the NursingCAS application available on their website.
- Official Transcripts from all prior college-level course work and pre-requisite courses, required HESI/TEAS scores (if applicable), references, and completion of any required essays and other requirements must be completed.
- All required documents must be received before admission review takes place.

REPORTING

- Chair of the APG Committee in the College of Nursing provides committee recommendations to Admissions for processing.
- Due dates for review are provided by Admissions and adhered to by the committee members.

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Admissions stores records related to applicant review.

DEFINITIONS

Applicant. Applicant means one who is seeking admission to the school.

Prerequisite course(s). Prerequisite course(s) means those courses that must be completed by the applicant prior to matriculation to CON.

STANDARD OPERATING PROCEDURE

Technical (non-academic) Standards

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	November 2024	Change of "medical" to "nursing"		

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Technical (non-academic) Standards. Students enrolled in the College of Nursing (CON) must meet the didactic standards to progress through the didactic and clinical phases of the program.

References

7.105 Code of Conduct and Civility

Office of Disability Access

Memorial Hermann's RN Physical Demand Requirements.

Person of Concern Reporting Form

Background and Context

To provide guidance on technical standards expected by CON.

ROLES AND RESPONSIBILITIES

The student is responsible for meeting the technical (non-academic) standards throughout their enrollment in the College of Nursing. Admitted students attest to their ability to meet these standards when they accept their seat.

PROCEDURE

Observation: Students should be able to obtain information from demonstrations and experiments in the basic sciences. Students should be able to assess a patient and evaluate findings accurately. These skills require the use of vision, hearing, and touch or the functional equivalent.

Communication: Students should have the ability to communicate with patients to gather information, recognize changes in mood and activity, and build a positive therapeutic relationship.

They should be able to communicate professionally and effectively in English, both in person and in writing, with patients and all healthcare team members.

Motor: Students should, after a reasonable time, be able to perform a physical examination and diagnostic maneuvers. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements balance and equilibrium.

Examples of motor function include but are not limited to:

- **Computer Use:** Requires the ability to work at a computer workstation for at least 2 hours per workday.
- **Posture and Movement:**
 - Sit:** Requires tolerance of continuous sitting for 1-2 hours per 12-hour shift, interspersed with other activities.
 - Stand/Walk:** Requires tolerance for continuous standing and frequent walking on various surfaces for up to 11 hours per 12-hour shift.
- **Strength and Mobility:**
 - Push/Pull:** Requires the ability to push/pull wheeled equipment (e.g., computers, carts, beds) and patients on beds and stretchers, including navigating ramps and exerting up to 80-100 lbs. of force.
 - Transfer:** Requires the ability to transfer patients of varying weights (including over 100 lbs.) with assistance, using various transfer aids.
 - Lift/Carry:** Requires the ability to lift and carry items up to 25 lbs. for distances of 10-25 feet.
- **Fine Motor:** Requires sufficient fine motor skills to operate medical equipment (e.g., medication dispensing systems, vital signs monitors, foley catheters).
- **Reach/Turn/Twist/Bend/Stoop:** Requires frequent and prolonged use of various working positions involving reaching, bending, stooping, twisting, and turning while standing, walking, and operating medical equipment. Employees may maintain awkward positions for 5 minutes or more.

Intellectual, conceptual, integrative, and quantitative abilities: Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework, engage in problem-solving. Candidates are expected to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.

Behavioral and social abilities: Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Students should be able to tolerate physically taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, Interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.

Ethics and professionalism: Students should maintain and display ethical and moral behaviors commensurate with the role of a nurse in all interactions with patients, faculty, staff, students, and the public. The candidate is expected to understand the legal and ethical aspects of the practice of nursing and function within the law and ethical standards of the nursing profession.

The technical standards delineated above must be met with or without accommodation.

Students who, after review of the technical standards determine that they require accommodation to fully engage in the program, should contact the ***Office of Disability Access*** to confidentially discuss their accommodations needs. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

REPORTING

Not applicable

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Not applicable

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Clinical Compliance

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	March 2025	Initial issuance	--	

INTRODUCTION

Purpose

The purpose of this Standard Operating Procedure (SOP) is to document the process for clinical compliance for students and faculty for the University of North Texas Health Sciences Center College of Nursing (UNTHSC CON). UNTHSC CON is dedicated to ensuring that all students and faculty maintain compliance to ensure the health and safety of the patient, hospital, or school environment. This procedure outlines the standards and procedures for establishing and maintaining clinical compliance, as determined by UNTHSC CON and its clinical partners.

References

Based on the type of SOP, include references to existing policies, guidance documents, etc. including but not limited to the following:

- HSC
- [Immunization Requirements for all HSC Students 2024.pdf](#)
- UNT System
- THECB
- Financial
- Exxat
- Other

Background and Context

This procedure applies to all UNTHSC CON faculty, students, and all clinical staff.

ROLES AND RESPONSIBILITIES

- Assistant Dean of Clinical Outreach: The Assistant Dean of Clinical Outreach over sees the clinical compliance of students and faculty.
- Program Manager: Clinical Affairs: Supplements compliance monitoring with Exxat and serves as a resource to faculty, staff, and students.
- Students and Faculty: All students and faculty are responsible for ensuring they are meeting clinical compliance requirements as outlined in their respective handbooks. The following expectations apply:

- Initial Notification and Access
 - Students will be introduced to clinical compliance requirements with UNTHSC College of Nursing (CON) welcome letter, during New Student Orientation, and the Student Handbook.
 - Faculty will review compliance requirements outlined in Exxat, the Faculty Handbook, and this procedure during their onboarding process.
 - Upon admission or hire to the UNTHSC College of Nursing CON, students and faculty will be assigned an Exxat account. They will use the Single Sign-On process (EUID number and university password) to access Exxat and manage their compliance documentation.
- Monitoring Compliance
 - Students must regularly monitor email notifications from Exxat regarding compliance tasks that are due, incomplete, or pending.
 - Faculty: Faculty must routinely monitor their Exxat compliance to ensure they meet all requirements.
 - Notifications may also come from the Program Manager: Clinical Affairs.
- Compliance Actions
 - Both students and faculty must take immediate action to address compliance tasks outlined in email notifications. This includes updating or submitting required documentation to maintain or restore compliance.
 - Failure to act promptly may result in loss of eligibility to participate in class and clinical activities.
- Ongoing Responsibilities
 - Students and faculty are responsible for ensuring their clinical compliance remains current throughout their time at the UNTHSC CON.
 - Clinical lead faculty: Responsible for assessing and addressing student clinical compliance two weeks prior to the start of clinical rotations. Upon receiving a list of non-compliant students from the Program Manager, the Clinical Lead collaborates directly with these students to ensure all requirements are met before their rotations begin.
 - Late admissions: Provides targeted guidance to late admission students, ensuring they are fully informed of both university and CON compliance requirements. In progress status for screenings, as determined by the program, will be accepted.

PROCEDURE

UNTHSC CON uses the program Exxat to manage compliance requirements and store compliance documentation. Students and faculty members must complete all compliance items as listed in the Exxat portal to remain in good academic standing and clinical experiences to include simulation. Students, faculty, and clinical staff may verify their compliance at any time via the Exxat portal.

Compliance Completion Deadlines for Students and Faculty

Student compliance is required on the first day of school. Compliance is reviewed two weeks prior to New Student Orientation (NSO). During NSO, UNTHSC and CON compliance requirements will be reviewed. Students are oriented to Exxat and Approve. Students will have the opportunity during the orientation to upload CON's additional compliance requirements such as but not limited to HIPAA, legitimate identification, blue card, and nursing license if applicable.

The Student Success office will provide students with a copy of the Student Handbook upon admission to the UNTHSC CON. The Student Handbook lists all clinical compliance requirements and can also be accessed online. Additionally, a nursing license if applicable and state issued identification is required. It is the student's responsibility to review the resources carefully and complete all clinical compliance requirements prior to the first day of class. UNTHSC CON students are expected to be of strong character who embody UNTHSC values and professionalism through demonstrated clinical compliance.

Upon hire at the UNTHSC CON, nursing faculty are provided access to Exxat, the compliance procedure, and the Faculty Handbook, all of which encompass the clinical compliance requirements. It is the faculty's responsibility to ensure all compliance requirements are completed within one month. Faculty are expected to exemplify professionalism and uphold UNTHSC values by maintaining full compliance with clinical requirements.

UNTHSC CON students, faculty, and clinical staff must verify and maintain compliance each semester. Students must attain and maintain compliance with UNTHSC CON requirements from matriculation through the last day of class in the semester of graduation, and to clinical agency requirements prior to and throughout the semester of assignment. Any compliance item that expires must be updated within 30 days of expiration. All expenses associated with obtaining immunizations and certifications are the sole responsibility of the student, faculty, and clinical staff.

The clinical partners affiliated with UNTHSC CON establish specific requirements that must be met before students, faculty, and clinical staff are permitted to engage in clinical practice at their sites. It is the responsibility of the student and faculty to ensure compliance with the clinical partners' standards. Failure to meet these requirements will result in the inability to participate in clinical education or practice at clinical sites. These requirements are intended to protect the health and well-being of students, faculty, and clinical staff of UNTHSC CON and the patients, families, and staff of affiliated clinical partners. Partner clinical compliance requirements may include, but are not limited to, the following:

- Immunizations
- TB screening
- HIPAA training
- Basic Life Support provider certification through the American Heart Association
- Criminal background check
- Drug screening
- Site-specific clinical training

All clinical compliance requirements are subject to change based on affiliation agreements with clinical partners. Exxat houses the site-specific requirements and/or unique clinical compliance requirements.

Clinical compliance is established when each task in Exxat is completed, required documentation is submitted in the portal, and documents are approved by Exxat. Failure to provide all required documentation by the specified deadline will result in dismissal from academic, clinical, and simulation activities until compliance is re-established in the Exxat system.

The UNTHSC CON is obligated, through its affiliation agreements, to provide proof of clinical compliance with clinical partners. Individual student and faculty member compliance documentation will be shared only with the clinical partners/sites to which the student and faculty member is assigned.

Clinical setting dismissal may result from failure to complete student compliance clearing of required immunizations, basic life support certification, and other requirements listed in the CON Student Handbook and CON Procedure Manual. Should a student(s) fail to satisfy initial requirements or meet compliance standards continually throughout the program of study, the following will occur:

- The student will not be permitted to attend any academic, clinical simulation, or skills lab until compliant according to Exxat. Absences due to non-compliance will be unexcused. Assignments and simulations due during unexcused absences will receive a zero.
- Any student who misses two or more clinical days due to clinical non-compliance will receive a failure for the course. As a result, the student will be considered out of sequence in their degree plan and will need to meet with their track coordinator. Repeated failure to comply with clinical compliance requirements may result in student disenrollment from UNTHSC CON.

Should faculty fail to satisfy initial requirements or meet compliance standards continually throughout employment, the following will occur:

- The faculty will not be permitted to attend any clinical, simulation, or skills lab until compliant according to Exxat.
- Required meeting with AD or Senior ADs with an initial warning and then an action plan if needed again.

REPORTING

The Program Manager: Clinical Affairs will monitor compliance via Exxat. UNTHSC students will receive automated Exxat email reminder notifications of clinical compliance requirements that are set to expire at 90 days, 60 days, 30 days, as well as weekly after non-compliant. UNTHSC CON students also have compliance notifications on their Exxat dashboard. UNTHSC CON students are expected to take immediate action to establish or re-establish clinical compliance. Faculty and clinical staff are expected to be responsible for checking their own compliance with an occasional spot checking by the Office of Clinical Affairs.

The Program Manager: Clinical Affairs will generate and submit a compliance report to the student and cc the Associate Deans, Program Track Coordinators, and Office of Student Success. This report will identify students and faculty who have not met the necessary compliance requirements 2 weeks before school starts, the first day of school, and monthly as well as needed. Reports can be requested thereafter as per faculty request.

COMPLIANCE

Please contact the Office of Clinical and Outreach Affairs for any questions or concerns:

- Program Manager: Sara.Ayers@unthsc.edu
- Assistant Dean of Clinical and Outreach Affairs: Kate.Taylor@unthsc.edu

RECORDS RETENTION AND DISPOSAL

Records are retained and disposed of by Exxat and Approve. Any records with protected health or proprietary information will be disposed of in appropriately secured disposal boxes.

DEFINITIONS

Clinical Settings and Experiences: Includes skills lab, simulation encounters with and without standardized patients, hospitals, clinics, immunization fairs/clinics, health fairs, other patient care settings, and general community-based encounters.

Safety: Patient safety means minimizing the risk of harm to patients and providers through system effectiveness and individual performance. Faculty in the CON holds students accountable for safe practice guided by National Patient Safety Goals, the ANA Code of Ethics, and standards and protocols found through the Agency for Healthcare Research and Quality resources.

Professionalism: Student nurses are obligated to maintain the ethics and standards of the profession. As healthcare team members, students must also demonstrate professional conduct and behaviors consistent with the Nurse Practice Act, AACN Domains 9 and 10, The Differentiated Essential Competencies of Graduates of Texas Nursing Programs, and the ANA Code of Ethics for Nurses. Please refer to each course's clinical competency evaluation tool (CCET) for the specifics regarding professional behaviors.

APPENDIX

NA

STANDARD OPERATING PROCEDURE

Integrity

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Integrity. Students enrolled in the College of Nursing (CON) must meet the academic and professional standards to progress through the didactic and clinical phases of the program.

References

7.105 Code of Conduct and Civility

Background and Context

Provide context for the use of this SOP.

ROLES AND RESPONSIBILITIES

The student is responsible for reading and adhering to the Code of Conduct and Civility.

Students, Faculty, and Staff should report suspected violations of the Code of Conduct and Civility.

PROCEDURE

Alleged conduct violations will be reported to the Office of Care and Civility.

The Office of Care and Civility will direct any applicable investigation and sanction considerations if it is determined that a violation has occurred.

Academic Misconduct

Faculty members are expected to report any infractions of the Academic Integrity rules and regulations governing student behavior to the Division of Student Affairs. These infractions include dishonesty, cheating, plagiarism, and theft. Possible sanctions for a violation of academic integrity include, but are not limited to, receiving a grade of zero for an assignment or exam, disciplinary probation, suspension, and dismissal from the university as described and assessed under the Student Code of Conduct and Civility (see Student Policy website; 7.126).

Specific policies and procedures have been established for students wishing to appeal reports of academic misconduct. These policies and procedures appear on the policy website. Instructions for pursuing appeals on any other matter can be sought from the Division of Student Affairs. All students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties, and appeal procedures, students should refer to the Student Code of Conduct and Civility.

Artificial Intelligence (AI)

Per the Student Code of Conduct & Civility (“The Code”), “use of any unauthorized assistance in academic and professional assessments (e.g. board exams, end of rotation exams, certification exams, etc.), including graded or ungraded coursework, research, quizzes, tests or examinations” is prohibited. As such, the use of an artificial intelligence (AI) generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It is imperative that all work submitted should be your own.

Any assignment that is believed to have been plagiarized or to have used unauthorized AI tools will be reported to the Division of Student Affairs (DSA) for academic misconduct. Grades will be assigned following the outcome of the conduct review.

CON students are expected to meet the professionalism standards by adhering to the HSC Code of Conduct and Civility. This includes academic integrity and behavioral violations.

REPORTING

- Those who believe there is a violation of the Code of Conduct should make a report via the Student of Concern Reporting Form.
- [Person of Concern Reporting Form](#)

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Not applicable

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Transfer Credit

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	March 2025	Expansion of transfer credits between HSC CON programs		

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Transfer Credit to instruct students on the process and limitations of transfer credits toward completion of a degree at the College of Nursing

References

[7.103 Institutional Academic Policy](#)

[2021 AACN Essentials](#)

[Residence Credit Hour Requirements \(HSC Catalog\)](#)

Background and Context

The College of Nursing (CON) at the University of North Texas Health Science Center (HSC Fort Worth) will offer the option for students to transfer credits to be applied to their degree program. All transfer credit is subject to the approval of the program's Associate Dean, Program Track Coordinator, and the instructor associated with the course.

ROLES AND RESPONSIBILITIES

The student is responsible for submitting all necessary documents for transfer credit at admission. The Program Chair and/or Track Coordinator are responsible for reviewing documentation and approving or denying transfer credit to be applied to the degree program. The Registrar's Office is responsible for processing the credit application when applicable.

PROCEDURE

The College of Nursing (CON) at the University of North Texas Health Science Center (HSC Fort Worth) will offer the option for students to transfer credits to be applied to their degree program.

- Students seeking to transfer credits should notify their Student Success Coach and complete the Transfer Credit Form.
- All transfer requests are subject to approval via transcript and course syllabus review by the Department Chair and the Track Coordinator.
- Only those courses with a grade equivalent to “successful completion” or higher within the desired program (“B” for MSN/ “C” for BSN) or “Pass” in a Pass/Fail course from an accredited institution will be transferred.

Upon admission to the College of Nursing, it is expected that all prerequisite courses are completed and meet the minimum requirements for admission to the College of Nursing. Transcripts are submitted to the Admissions Office and all documentation must be verified and complete prior to matriculation into the program.

BSN Programs

- Only courses with a C or higher or pass if pass/fail from an accredited institution may be applied toward the completion of BSN degrees.

RN to BSN Transfer Credits

- The BSN program will accept the 42 Semester Credit Hours (SCH) of the Texas Common Core or equivalent following transcript review.
- Completion of required College of Nursing prerequisites with a grade of “C” or better by time of enrollment. (Some may count toward being Texas Core Complete.)
- The prerequisites include the following:
 - Anatomy & Physiology I (must include lab) – 4 SCH
 - Anatomy & Physiology II (must include lab) – 4 SCH
 - Microbiology (must include lab) – 4 SCH.
 - Nutrition – 3 SCH
 - Introduction to Psychology – 3 SCH
 - Lifespan Growth and Development – 3 SCH
 - Statistics – (any College level of at least 3 SCH) *
 - U.S. History I – 3 SCH
 - U.S. History II – 3 SCH
 - U.S. Government – 3 SCH
 - Texas Government – 3 SCH
 - English Composition I – 3 SCH
 - English Composition II or Technical Writing or any CORE 010 approved course – 3 SCH
 - Creative Arts – 3 SCH
 - Language, Philosophy and Culture – 3 SCH
 - Free Electives – 12 SCH

* The statistics course may be taken in any academic discipline; course content should include descriptive statistics, hypothesis testing, sampling techniques, measures of relationship, regression models, and other tests for significance.

- Provisionally admitted students may enroll in up to six semester credit hours (SCH) in the RN to BSN program before completing their ADN or diploma program and presenting evidence of passing the National Council Licensure Examination-Registered Nurse (NCLEX-RN). However, provisionally admitted students will not progress to any other BSN program courses within the College of Nursing without first passing the NCLEX-RN and obtaining an active, unencumbered registered nurse (RN) license in a state or region that is approved through the National Council of Boards of Nursing.
- Upon licensure as a registered nurse (and meeting all other admission requirements), the student will receive unconditional admission to proceed in the program.

- Individuals who earned an associate degree in nursing from a regionally accredited community college will be awarded thirty semester credit hours toward the RN to BSN.

Pre-licensure to BSN Transfer Credits

- Transfer all 42 SCH of Texas Core Curriculum requirements prior to course attendance at HSC.
- Transfer 60 SCH of BSN Prerequisite Courses (some courses will meet Texas Core Requirements above)
 - Anatomy & Physiology I (must include lab) – 4 SCH
 - Anatomy & Physiology II (must include lab) – 4 SCH
 - Microbiology (must include lab) – 4 SCH
 - Nutrition – 3 SCH
 - Introduction to Psychology – 3 SCH
 - Lifespan Growth and Development – 3 SCH
 - Statistics (Math, Psychology) – 3 SCH
 - U.S. History I – 3 SCH
 - U.S. History II – 3 SCH
 - U.S. Government – 3 SCH
 - Texas Government – 3 SCH
 - English Composition I – 3 SCH
 - English Composition II or Technical Writing or any CORE 010 approved course– 3 SCH
 - Creative Arts – 3 SCH
 - Language, Philosophy and Culture – 3 SCH
 - Directed Electives (any of the following is accepted) – 3 SCH.
 - Language, Philosophy and Culture – 3 SCH
 - Free Electives – 12 SCH
- All prerequisites must be completed by the time of enrollment.

MSN Programs

- Students seeking to transfer credits should complete a Transfer Credit Form to the Office of Student Success for review and processing.
- Up to 12 SCH credits from a previously enrolled College/School of Nursing (not UNTHSC College of Nursing) can be transferred from an accredited university with a final grade of B or better.
- Credits earned from UNTHSC College of Nursing programs can be transferred to another UNTHSC College of Nursing program with a final grade of B or better (i.e., grades earned from coursework that is offered in both the MSN NPI and PMHNP programs). 3Ps coursework accepted as transfer credit will be accepted toward the new degree plan. Student must complete transfer credit request form.
- 3 Ps courses (Advanced Assessment, Advanced Pathophysiology, and Advanced Pharmacology) may be transferred if they meet the following criteria:
 - Must have been taken within the last 7 years.
 - Must have been successfully completed with an 80% or better.
- Required MSN transcript review from previous institution; and the
- Required MSN course syllabus review for all requested transfer courses.
- All transcripts will be uploaded from Nursing CAS, and transcript and syllabus reviews will be performed by Track Coordinator and/or Chair.

Post review of all items above by the Program Chair and/or Track Coordinator, assigned CON faculty and Academic Progression Committee, students will be provided instructions on their individualized CON MSN degree plan based upon previous courses taken.

Student Transfer Requests between MSN programs within the Institution

The College of Nursing (CON) at the University of North Texas Health Science Center (HSC Fort Worth) will offer the option for students to transfer between Master of Science in Nursing (MSN) Programs.

- Students who are currently enrolled in the UNTHSC College of Nursing and wish to apply to another UNTHSC College of Nursing program will be required to apply via NursingCAS and must meet minimum admission requirements (GPA, Prerequisites, etc.) to be considered for the program to which they are applying.
- A coupon/token may be available to reduce the cost of the application submission via NursingCAS through the Office of Admissions and Recruitment.
- New applications will be reviewed by the CON Admissions committee for consideration. Students will receive a formal letter from the Admissions Office with the final decision.
- Acceptance into another UNTHSC College of Nursing program is not guaranteed.
- In instances where a student is not approved/accepted into another UNTHSC College of Nursing program, the student is still considered enrolled in their original program and is expected to continue all course work and requirements as indicated until they graduate or are no longer a student at UNTHSC.

REPORTING

Transfer Credit Form- Contact the Office of Student Success

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Records will be maintained following HSC's records retention procedures.

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Declaratory Order

VERSION AND REVISION HISTORY:

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1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for declaratory order. The Petition for Declaratory Order is a formal disclosure of an outstanding eligibility issue to the Texas Board of Nursing (TBON). It permits the TBON to decide on a petitioner’s licensure eligibility before entering or completing a nursing program. Those with a history of criminal activity, substance abuse, or certain mental illnesses must file a declaratory order with TBON. The information related to an individual’s criminal history, mental or physical health, and substance abuse issues will remain confidential under the Occupations Code §301.466. Students should disclose expunged or sealed offenses to avoid disciplinary action.

References

Students should visit the TBON website for more detailed information. Statues and Rules governing the Petition for Declaratory Order may be found in the Texas Occupations Code §§ 301.257, 301.452, 304.454 (Nursing Practice Act), and in the Board Rules and Regulations relating to Nurse Education, Licensure and Practice, 22 Texas Administrative Code (TAC) §§ 213.27-30 and Texas Administrative Code (TAC) §§ 217.11-12.

P7.126-1 HSC Background Check and Drug Screen Procedure

7.105 Student Code of Conduct and Civility

Background and Context

CON students are expected to meet the professionalism standards of the profession to obtain licensure and progress in any CON program.

ROLES AND RESPONSIBILITIES

The student is responsible for reporting any violations to HSC College of Nursing and Texas Board of Nursing.

PROCEDURE

A Petition for Declaratory Order (DO) is a formal disclosure to the Board of an eligibility issue that may prevent an applicant from taking the NCLEX and receiving initial licensure. The DO permits the Board to decide about a petitioner's licensure eligibility before entering or completing a nursing program.

The Texas Board of Nursing can provide specific instructions related to submitting the DO.

REPORTING

The student is responsible for reporting any violations to HSC College of Nursing and Texas Board of Nursing.

COMPLIANCE

The student is responsible for reporting any violations to HSC College of Nursing and Texas Board of Nursing.

RECORDS RETENTION AND DISPOSAL

Any records will be maintained in accordance with HSC's records retention policies.

DEFINITIONS

DO- Declaratory Order

STANDARD OPERATING PROCEDURE

Dress Code

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1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for dress code. HSC CON expects that students reflect professionalism and maintain high standards of grooming in the clinical setting and the classroom. If a student is unable to comply with this dress code for any reason, they must talk with the clinical instructor or course coordinator. Failure to comply with this procedure may result in a Student Development Plan.

References

- [7.103 Institutional Academic Policy](#)
- [7.104 Student Affairs Policy Manual](#)

Background and Context

As future nurses, students are expected to display a professional appearance. Appearance affects the perception of both the student and the nursing education program. Students should always maintain appropriate attire, cleanliness, and neatness. The following guidelines apply whenever the student is representing the nursing program in any assigned activity, including simulation, lab, clinical, home health, outpatient assignments, and preceptorships. Please note that clinical sites may have specific dress code requirements.

ROLES AND RESPONSIBILITIES

The student is responsible for following the guidelines outlined in this procedure and direction provided by their faculty.

PROCEDURE

White Coat- The University provides participating students with a short white coat before the White Coat Ceremony. The HSC university patch will be provided by the University. The student is responsible for ensuring the patch is sewn onto the upper right side of the coat. The student must always wear their HSC student badge above the upper left pocket of their coat. The student can have their coat embroidered with their name and credentials at the student's expense. On the upper left side of the coat, the student must have their name on the first line and "Nursing Student" on the second line. If the student desires the addition of pronouns, a third line may be added. The embroidery must be in black thread and Helvetica font. If the student desires an "extra" white coat that they purchase, the embroidery must follow the same guidelines. The additional HSC University patch can be purchased from the University.

Clinical and Classroom Attire

The College of Nursing dress code procedure for the didactic and clinical is detailed below.

- CON students are expected to convey a professional appearance and are expected to be neat and clean.
- The following attire is not considered appropriate for the classroom:
 - Clothing that exposes the midriff, such as crop tops or low-cut tops.
 - Tops with thin straps (spaghetti straps, halter tops, tube tops).
 - Skirts or shorts that fall above the mid-thigh.
 - See-through clothing.
 - Clothing with offensive or inappropriate messages or graphics.
 - Clothing designed for sleep, exercise, or workouts.
- Unless otherwise instructed by CON Course Leads, CON students must wear solid-colored teal scrubs to all clinical activities.
- Unless otherwise instructed by CON Course Leads, CON students may wear either their solid-colored teal scrubs in the simulation setting or CON program shirts with jeans/khakis on Fridays and in the community setting.
- CON students may be required to wear their clean white lab coats to specific labs or other official functions.
- Shoes must be flat, impermeable (non-mesh), leather or leather-like, closed-toe, and closed heels, with a non-skid or non-slip sole. Students must follow clinical agency policy regarding shoes.
- Attire should fit with room for body movement.
- Undergarments should not be visible.
- No tattoos on the face or neck will be permitted, with the exception of permanent makeup that is not extreme in nature. Tattoos that do not align with organizational values or those deemed inappropriate, vulgar, or obscene must be covered. Students must follow clinical agency policies regarding the visibility of tattoos or piercings.
- Jewelry
 - Watches must be plain, simple timepieces with no jewels or stones; a watch with a second hand is necessary; digital watches are acceptable if they allow for counting seconds.
 - One plain wedding band (no stones) is the only ring wear allowed but may need to be removed when safety or infection control is a concern.
 - Pierced jewelry may only be stud or button-style earrings.
 - No other pierced jewelry on any other visible part of the body (other than the ear) is allowed.
 - No necklaces are allowed.
- Hair
 - Hair is to be clean, neat, and well-groomed.

- Shoulder length hair or longer must be pulled back behind the ears and secured entirely off the neck.
- Hair should be kept off the face and in no way obscure vision.
- Headbands should be plain, subtle, modest, unadorned, and unembellished.
- Student facial hair should be cleanly shaven and/or neatly trimmed.
- Nails
 - Nails are to be clean, groomed, manicured, and cut to the tip of the finger.
 - Artificial/gel/dipped nails are prohibited.
 - No polish may be worn.
 - No fingernail jewelry may be worn; no stenciling or glitter is permitted on nails.
- Other
 - Stethoscope covers are not allowed.
 - Socks must be worn with uniform shoes.
 - Personal hygiene, including oral care, daily showering/bathing, and deodorant use is expected.
 - No perfume or scented lotions are to be worn.
 - Gum chewing is not permitted.

Practice Lab/Health Assessment Attire

On days noted in the schedule with “lab attire required,” students should wear the following modest clothing:

- Shorts and a full-length T-shirt/tank top MUST be worn.
- Sports bras MUST be worn rather than regular bra.
- CON students may wear scrubs or T-shirts over the above clothing when they are not serving as the “patient.”
- CON students may use a gown to drape areas not being examined when acting as the “patient.”
- When appropriate, students must also wear the appropriate safety gear or personal protective equipment (PPE) such as goggles, gloves, gown, lab coat, and footwear as approved by the lab supervisor and the HSC Safety Office.
- If a course activity requires a specific attire, follow the Course Lead's instructions for what to wear/not wear.

Required Clinical Equipment

- Stethoscope (with diaphragm and bell capabilities)
- Penlight
- Watch with sweep secondhand.
- Bandage scissors
- Black pen

Violations of CON Student Dress Code

Students in violation of the dress code may be asked to leave immediately to change into appropriate attire. If a CON student dress code violation occurs at times of graded activities, no additional time will be given to complete any activity while the student changes to appropriate attire.

RN-BSN Attire

Students are required to wear solid-colored scrubs during on-campus simulations and other course-related activities. Faculty may require students to wear a white coat over their scrubs for specific procedures; students will be notified of this expectation in advance. All other provisions of the school's dress code policy remain in effect.

REPORTING

- Not applicable

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Any records will be maintained in accordance with HSC's records retention policies.

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Attendance

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	September 2025	Additional clarity regarding attendance expectations		Student Affairs Committee

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for attendance to provide students with expectations regarding attendance of course and clinical activities.

References

- [7.103 Institutional Academic Policy](#)
- [7.104 Student Affairs Policy Manual](#)

Background and Context

The HSC Fort Worth CON expects students to recognize they have entered nursing, where full participation in the learning environment is required. On-time attendance is expected in all educational activities (lecture, lab, simulation, clinical, and all onboarding activities). As such, students must be prepared and present at the beginning of each assigned clinical day and course activity.

Federal regulations require that students enrolled in an online course establish attendance/participation each term to be eligible for federal financial aid. HSC Fort Worth verifies student attendance in accordance with this regulation.

ROLES AND RESPONSIBILITIES

The student is responsible for communicating any absences in a timely and professional manner. Faculty are responsible for tracking and reporting any excused or unexcused absences.

PROCEDURE

The UNT Health-Fort Worth College of Nursing expects on-time attendance in all educational activities (lecture, lab, simulation, seminar, clinical, and all onboarding activities). As such, students must be prepared and present on time at the beginning of each assigned course time, clinical day, and other learning activities.

Tardiness

Nursing students are considered part of the nursing and/or interdisciplinary team. When students arrive late to the clinical, simulation, lab, class, or other scheduled activities, it affects other nurses, patients, faculty, staff, and the student's own performance. Students are encouraged to arrive 15 minutes before the posted start time. Tardiness is defined as arriving more than 10 minutes after the scheduled class/clinical start time. Students should notify their faculty if an unexpected event occurs that may make them late. The student will receive a verbal warning on the first occasion of being late without notification. On the second occasion of being late, the student will receive a written warning and a UNT Health-Fort Worth CON Student Development Plan of the expectations for nursing student behavior and safe practice will be initiated. More than three episodes of being late will count as an unexcused absence. See *Excused Absences Defined by UNT Health-Fort Worth CON* details.

Class Attendance (Face-to-Face/Online)

Class attendance and participation is an individual student's responsibility. Attendance in face-to-face courses is required. Students taking traditional face-to-face courses are expected to attend class and to complete all assignments by the stated due dates. Students enrolled in distance education courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates, unless arranged otherwise with course faculty. Instructors are expected to provide notice of the dates on which major exams will be given, as well as assignments within the course syllabus, which must be made available by the first day of classes. The Office of Care and Civility strive to uphold the high academic, professional and community standards of UNT Health-Fort Worth while supporting our students to develop their ethical decision-making skills. Violation of this attendance procedure is subject to disciplinary action through the Office of Student Conduct and Civility. Please review the Student Code of Conduct for details.

Clinical Attendance

If a student must be absent from clinical due to an acute illness (not able to notify the day prior) or personal emergency, the student must call, text, or email the clinical instructor as soon as the student is aware of the need to be absent or at least 2 hours prior to the start of the clinical shift.

Please refer to your course syllabus for instructor mode of notification preference. The clinical instructor, in consultation with the course lead, may determine the need for a clinical make-up time. Decisions regarding make-up clinical experiences are based on a student's progress in meeting course objectives and competencies and the required number of clinical hours for successful program completion.

**In the event of an unexcused clinical absence, the absence will result in a clinical failure and course must be repeated if: a student does not have sufficient clinical hours, the absence occurs too late in the term for a make-up, or the student has not successfully achieved clinical competencies. Please refer to the *Excused Absences Defined by UNT Health-Fort Worth CON and Absence Documentation and Verification* for additional requirements.

Notification of Class Absences

Unless otherwise stated in this procedure, to be considered for an excused absence the student must notify the instructor in writing (e-mail is acceptable) 7 days prior to the day of absence. In cases where advanced notification is not possible, the student must provide notification within 2 hours after the absence occurs. This notification must include an explanation of why notice could not be sent.

Absences

Excused Absences Defined by State and Federal Regulations

Religious Holy Days

In accordance with [Texas Education Code Section 51.911](#) *Religious Holy Days*, a student whose absence is excused under this section may not be penalized for that absence and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence. Due to course differences, each applicable course lead will determine how “reasonable time” is defined, not to exceed 2 weeks. Faculty must be notified before the absence, so a makeup date can be planned. Notification before the missed assessments is essential for planning. A student whose absence is excused under this section may not be penalized for that absence. Any faculty may appropriately respond per course policies, if the student fails to satisfactorily complete the assignment or examination by the revised due date.

Required Military Service

In accordance with [Texas Education Code Section 51.9111](#), *Excused Absence for Required Military Service*, UNT Health-Fort Worth CON shall excuse a student from attending classes or engaging in other required activities, including examinations, in order for the student to participate in required military service to which the student is called, including travel associated with the service. “Required military service” includes required military service performed by a member of the Texas National Guard or the Texas State Guard. A student whose absence is excused under this section may not be penalized for that absence and shall be allowed to complete an assignment from which the student is excused within a reasonable time after the absence. For missed examinations, please refer to the TES exam procedure. Due to course differences, each applicable course lead will determine how “reasonable time” is defined, not to exceed 2 weeks. Any faculty may appropriately respond per course procedures, if the student fails to satisfactorily complete the assignment or examination by the revised due date.

Pregnancy, Pregnancy Related Conditions and Parenting Accommodations Under Title IX

UNT Health-Fort Worth CON is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students. If you are pregnant, have pregnancy related conditions or are a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please fill out this [link](#).

In accordance with Title IX of the Education Amendments of 1972, UNT Health-Fort Worth CON shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s medical provider. Requests for excused absence related to pregnancy should be directed to the course lead.

Excused Absences for a student that is a non-birthing parent, adoptive parent, or guardian of a child–

- Absences related to the birth of a child, adoption of a child or foster care placement of a child under three years of age will be excused, as directed below.
- Excused absences for a birthing parent are governed by the *Pregnancy, Pregnancy Related Conditions and Parenting Accommodations Under Title IX* policy.
- Excused absences for a non-birthing parent or guardian of a child may be taken on the day of birth/placement and the days immediately following the birth or placement of a child.
- Excused absences for a non-birthing parent or guardian shall not exceed 14 consecutive calendar days, starting the day of the birth/placement.
- Students whose absence is excused under this section may not be penalized for the absence and shall be automatically approved by course leads to complete a missed assignment or examination in accordance with the *Pregnancy, Pregnancy Related Conditions and Parenting Accommodations Under Title IX* policy.
 - Requests for excused absences must be submitted as soon as the need becomes apparent.

- If a prolonged absence is required, an incomplete or Leave of Absence may be permitted. See Incomplete and Leave of Absence procedures for criteria and process for assignment.

Americans with Disabilities Act

In accordance with the Americans with Disabilities Act, UNT Health Fort Worth shall provide equal access for students with disabilities. Some students with disabilities may qualify for an attendance procedure modification and should provide the instructor with proper notification from Disability Resources concerning this accommodation prior to a disability-related absence. Questions about disability-related absence should be directed to Disability Resources.

Excused Absences Defined by UNT Health-Fort Worth CON

1. Personal injury or illness that is too severe or contagious for the student to attend class.
 - a. An absence from non-acute medical service does not constitute an excused absence.
2. Death or major illness in a student's immediate family. Immediate family may include: parents, siblings, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-parents, step-siblings, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean or designee.
3. Illness of a dependent family member.
 - a. An absence from non-acute medical service does not constitute an excused absence.
4. Participation in legal or governmental proceedings that require a student's presence and that cannot be rescheduled.
5. Graduate or professional school interviews which are mandatory, and fixed date by university/school procedure, which cannot be rescheduled.
 - a. A student may not request excused absences for employment or internship interviews for more than one scheduled class meeting in one academic term.
 - b. Evidence of the interview must be provided. A letter from the professional entity with contact information provided must be provided by the student.
6. Presentation of research or scholarship at a professional conference related to the student's academic program, provided that the student is a presenter.
7. Participation in an activity appearing on the university authorized activity calendar. See [UNT Health-Fort Worth Events Calendar Link](#)
8. Mandatory participation as a student in a sanctioned competition.

Absence Documentation and Verification

Absence Verification

The student is responsible for providing verifiable documentation substantiating the reason for the absence, including reasons stated *in Excused Absences Defined by UNT Health-Fort Worth CON*. This documentation must be provided within three (3) business days of the last date of the absence, unless otherwise stated in this Chapter.

1. A faculty member may confirm the documentation presented by a student for their absence and excuse a student from attending class for the reasons stated *in Excused Absences Defined by UNT Health-Fort Worth CON*. or other reasons deemed appropriate by the student's course lead. Documentation will be uploaded by the course lead, to the LMS within the corresponding course, via the hidden "Student Absence" assignment dropbox for each student.

2. A faculty member may choose to defer confirmation of a student's absence documentation, including cases when documentation is not available. Upon deferral, the Dean, Senior Associate Dean, or Associate Dean of Undergraduate or Graduate education may provide a statement (email is acceptable) that they have verified the absence as excused.
3. The university authorized activity list, on-line interfaith calendars, athletic competition schedules, and other published resources may be used to confirm student absences.
4. Students who furnish false information or choose to selectively attend classes or activities on the date(s) of excuse may be found in violation of the [Student Code of Conduct and Civility](#) and may be subject to disciplinary action through the Office of Student Conduct and Civility.
5. Absence documentation may include, but is not limited to, the following:
 - a. A medical confirmation note from the student's medical provider. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the medical assessment and the date at which the student may return to class. Students cannot be required to provide detailed medical information.
 - b. A medical confirmation note from the medical provider involved in the care of the student's immediate family member or dependent. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the immediate family member or dependent. Students cannot be required to provide detailed medical information.
 - c. Death notice, obituary, or death certificate for a student's immediate family member.
 - d. Documentation regarding the scheduling of legal or governmental proceedings that require a student's presence and that cannot be rescheduled.
 - e. Documentation regarding the scheduling of mandatory admission interviews for professional or graduate schools as described in *Excused Absences Defined by UNT Health-Fort Worth CON*. Documentation must be provided 5 business days in advance.
 - f. Documentation regarding the scheduling of mandatory employment interviews as described in *Excused Absences Defined by UNT Health-Fort Worth CON*. Documentation from the employer must be provided 5 business days in advance.
 - g. Documentation regarding the scheduling of presentations of research or scholarship as described in *Excused Absences Defined by UNT Health-Fort Worth CON*.
 - h. Documentation for professional conference presentations must include confirmation of the student's role as a presenter. Documentation must be provided 5 business days in advance.

Make up Work

If a student's absence is excused, the course lead must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have an excused absence. Students are encouraged to work with instructors to complete make-up work in advance of known scheduled absences (interviews,

administrative proceedings, etc.). Make-up work must be completed in a timeframe not to exceed 14 calendar days from the last day of the initial absence or the last day of the course per the academic calendar/course schedule, as determined by the course lead.**

**If student fails to submit work by the 30-day deadline, normal grading procedures would be applied, and zero points would be awarded for non-submitted work.

Absences related to Title IX of the Education Amendments of 1972 (see *Accommodations Under Title IX Pregnancy, Pregnancy Related Conditions and Parenting*) may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor.

1. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.
2. See Chapter 11, *Academic and Non-Academic Complaint/Grievance Procedures, Unexcused Absences*, for information on appealing an instructor's decision regarding an excused absence.

Extended Absences

1. If the student is absent for excused reasons for an unreasonable amount of time during the semester, the Student Success Office will collaboratively work with course leads to determine the students' options.
2. Whenever a student is absent for unknown reasons for an extended period of time, the course lead may initiate a check on the welfare of the student by reporting through the designated authorities within the CON.

REPORTING

Any faculty or staff member with knowledge of a student absence should report it to the academic track coordinator for review.

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Records will be maintained in accordance with HSC's records retention policies.

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Student Accommodations

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for student accommodations. HSC is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. To provide educational access for students with disabilities, reasonable accommodations and auxiliary aids and services will be provided to the extent necessary to comply with state and federal law.

References

Student Affairs Policy Manual (7.104)
[Office of Disability Access website](#)

Background and Context

The following procedure should be used in the event a program track coordinator is notified that a student has received accommodations for a course or courses in the enrolled College of Nursing program.

ROLES AND RESPONSIBILITIES

Office of Disability Access (ODA). Through an interactive process, the Office of Disability Access will determine the appropriate accommodations for the student and will communicate those accommodations to the appropriate College of Nursing Track Coordinator.

Student. The student is responsible for initiating a disability-related request for accommodation including auxiliary aids and services with the Office of Disability Access.

Track Coordinator. The College of Nursing official names as Track Coordinator is responsible for informing the appropriate faculty members of a student accommodation and ensuring that the accommodation is met per the guidance provided by ODA.

Faculty. The College of Nursing faculty is responsible for ensuring that a student’s accommodation is fulfilled and meeting the guidance provided by ODA.

PROCEDURE

- The student seeking an accommodation will meet with ODA to determine if an accommodation is needed and what accommodations may be appropriate for the courses in which the student is enrolled.
- The Office of Disability Access will determine the appropriate accommodations for the student and will communicate those accommodations to the appropriate College of Nursing Track Coordinator.
- The College of Nursing Track Coordinator will communicate the required accommodations to the faculty of the courses in which the student will receive an accommodation. A student may receive accommodations for some or all their courses.
- The faculty will ensure that student accommodations are met for the duration of the course. Faculty should seek guidance from ODA and the Track Coordinator should clarification be needed.
- Accommodations shall not be implemented by College of Nursing Faculty at-will or without written approval of the Office of Disability Accommodations.
- Accommodations shall not be withheld by College of Nursing Faculty for any reason.
- Accommodations are not retroactive.
- Accommodation requests by the student are to be made each semester or on a case-by-case basis for an acute need in accordance with ODA processes.

REPORTING

- Not applicable

COMPLIANCE

HSC personnel are required to comply with approved accommodations outlined by the Office of Disability Access.

RECORDS RETENTION AND DISPOSAL

All records will be maintained in accordance with HSC records retention policies.

DEFINITIONS

Auxiliary Aids and Services. “Auxiliary Aids and Services” means accommodations that assist students with disabilities in the educational setting. These include the use of qualified interpreters and readers, alternative formats for textbooks or other effective methods of making visually delivered materials available to students with visual impairments, acquisition or modification of equipment or devices, and other similar services and actions.

Disability. “Disability” means an individual having a physical or mental impairment which substantially limits one or more of a person’s major life activities, a record of such an impairment, or being regarded as having such an impairment.

Qualified Student with a Disability. “Qualified Student with a Disability” means a student with a Disability who, with or without reasonable modifications and accommodations, meets the essential eligibility requirements and requisite academic and technical standards required for admission and participation in the educational program and activities.

Reasonable Accommodations. “Reasonable Accommodations” means any modification or adjustment to a job or academic environment that will enable the Qualified Student with a Disability to participate in a respective program of instruction. Modifications of the educational requirements of a program or course as

are necessary and appropriate so that such requirements do not discriminate or have the effect of discriminating against a student on the basis of a Disability. Reasonable Accommodations cannot be made to academic requirements that are essential to the course(s), to the student's program of instruction, or which relate directly to licensing requirements.

Student. "Student" means any person currently enrolled/registered in one or more courses for credit at HSC.

STANDARD OPERATING PROCEDURE

Leave of Absence

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Leave of Absence. To instruct students on the process of how to request a leave of absence (LOA) for personal or military deployment reasons.

References

[7.103 Institutional Academic Policy Academic Calendar](#)

LOA form can be requested by contacting the [Registrar's Office](#).

References on HSC's webpage <https://www.unthsc.edu/registrar/withdrawal/leave-of-absence/>

Background and Context

If a situation arises where a student must set aside their graduate studies for some time, a leave of absence (LOA) may be requested. LOA may be requested for up to three semesters.

ROLES AND RESPONSIBILITIES

The student is responsible for completing the LOA Request form and submitting it to the Registrar's Office. Student is responsible for providing all required documentation to return from the LOA. Student must be in good academic standing for LOA to be granted.

PROCEDURE

A student may request or be required to take a leave of absence with the occurrence of a medical problem, substantial personal problem or as recommended by the Academic Progression Committee (APG). Students requesting a leave of absence must apply to the Dean of HSC CON. In the event of a medical problem, the request must be accompanied by a letter from the treating physician or a licensed professional describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. After consultation with the student, the Dean of HSC CON will decide whether the leave will be granted and the conditions under which the student may return to school. Students must report to the Office of the Registrar to obtain a Leave of Absence Form and complete it before they are officially placed on an approved leave.

LOA may be requested for up to three semesters. Any student on a LOA beyond 3 (three) semesters will be required to reapply for admission into the program of study. A student who does not return from the

LOA after three (3) semesters will be academically dismissed from the program. A student on LOA cannot receive funding as a student. Advisors will be notified of any change to the LOA. Toward the end of a period of approved LOA, the student must take steps to resume studies at the beginning of the next semester, extend the LOA, or withdraw from the HSC CON.

Before a student may be readmitted, a written request for readmission must be submitted by the student to the dean of HSC CON no later than 30 days prior to the start of classes. In the case of medical leave, a letter from the treating physician or a licensed professional must accompany the readmission request stating that the student has recovered from the disability for which the medical leave was granted and is able to participate in a full academic program. The student must attest that they can meet the technical standards required by the program. If the student is approved to return, a copy of the medical documentation must be submitted to the Office of the Registrar. LOA forms may be obtained from the Registrar's Office.

For readmittance following a Leave of Absence, RN to BSN and MSN students must show proof of a current, unencumbered Registered Nurse license prior to returning to classes per the admission requirements of the program and may be required to complete a new background check and drug screening. Prelicensure students may be required to complete a new background check and drug screening per the admission requirements of the program and eligibility criteria for licensure (7.103 Institutional Academic Policy)

REPORTING

Not applicable

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

Records will be retained in accordance with HSC's retention policies.

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Assignment of Grades

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for the assignment of grades in the College of Nursing.

References

Institutional Academic Policy
Course Syllabus

Background and Context

This procedure defines the grading assignment process for the College of Nursing.

ROLES AND RESPONSIBILITIES

- The Registrar and Student Records Office maintains official records and transcripts.
- Course Directors or their designee are responsible for assignment, entering and submitting course grades, which will then be reported to the Registrar.
- Testing and Evaluation Services supports the faculty in scoring the exams and assessments deployed by the office.

PROCEDURE

Letter grades will be awarded to CON students based upon the percentage grade earned in the course. Grades with decimals will be rounded to the nearest 0.1. For example, an 89.4% will round down to 89%, and an 89.50% will round up to a 90%. Grades will be rounded only once.

The following grading system is used in the College of Nursing:

Letter Grade	Percentage	Grade Points
A	90-100	4
B	80-89	3
C	70-79	2
F	69 and below	0
WF	Withdraw Failing	0

One of the following symbols may be assigned instead of a grade:

P/NP	Pass/No Pass
W	Withdrawal
I	Incomplete
PR	In Progress
Z	Grade not recorded.

A student who is required to repeat a course by re-taking it at its next offering will receive a grade for the repeated course. The percentage grade that resulted in an assignment of below passing (B for MSN; C for BSN) in the original attempt and the earned percentage grade in the second attempt will be used in the GPA calculation for class rank purposes. The letter grade of below passing in the first attempt and the earned letter grade in the second attempt will both be used in the calculation of GPA on the four-point scale that will appear on the transcript. Grades of P and NP are not used in the calculation of GPA.

Pass/No Pass Grading

The College of Nursing may elect to assign pass/no pass or satisfactory/unsatisfactory grades in certain courses. Pass/no pass or satisfactory/unsatisfactory grades are not considered in computing the student's grade point average.

The student is responsible for contacting the instructor to know if pass/no pass or satisfactory/unsatisfactory grades will be assigned for the course.

The student should inquire at the time of registration as to whether a letter grade, pass/no pass grade, or satisfactory/unsatisfactory grade will be assigned for the course.

The instructor assigns grades by the grade submission deadline (see Academic Calendar for details).

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

Records will be retained in accordance with HSC policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Testing Procedures

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for examination and quiz administration in the College of Nursing.

References

- 7.105 Code of Conduct and Civility
- 7.103 Institutional Academic Policy
- College of Nursing Student Handbook

Background and Context

Examinations and quizzes will be given at the time and date established by the course lead and/or their designee.

ROLES AND RESPONSIBILITIES

CON Faculty- Will work with TES to schedule, develop and administer examinations and quizzes.

Testing and Evaluation Services (TES)- will create, administer, and score examinations and quizzes in collaboration with CON Faculty.

Office of Disability Access will communicate with Track Coordinator and TES if a student has accommodations and facilitates those accommodations during assessments.

Associate Dean and Chair for Graduate and Undergraduate Programs will support faculty in development of their assessments and collaborate with TES as needed.

PROCEDURE

I. Examination and Quiz Preparation

1. The course lead will contact TES to schedule examinations two months prior to the testing dates. Quizzes may be scheduled one month prior to administration.
2. The course lead will provide the examination items to TES in SharePoint:
 - Five business days prior to the examination for in person testing
 - Ten business days prior to the examination for online testing

3. TES will provide faculty with a draft of the examination five business days before the exam. All edits must be submitted to TES by 10:00 am, one business day before the exam. Faculty will follow the Assessment Flow Timeline: Creation to Administration table in the TES Faculty Guidebook.
4. TES will be utilized for Canvas gradebook management.
 - All examinations outside of Canvas will come through the TES office.
 - TES will complete an audit of the exam scores in the Canvas gradebook prior to processing the Final Course Report
 - Once the Final Course Report is processed, TES will:
 - i. Send scores to course lead for approval.
 - ii. Once approved send to the Registrar's office to import into EIS.
 - iii. Once imported to EIS, TES will post grades in Canvas and then notify the students that grades are available.
5. **Exam options for TES to enable include:**
 - Calculator for exams
 - Backwards navigation
 - Notes and feedback: TES turns on auto numbering, missing answer reminder, test highlighting and 5-minute alarm.

For the MSN program:

 - Calculators will be used.
 - No backward navigation
 - Notes and feedback: TES turns on auto numbering, missing answer reminder, test highlighting and 5-minute alarm.

For the RN-BSN:

 - Calculators will be used.
 - No Backward navigation
 - 5-minute alarm warning
 - Notes and feedback: TES turns on auto numbering, missing answer reminder, test highlighting and 5-minute alarm.

For the prelicensure BSN:

 - Calculators will be used.
 - No Backward navigation
 - 5-minute alarm warning
 - Notes and feedback: TES turns on auto numbering, missing answer reminder, test highlighting and 5-minute alarm.
6. **Rescoring options chosen:**
 - a. **For the MSN program:**
 - o TES will perform item analysis.
 - o Students will not be given a chance to appeal examination items.
 - o If items do not perform well, course leads, and faculty will edit the question for the next semester.
 - o As a result of TES analysis: Multiple answers will only be accepted for "Choose all that apply" questions.
 - Accept multiple answers for "Choose all that apply."
 - o If there is an error, give full credit to Exam Takers
 - o Give credit to Exam takers based on percentage of correct questions in multiple answer options.
 - b. **For the RN-BSN:**
 - o TES will perform item analysis.
 - o Students will not be given a chance to appeal examination items.

- o If items do not perform well, course leads, and faculty will edit the question for the next semester.
- o As a result of TES analysis: Multiple answers will only be accepted for “Choose all that apply” questions.
 - Accept multiple answers for “Choose all that apply.”
- o If there is an error, give full credit to Exam Takers

c. For the Prelicensure BSN:

- o TES will perform item analysis.
- o Students will not be given a chance to appeal examination items.
- o If items do not perform well, course leads, and faculty will edit the question for the next semester.
- o As a result of TES analysis: Multiple answers will only be accepted for “Choose all that apply” questions.
 - Accept multiple answers.
- o If there is an error, give full credit to Exam Takers

III. Examination Administration

1. Examinations will be given at the time and date established by the course lead and stated in the syllabus on the course schedule.

2. Late Arrivals for In Person Examinations:

- a. Testing and Evaluation Services shall be responsible for identifying those students late for seating/starting an examination. TES will have students sign a late report and direct the student to the course lead immediately following the examination.
- b. Students who arrive late to in-person exams, will receive no additional time to take the examination. They will be required to stop taking the examination at the published stop time. Students may be admitted late if it causes minimal disruption and no other student has finished their exam.
- c. If a student arrives to an in-person exam after the examination start time documented in the syllabus, the student will be considered late and should follow the appropriate steps below.
- d. **Prelicensure BSN programs:**
 - Ten points will be deducted from the exam if a student arrives late.
 - If the exam is not uploaded at the published time in the syllabus, it is considered late, and the 10-point deduction will apply.
 - If the late student arrives after any student has completed the examination, the late student will not be permitted to take the exam that day and will need to notify their course lead immediately. *See the Makeup section below.*
 - If the student has an excused absence, the student and faculty will meet to schedule another date for the student to complete the exam. There will be no point deductions for an excused exam absence. *See the Makeup section below.*

3. Late submissions for Online Examinations:

a. For the MSN program:

- Exams will be open for 48 hours. Students must upload their exams by 11:59 pm on the due date specified in the syllabus.
- Exams uploaded after the 11:59pm timeframe will have the following consequences.
 - o **First late submission:** A 10-point penalty will be applied.

- **Second late submission:** A 20-point penalty will be applied.
 - **Third late submission:** A grade of zero will be assigned, and no further attempts will be allowed.
 - Excused absences may be rescheduled with the faculty. Rescheduled exams must be completed within 7 days of the original due date and will incur no point deductions.
- b. For the RN-BSN:**
- Exams are typically available for students to complete within 7 days. Students must upload their exams by 11:59 pm on the due date specified in the syllabus.
 - Late submissions will have the following consequences:
 - First late submission: A 10-point penalty will be applied.
 - Second late submission: A 20-point penalty will be applied.
 - Third late submission: A grade of zero will be assigned, and no further attempts will be allowed.
 - If a student has an excused absence, they can reschedule the exam with the faculty. The rescheduled exam must be completed within 7 days of the original due date, with no point deductions.
- c. For the Prelicensure BSN programs:**
- Prelicensure program exams are in-person only. Online exams are permitted solely in extenuating circumstances (pandemic, weather, campus safety), as determined by Associate Deans, and will adhere to RN to BSN guidelines.
- 4. No Call, No Show Exam Procedure** – This section addresses students who missed an exam and failed to communicate with faculty in advance.
- a. For the MSN Program:**
- The instructor will determine if the absence is excused and notify the student within 48 hours based on any supporting documentation provided by the student (e.g., doctor's note).
 - If excused, schedule a make-up exam without penalty.
 - An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a grade of zero will be assigned for the third.
 - Instructors will retain all related communications and documentation on file on Canvas.
- b. For the RN-BSN Program:**
- The instructor will determine if the absence is excused and notify the student within 48 hours based on any supporting documentation provided by the student (e.g., doctor's note).
 - If excused, schedule a make-up exam without penalty.
 - An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a grade of zero will be assigned for the third.
 - If an exam is missed the student must take an alternative assessment to determine competency. It will not be acceptable to miss an evaluation opportunity completely.
 - Faculty will retain all related communications and documentation on file on Canvas.
- c. For the Prelicensure BSN Program:**
- The faculty will determine if the absence is excused and notify the student within 48 hours based on any supporting documentation provided by the student (e.g., doctor's note).

- If excused, schedule a make-up exam without penalty.
 - An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a grade of zero will be assigned for the third.
 - If an exam is missed the student must take an alternative assessment to determine competency. It will not be acceptable to miss an evaluation opportunity completely.
 - Faculty will retain all related communications and documentation on file via Canvas.
5. Students who receive testing accommodations will have an examination start and stop time determined by the Office of Disability Access (ODA).
 6. Other violations of testing procedures/instructions may be subject to disciplinary action per the UNTHSC Code of Conduct.

IV. Quizzes

1. Quizzes will be administered by the program. If TES is used for a quiz, they will provide the password to the faculty administering the quiz.
2. Quizzes follow the instructions outlined by course leads in each course; penalties for late submissions and make-up may vary based on faculty discretion.

V. Make-Up Exams

1. Scheduling and Timing: Make-up exams will be scheduled on an individual basis and should be completed within 5 days of the original exam date unless the excused absence necessitates an extended time frame.
2. Exam Format and Content: The course faculty may modify the format of the make-up exam (e.g., using open-ended questions instead of multiple-choice) to maintain exam security. The make-up exam will assess the same course objectives as the original exam and will be of equivalent content and difficulty.
3. Late Arrival: Students who arrive late for an exam will not be granted additional time.
4. **Unexcused Absences:**
 - a. **For the MSN Program:** An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a zero for the third.
 - b. **For the RN-BSN Program:** An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a zero for the third.
 - c. **For the Prelicensure BSN Program:** An unexcused absence may result in a zero or a make-up exam with a penalty: a 10-point deduction for the first occurrence, a 20-point deduction for the second, and a zero for the third.

VI. Post Exam

1. Rationales for exam answers will not be provided after the exams.
2. Students may schedule a meeting with their assigned Student Success Coach to discuss their performance on the exam.

VII. Release of Grades

TES will score exams within one business day after the exam. TES will release grades in Canvas after receiving faculty approval.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

HSC Records and Retention policies and procedures will be followed.

DEFINITIONS

Examination start time: Examination start time means the time an exam is scheduled to begin as published in the course syllabus. For example, if the start time of the testing process is 8:00 am, the student is late if not present at 8:00am to download the exam. The exam will begin at 8:10 am.

STANDARD OPERATING PROCEDURE

College of Nursing- Master of Science in Nursing (MSN) Program
Remediation Plan

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
	January 2026	New benchmarking language		Program-approved by APG

INTRODUCTION

Purpose / Goals / Coverage

The purpose of the MSN remediation procedure is to provide a supportive, consistent, and student-centered framework that assists learners in strengthening their academic performance and progressing successfully through the program. This procedure emphasizes early guidance, individualized support, and constructive opportunities for improvement, fostering confidence, professional growth, and academic success while upholding the rigorous standards of the MSN program.

References

Based on the type of SOP, include references to existing policies, guidance documents, etc. including but not limited to the following:

- American Association of Colleges of Nursing (AACN). (2023a). Essentials competency assessment framework. <https://www.aacnnursing.org/Portals/0/PDFs/Essentials/AACN-Essentials-Assessment-Framework.pdf>
- American Association of College of Nursing (AACN). (2023b). What is competency-based education? <https://www.aacnnursing.org/essentials/tool-kit/competency-based-education#:~:text=AACN%20defines%20competency%2Dbased%20education,they%20progress%20through%20their%20education>
- American Association of Colleges of Nursing (AACN). (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>
- American Association of Colleges of Nursing (AACN). (n.d). What prospective students need to know about the AACN Essentials. <https://www.aacnnursing.org/Portals/0/PDFs/Essentials/What-Prospective-Nursing-Students-Need-To-Know-AACN-Essentials.pdf>
- National Organization of Nurse Practitioner Faculties (2024). Competency Implementation Guide for Nurse Practitioner Faculty. NONPF, Washington DC. [Revised Comps Implementation.pdf](#)

- UNT Health. 7.103 Institutional Academic Policy

Background and Context

This remediation procedure serves as an intervention for MSN students who are failing or at risk of failing didactic content, benchmark exams, on-campus intensives (OCIs), or clinical learning activities. The remediation plan aims to improve student retention and competency, enabling continued academic progression within the College of Nursing at UNT Health.

ROLES AND RESPONSIBILITIES

Course Faculty

- Collaborate with students in a student-focused and student-led remediation plan.
- Guide the preparation of resources and remediation requirements.
- Notify the Course Lead if the course is co-taught, and a student requires remediation.
- Maintain a student-centered approach while upholding academic standards, program integrity, and professional expectations.
- Grade and submit grades in the learning management system (LMS).
- Documentation of remediation.

Program Associate Dean (AD) and Program Track Coordinator(s)

- Ensure consistent application of College of Nursing (CON) remediation procedures across all relevant courses and tracks.

Course Faculty and CON Student Success Team

- Collaborate to identify students at risk and connect students with appropriate support resources, such as mentoring and tutoring.

Academic Progression Graduation (APG)

- Receive notifications of all MSN course failures.
- Report course failure tracking data to the Teaching and Program Evaluation (TPE) committee.

PROCEDURE

This procedure outlines the remediation measures that will be implemented to ensure a student-centered and supportive approach. When developing a plan to address a failing grade or a grade at risk of failure, faculty will consider the student's initial engagement in the course, including completion of required activities and attempts to meet expectations. This consideration helps guide faculty in identifying the most effective type of support and the areas where additional structure may be needed so the student can be successful.

Examples of meaningful efforts include, but are not limited to, the following:

- Attending virtual course sessions when required

- Seeking faculty support during the course
- Participating in class, on-campus intensives (OCIs), and small group activities
- Requesting help with study skills from faculty or mentors
- Notifying the Office of Disability Access (ODA), when applicable
- Attending review sessions when offered
- Using campus support resources

Note: If a student must repeat a course, they are required to retake it during its next scheduled offering.

A. On-Campus Intensives (OCIs) Remediation Plan:

Formative OCI Assessment Activities: Faculty will provide individualized coaching and feedback to guide students through hands-on simulated patient assessments. The goal is to ensure that each student feels confident, supported, and well-prepared as they progress in their learning journey.

Summative OCI Assessment Activities: To support student success, a minimum score of 80% is required on the final hands-on simulated patient assessment. If a student does not meet this benchmark in any section, the student will be offered the opportunity for remediation.

Criteria for remediation:

MSN NURS 6306 Advanced Assessment OCI:

- MSN Student will meet with the appropriate MSN faculty to review OCI performance.
- MSN Student who does not meet 80% (the “Developed” competency level) on OCI will be required to remediate.
- An Academic Progression Report will be discussed, agreed upon, and signed by the student and faculty. The form is submitted to the CON Student Success team and the APG committee.
- If a student does not pass the OCI remediation, the opportunity to repeat the course will be evaluated by the faculty and the APG Committee.

B. Didactic Course Remediation Plan:

- For students not meeting the level of competency (80%) by the 5th week of a 16-week course and the 4th week of an 8-week course, faculty will provide guidance and student-centered support to help the student improve.
- MSN faculty will develop a remediation plan in collaboration with the student(s), Student Success coach, and course lead.
- The program Track Coordinator will inform the Associate Dean of Graduate Studies and the Assistant Dean of Student Success of the remediation plan.

- If needed, an Academic Progression Report will be completed by the faculty and signed by the student, then sent to the Student Success team and the APG Committee.

C. APEA Examinations

APEA exams are standardized assessments provided by the Advanced Practice Education Associates (APEA) to evaluate students' knowledge and readiness in key nurse practitioner content areas. APEA's comprehensive and benchmark exams are utilized to measure progress toward competency, identify strengths and gaps in clinical and didactic knowledge, and guide targeted remediation to support successful program completion and readiness for the national certification exam.

APEA Specifics

(3P Competency Complete Bundle)

- **QBank Pathophysiology:** Focuses on disease mechanisms, normal vs. abnormal physiology, and clinical presentation.
- **QBank Prescribing (Pharmacotherapeutics):** Builds pharmacology and prescribing skills; drug classes, mechanisms, monitoring, and interactions.
- **QBank Assessment:** Explores patient history, physical exams, diagnostics, and recognizing disease patterns.
- **3P Competency Exam:** Assesses three core domains; pathophysiology, pharmacotherapeutics, and physical assessment; all are equally weighted. Measures overall readiness and identifies gaps in foundational NP knowledge.

(Certification Exam Prep Bundle)

- **3P Comprehensive Exam:** Tests core domains for pathophysiology, pharmacotherapeutics, and physical assessment.
- **QBank PMHNP Management:** Covers psychiatric care, treatment planning, and management.
- **PMHNP Online Review Course:** Comprehensive review for PMHNP exam prep.
- **PMHNP Pre-Predictor Exam:** Early readiness assessment before final predictor.
- **PMHNP University Predictor Exam:** Simulated certification exam with performance feedback.

Placement of Exams in the MSN Program

APEA Resource	MSN NPI	PMHNP
3P Competency Complete Bundle		
QBank Pathophysiology	NURS 6302	NURS 6302
QBank Prescribing	NURS 6304	NURS 6304
QBank Assessment	NURS 6306	NURS 6306
Pathophysiology Competency Exam	NURS 6302	NURS 6302
Pharmacology Competency Exam	NURS 6304	NURS 6304
Physical Assessment Competency Exam	NURS 6306	NURS 6306
3P Comprehensive Exam (optional)	NURS 6305	N/A
Certification Exam Prep Bundle		
3P Comprehensive Exam	N/A	NURS 6602
QBank PMHNP Management	N/A	NURS 6603
PMHNP Online Review Course	N/A	NURS 6603
PMHNP Pre-Predictor Exam	N/A	NURS 6604
PMHNP University Predictor Exam	N/A	NURS 6605

Components of grading:

The final competency exams are calculated by adding the points earned from all components and converting the total score into a percentage. This percentage is then applied as 5% of the final grade.

Students in the MSN NPI are not required to remediate but will be supported in consultation with faculty if they would like to complete a student-led plan.

Students in the PMHNP are **required** to remediate at all levels and should be student-led and student-driven based on the plan in place with the course lead.

Below is a benchmark scoring table based on the expected recommendations.

1. QBank Quizzes: Can be taken up to as many times as needed to receive an 80% or above.

2. Comprehensive Exams: Proctored, timed, and secure exam. Administered in a controlled environment through the testing service offered by APEA.

- A score at the national APEA benchmark or greater indicates adequate knowledge in all of the 3P courses; overall, the benchmarking results assist students in creating an appropriate study plan for improving any knowledge deficits related to lower-performing sections of the comprehensive exam.
- The score at the national benchmark or greater is specific to the comprehensive exam and does not correlate with the 80% requirement for passing didactic and clinical practicum courses.

- One repeat attempt is allowed for MSN PMHNP students.
- Students scoring below the benchmark threshold must meet with the course lead to complete a SMART Goals plan.
- Remediation plans may include options for additional assignments, tutoring sessions, and targeted practice exams.

3. Competency Exams (for 3 P’s courses): Proctored, timed, and secure exam. Administered in a controlled environment through the testing service offered by APEA.

- A score at the national APEA benchmark or greater indicates adequate knowledge in each of the 3P courses; overall, the benchmarking results assist students in creating an appropriate study plan for improving any knowledge deficits related to lower-performing sections of the competency exam.
- The score at the national APEA benchmark or greater is specific to the competency exam and does not correlate with the 80% requirement for passing didactic and clinical practicum courses.
- One more attempt at the competency exam is permitted after the remediation activities are completed.
- Students scoring below the benchmark threshold must meet with the course lead to complete a SMART Goals plan.
- Remediation plans may include options for additional assignments, tutoring sessions, and targeted practice exams.

Grading Scale

Benchmark Score	Points
70 or higher	5/5
66 – 54	4/5 with successful completion of remediation
53 – 42	3/5 with successful completion of remediation
41-30	2/5 with successful completion of remediation
Below 30	0/5 with successful completion of remediation

**** 67 for comprehensive exams**

Steps for Remediation: Students who score below the benchmark level

Step 1: Within a specified timeframe (2 weeks following receipt of exam results), the student should meet virtually with the course lead to:

- Review overall exam performance and section-level results.
- Identify specific content areas with lower scores.

Discuss contributing factors to performance (e.g., study strategies, test-taking skills, time management).

Step 2: Develop an individualized remediation plan using SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound).

- Failure to attend or complete this meeting may result in delayed progression or additional academic review per program procedure.
- **Step 3:** The completed remediation plan, including SMART goals and assigned activities, must be signed by the student and course lead.
- Successful completion of the remediation plan is required to demonstrate engagement and readiness for repeating the competency exam.
- Although the comprehensive exam cannot be repeated, students should be provided with support resources such as tutoring, APEA review courses, and content review sessions.

D. MSN Capstone Remediation Plan:

The MSN capstone project is a culminating academic experience requiring completion of 135 direct and 135 indirect hours, during which students design and conduct a mini pilot of an innovation-focused project. The capstone emphasizes the application of advanced nursing knowledge, evidence-based practice, and leadership skills to address a practice, system, or population-based need and support innovation in professional nursing practice.

Other specifics include:

- Capstone clinical hours must be completed within the semester the course is offered.
- Undocumented capstone clinical hours will not be considered for credit.
- Clinical hours logged after 7 days from completion will not be considered for credit, unless discussed with the course faculty for consideration due to specific circumstances.
- If a student is not progressing with capstone hours by the 4th week of the semester, an Academic Progression Report will be discussed, agreed on, and signed by the student and faculty. **The document will be submitted to the CON Student Success Team and the APG committee.**
- Signs of non-progression include, but are not limited to, the absence of logged direct or indirect hours; limited or no communication with the faculty mentor regarding course expectations or assignment completion; failure to submit required assignments or milestones by established deadlines; minimal engagement in capstone-related activities; and lack of progress toward completion of the approved project plan.

E. PMHNP Clinical Remediation

This procedure supports PMHNP students in achieving required clinical competencies through structured, individualized activities. Remediation may include, but is not limited to, additional direct care clinical hours, targeted practice sessions, and simulation scenarios focused on advanced psychiatric assessment, care planning, medical management, and communication skills. Activities are aligned with the clinical evaluation

tool, and progress is monitored through regular evaluations and feedback to ensure competency as a PMHNP student.

If a student is experiencing challenges that may affect successful performance in the clinical environment, a collaborative reassessment of clinical competency may be initiated. This process may include the opportunity to complete additional supervised clinical hours with the clinical course lead or a faculty member within the same discipline, with the goal of providing individualized support and promoting the student's continued growth and success.

- Students requiring clinical remediation will complete Behavioral, Intervention, Response, Plan (BIRP) case scenarios for patient assessments across the lifespan in psychiatric mental health settings.
- Students must meet with designated MSN faculty to review performance and remediation needs.
- The maximum score for remediation BIRP notes is 80 (developed)/100. If remediation is not successfully completed, eligibility to repeat the course will be determined by faculty and the APG Committee.

PMHNP Clinical Hours:

- PMHNP clinical hours must be completed over the semester the course is offered.
- Undocumented PMHNP clinical hours will not be considered for credit.
- Clinical hours logged after 7 days from completion will not be considered for credit, unless discussed with the course faculty for consideration due to specific circumstances.

Meeting Competencies:

Students are expected to meet the American Association of Colleges of Nursing (AACN) Essentials and the UNT Health College of Nursing PLOs (as well as the NONPF competencies for NP Tracks). AACN (2023b) defines competency-based education as “a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education.” Competencies help the student to enhance the delivery of high-quality care to diverse patients, including the tasks, professionalism, and clinical judgment used in care delivery across multiple settings.

Students are responsible for their learning, with faculty providing opportunities in simulation, online, and clinical experiences designed to help them thrive as professional nurses. Students will learn knowledge, concepts, skills, attitudes, motivation, and self-reflection in their curriculum, with the faculty serving as a coach or mentor.

Students will demonstrate completion of the designated competencies for a specific course through multiple methods. For example, a student must demonstrate proper advanced assessment techniques during the OCI experience. Students will receive instruction on assessment techniques from faculty, which may also include supplemental videos. Then, students practice the activity in a lab/simulation setting and are then evaluated by faculty when performing the formative and summative assessments. Note that some activities may introduce, reinforce, and demonstrate multiple competencies. The student must meet the designated level of development. If the student meets the specific criteria for their level on the first

evaluation, the student's record shows completion of that competency; however, competency is not one and done (AACN 2021). Students must demonstrate competency throughout their course and program.

All formative and summative attempts must be completed within the designated semester or as arranged by the course lead.

IV. REPORTING

Identify any reporting requirements, including the following as applicable:

- **Person responsible for creating and/or submitting the report:** Academic Progression Reports completed by course faculty
- **Who the report is submitted to:** submitted to Student Success and copy the Program Track Coordinator on the email correspondence
- **When the report must be submitted:** in weeks 5 and 11 of a 16-week course (or 12-week course for summer); completed in week 5 of an 8-week course.
- **Information required to be included within the report:** academic risk assessment, plans for remediation.

V. COMPLIANCE

FERPA Compliance

VI. RECORDS RETENTION AND DISPOSAL

Detail any specific requirements for retention and/or disposal of records.

VII. DEFINITIONS

Academic Progression Report: is a formal document or summary that tracks and evaluates a student's advancement through an academic program. This should be completed for any MSN student who has an 83% or less at weeks 5 and 11 of a 16-week course (or 12-week course for summer) or week 5 for an 8-week course.

APEA Benchmark Exam: A standardized assessment created by Advanced Practice Education Associates (APEA) designed to evaluate nurse practitioner students' readiness for board certification. It measures knowledge across clinical content areas aligned with national NP certification exams (such as those from AANP and ANCC) and is often used by NP programs to benchmark student progress, identify strengths and weaknesses, and prepare for certification success.

VIII. APPENDIX

Appendix A. Academic Progression Report –Shared with faculty by Office of Student Success

UNT Health
COLLEGE OF NURSING

Academic Progression Report (APR)

The Academic Progression Report (APR) is a collaborative effort between faculty and student to address any area(s) of academic or clinical concern that may impact a student's progression in the nursing program. Collaboratively, faculty and student create a performance improvement plan to support the student. It is the student's responsibility to follow the plan or to work with faculty to revise it as appropriate.

Instructions: 1) Faculty will email a copy of the plan to the student, using read & delivery receipt, copying the Student Success Coach (SSC) and other approved personnel. 2) The student will sign and return the form via email to their faculty. 3) Faculty will forward the signed form to the SSC and retain a copy of the read & delivery receipt. 4) The SSC will save this document in the student's record in the College of Nursing Office of Student Success. The report will be referenced at any scheduled Academic Progression Committee meetings.

Student Name and ID Number: _____ Instructor Name: _____

Course: _____ Date: _____

Document the concern: _____

Current Situation (Check items that apply)

Theory/Didactic/Coursework	Clinical
Unsatisfactory performance: Student is failing to meet course outcomes and is currently failing course.	Unsatisfactory performance: Student is failing to meet course outcomes and is currently failing course.
At Risk: Student may not meet the course outcomes if current performance continues.	At Risk: Student may not meet the course outcomes if current performance continues.

Outline student success plan (include requirements, due dates, referrals, etc.): _____

Recommendation for Support Services

Clinical/Skills Support for Skills Practice: ENTER CONTACT INFO
Student Success Coach: APPOINTMENT LINK
Writing Support Services: LINK Center for Academic Performance

Student Signature / Date: _____ Faculty/Instructor Signature / Date: _____

Appendix B. APEA Remediation Plan

Purpose: The purpose of this APEA remediation plan is to support your success in developing clinical judgment skills essential for safe nursing practice. This structured experience will help you reflect on your current knowledge, identify gaps, and engage in meaningful learning to better prepare for future assessments and clinical responsibilities.

Remediation Expectations:

- For APEA Benchmark Exams:
 - For scores below the APEA Benchmark, you will participate in this intentional remediation designed to support your growth and success.
 - You will spend at least 1-2 hours focusing on reflection, concept review, and applying

knowledge using helpful PMHNP resources.

- To get the most out of this process, please complete and submit all assigned activities outlined by your course lead or listed in your syllabus.

Step 1: Reflect and Prepare. Before you begin remediation, take a few minutes to reflect on your recent APEA exam experience. These questions are meant to help you think about your learning and how we can support your growth:

1. What were some specific concepts or skills on the exam that felt challenging or unclear to you?
2. When preparing for exams, what study strategies do you usually use—and how do they work for you?

Step 2: Develop 3 - 4 SMART goals for the next semester/your next APEA Benchmark Exams

Step 3: Submit the SMART goals to the CANVAS link (discuss with the course faculty prior to submission).

SMART Goal	
Action Plan	

SMART Goal	
Action Plan	

SMART Goal	
Action Plan	

SMART Goal	
Action Plan	

STANDARD OPERATING PROCEDURE

BSN Remediation Procedure

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

Students must meet minimum academic standards by passing each course in the HSC College of Nursing (CON) BSN curriculum to progress to the next semester or academic year and to graduate. Students at risk of failing a course may be allowed to remediate deficiencies in competency according to the guidelines set forth below. Students who do not correct deficiencies in competency in their academic performance will be dismissed from the program.

References

7.103 Institutional Academic Policy

American Association of Colleges of Nursing (AACN). (2023a). Essentials competency assessment framework. <https://www.aacnnursing.org/Portals/0/PDFs/Essentials/AACN-Essentials-Assessment-Framework.pdf>

American Association of College of Nursing (AACN). (2023b). What is competency-based education? <https://www.aacnnursing.org/essentials/tool-kit/competency-based-education#:~:text=AACN%20defines%20competency%2Dbased%20education,they%20progress%20through%20their%20education>

American Association of Colleges of Nursing (AACN). (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

American Association of Colleges of Nursing (AACN). (n.d). What prospective students need to know about the AACN Essentials. <https://www.aacnnursing.org/Portals/0/PDFs/Essentials/What-Prospective-Nursing-Students-Need-To-Know-AACN-Essentials.pdf>

Texas Board of Nursing (TBON). (2021). Differentiated essential competencies (DECS) of graduates of Texas nursing programs: Evidenced by knowledge, clinical judgments, and behaviors. https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Background and Context

The University of North Texas Health Science Center (HSC) has outlined standards for specific course curriculum and academic administration. This procedure outlines remediation guidelines for BSN students in the College of Nursing at HSC in didactic, Comprehensive Competency Evaluations (CCE) and other clinical safety or professional situations where remediation is necessary.

The opportunity to remedy academic deficiencies beyond regularly scheduled course times may be extended to nursing students.

All course failures will be evaluated and reviewed by the Academic Progression Committee (Admission, Progression, Graduation- APG). All courses and their resultant failures, regardless of content, credit hour, perceived difficulty, or assessment strategy, shall be equally considered in recommendations made by the APG.

ROLES AND RESPONSIBILITIES

APG is responsible for reviewing course failures and providing recommendations for remediation or other academic sanctions.

CON faculty are responsible for following through with an assigned remediation plan.

PROCEDURE

Approval to remedy a failing grade will depend on whether a student has made serious initial efforts to earn a passing grade. These include:

- Attending scheduled classes and review sessions
- Seeking help from faculty during the regular offering of the course
- Participating in class, laboratory activities, and small group activities
- Seeking help with study skills
- Notifying the course lead of learning difficulties
- Attending help sessions when they are provided.
- Utilizing campus resources

A CON BSN student progresses through the BSN curriculum after successfully meeting either developing or developed competencies (AACN, 2023a) identified in each course syllabus that are a requirement of the BSN program.

A student required to repeat a course by re-taking it at its next offering will receive a grade for it. The percentage grade that resulted in an assignment of below a C in the original attempt and the earned percentage grade in the second attempt will be used in the GPA calculation for class rank purposes. The letter grade below a C in the first attempt and the earned letter grade in the second attempt will both be used in the calculation of GPA on the four-point scale that will appear on the transcript. Grades of P and NP are not used in the calculation of GPA.

End of Course Summative Comprehensive Competency Evaluation (CCE) Remediation Plan

Any CCE grades that result in a course failure are subject to the procedure listed above.

The student **MUST** pass all sections of the CCE as this is a summative assessment for either developing or developed competency. If a student does not pass any one section of the CCE, they must remediate.

Criteria for remediation:

- Meet with BSN course lead to review CCE performance.
- An CCE remediation agreement will be discussed, agreed upon, and signed by the student and course leader.

- Write a summary review of the pathophysiology, signs and symptoms, pertinent history, appropriate exam, assessment, diagnosis, different diagnoses, and treatment plan for the tested CCE scenario.
- An alternative CCE will be offered to the student as arranged with the course leader and track coordinator.
- The second CCE attempt must be passed with the competency assigned to that course at developing or developed. The student must complete the competency with a different appropriate faculty member.
- If the student successfully completes the designated level for the competency, the student will continue in all current courses and will receive the earned grade for the course.
- If the student is evaluated as “not demonstrated,” the student will receive an “F” in the course and will follow the existing College of Nursing Procedure on Course Failure. If a student FAILS the second CCE, the opportunity to repeat the course will be evaluated by the faculty and the Academic Progression Committee.

***Note: Until all BSN clinical hours are successfully completed and logged into EXAAT the student has not passed the course. Logged hours will need to be entered each week and reviewed for approval by course faculty.*

Benchmark Exams:

- Students scoring below the benchmark threshold must meet with a course leader to develop an individualized remediation plan.
- Remediation plans may include additional assignments, tutoring sessions, and targeted practice exams.

Clinical Course Formative and Summative Remediation Plan

This clinical remediation procedure is designed to support students in achieving the required clinical competencies through structured and individualized activities. The plan includes additional practice sessions and simulation scenarios focused on key areas such as assessment skills, medication administration, patient safety, and effective communication strategies. Clinical remediation will specifically address the progression indicators outlined in the clinical competency evaluation tool. Progress will be monitored through regular evaluations and feedback sessions, ensuring students meet the necessary standards for clinical competency and are prepared for professional nursing practice.

Meeting Competencies

Students are expected to meet American Association of Colleges of Nursing (AACN) Essentials, Texas Differentiated Essential Competencies (DECs), and the HSC College of Nursing institutional competencies. AACN (2023b) defines competency-based education as “a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education.” Competencies help the student become “residency-ready” and prepared to deliver high-quality care to diverse patients, including the tasks, professionalism, and clinical judgment used in care delivery across multiple settings.

Students are responsible for their learning with faculty providing opportunities in class, lab, simulation, online, and clinical experiences designed to help you thrive as a professional nurse. Students will learn knowledge, concepts, skills, attitudes, motivation, and self-reflection in their curriculum with the faculty serving as a coach or mentor. Mastering the competencies, combined with your classroom learning will prepare you for success on the Next Generation NCLEX, your licensing exam, and your transition to professional nursing practice (AACN, n.d).

Each course will have specific competencies to develop. Competencies will be introduced, reinforced, and evaluated, sometimes in the same course and sometimes across courses. Each competency will have specific criteria to meet. Depending on performance, student achievement will be designated as:

Students will demonstrate completion of the designated competencies for a specific course through multiple methods. For example, a student must demonstrate safe medication management and administration. Students receive classroom instruction which may include supplemental videos, then practice the activity in lab, clinical or simulation, and then will be evaluated by faculty when performing the activity in the specified course. Note that some activities may introduce, reinforce, and demonstrate multiple competencies. Some competencies will be completed in one course with other competencies developing over several courses with evaluation in later semesters. The student must meet the designated level of development. If the student meets the specific criteria for their level on the first evaluation, the student record shows completion of that competency; however, competency is not one and done (AACN 2021), you must demonstrate competency throughout your course and program.

For formative competency evaluations, if the student does not meet the designated level of development on the first opportunity, the student will repeat the same or similar activity to demonstrate competence **only** on the competency which was evaluated as unsuccessful. The student is responsible for reviewing all information and preparation needed for success on the second attempt. The faculty will assess the competency again within a 1-2-week period. If the student is unsuccessful on the second attempt, the student will meet with the course lead and will have a third opportunity prior to the CCE. During this remediation period students will be required to attend open lab opportunities for practice and feedback. For summative evaluations, see **End of Course Summative Comprehensive Competency Evaluation (CCE) Remediation Plan above**. All formative and summative attempts must be completed within the designated semester.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

1. Academic Progression. Academic Progression is the advancement from one semester to the next or from one professional year to the next. To advance to either the next semester or professional year, students must complete all courses that are requirements of the CON BSN program, with a grade of "C" or better or a grade of Pass (P).

2. P and NP: P = Pass and NP = No Pass.

3. Academic Progression Committee (Admission, Progression, Graduation- APG). The APG is comprised of CON faculty and staff appointed by the CON Dean. The Assistant Dean of Student Success votes in the event of a tie. The primary purpose of the Academic Progression Committee (APG) is to make recommendations to the Senior Associate Dean regarding academic probation or dismissal. The Senior Associate Dean may uphold, modify, or reject the recommendation of the APG.

4. Academic Probation. Academic probation serves as an official notice to the student of poor academic performance and that his/her continued enrollment depends on improved performance in the curriculum. A

student will be placed on academic probation if they receive one grade below a C or one grade of No Pass (NP) in any required course, including clinical experiences.

5. Dismissal. Dismissal means being disenrolled from the CON program. BSN students with two final grades below a C will be dismissed from the program.

6. Remediation. Reinforcement and/or reteaching of basic knowledge, skills, and attitudes a student has not mastered.

7. Competency- A clear, measurable, meaningful, and current demonstration of knowledge, skills, abilities, and intellectual behaviors based on nursing standards, preparation, and practice.

STANDARD OPERATING PROCEDURE

Degree Plan Changes- Adding or Dropping Courses

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	September 2025	Description of responsibilities; deadlines for degree plan modifications		

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for dropping courses.

References

[Academic Calendar](#)

[Registrar Forms](#)

[Fiscal and Financial Aid Responsibilities](#)

Background and Context

Students who wish to drop a course must follow the deadlines provided in the Academic Calendar provided through the Registrar’s Office.

ROLES AND RESPONSIBILITIES

The student is responsible for contacting the Track Coordinator and CON Office of Student Success to discuss their request.

The Track Coordinator will meet with the student to discuss the degree plan modification and initiate signature acquisition from the student.

The student is responsible for completing any documentation necessary from the program or contacting the Registrar’s Office to drop a course.

The Track Coordinator must notify the appropriate Associate Dean that there is a degree plan change for any student and share any documentation with Student Success.

Student Success will notify the Registrar of the degree plan change.

PROCEDURE

Student Success Coaches will contact their assigned students at the beginning of each term introducing themselves and providing their contact information.

One-month prior to registration open dates, the CON Student Success Coaches will contact the students and provide them with the internal degree plan update deadlines.

Before modifying a degree plan by adding or dropping a course, students should meet with their Student Success Coach to discuss the reasons for wanting to drop or add a course and the progression implications that may arise as a result. Masters students who have applied to and been accepted to another CON Masters program will complete a Degree Program Change Form prior to starting the new program. The form will be shared by the Student Success Coach.

If it is determined that adding or dropping a course is the best decision for the student, students must:

- Meet with their Track Coordinator to discuss the degree plan change
- Sign the updated degree plan form provided by the Track Coordinator
- Submit any necessary documentation to process the request
- Adhere to the timeline contact the Registrar's Office to drop a course by the deadlines provided in the Academic Calendar.

All degree plan updates must be completed 2 weeks prior to the Registration Deadline posted by the Registrar's Office.

Students who have 4 Ws will be dismissed from the program.

REPORTING

Student Success Coaches will report degree plan changes to the Registrar.

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

Withdrawing from a course could result in a W (withdrawal) or WF (withdraw fail). W and WF designations are considered dropped courses and count toward the 4 W limit that leads to dismissal from the program.

STANDARD OPERATING PROCEDURE

Incomplete Grades

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	June 2025	Differentiation between military Incomplete and Personal Incomplete		

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for incomplete grades.

References

[7.103 Institutional Academic Policy](#)
[Incomplete Grade Form](#)

Background and Context

A grade of “I” (Incomplete) will be assigned only when a student has not completed all academic requirements and assignments, including regular examinations, due to documented illness or circumstances beyond a student’s control.

ROLES AND RESPONSIBILITIES

Student initiates process.

Course Lead signs form.

Asst/Assoc Dean reviews and makes decisions regarding approval of request.

Registrar enters grades.

PROCEDURE

In the event of extenuating circumstances that occur in the last quarter (25%) of the course, a grade of Incomplete (I) may be assigned by the course lead.

To be eligible for an incomplete grade, the student must

- be in good academic standing (earning a passing grade), and

- have a justifiable and documented reason beyond their control (i.e., hospitalization or military deployment) for not completing the work as scheduled.

The student must:

- obtain an Incomplete Grade Form from the CON Office of Student Success, complete the student information section, and submit the form to the Course Lead.
- The Course Lead will complete and sign the form and send it to the appropriate Asst/Assoc Dean for approval.
- Once approved by the Asst/Assoc Dean, a copy will be sent to the CON Office of Student Success, and the completed form is submitted to the Office of the Registrar for grade entry.
- The Registrar enters the grade of Incomplete into EIS along with the date that the grade of "I" must change to a passing grade.
- For students on military deployment, if a grade change has not been processed within one year from the date that the incomplete grade form is filed, the grade of "I" shall change to an F (failing). An extension can be considered with documentation in the form of military orders.
- For students requesting an Incomplete for personal or medical reasons, if a grade change has not been processed within one semester from the end of the term in which the Incomplete Grade form is filed, the grade of "I" shall change to an "F" (failing). Students who have an approved Leave of Absence (LOA) on file must complete any outstanding coursework associated with an incomplete grade by the end of the next semester in which they are enrolled.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Grade Appeals

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for grade appeals.

References

[7.104 Student Affairs Policy Manual](#)

Background and Context

This procedure is to delineate the process for students in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC) to appeal a grade. A grade may be appealed if the student believes the grade was awarded inequitably.

ROLES AND RESPONSIBILITIES

Student must initiate appeal.

Course Leads, Track Coordinators, APG, and Asst/Assoc Deans will review appeals and provide decisions/recommendations as needed.

PROCEDURE

Any student who believes an earned grade on a **course assignment** was made in error or in an inequitable manner should contact the Course Lead within five business days of receipt of the grade to discuss and attempt to resolve the issue.

- If the issue cannot be resolved with the Course Lead, the student has five business days from the date of the communication with the Course Lead to file a written appeal to the Track Coordinator of the enrolled program.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Track Coordinator's decision to submit a written appeal to the Associate Dean of the enrolled program.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.

- The Associate Dean reviews the evidence and renders a written decision regarding the appeal.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Associate Dean's decision to submit a written appeal to the Senior Associate Dean of the College of Nursing.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- The Senior Associate Dean reviews the evidence and renders a written decision regarding the appeal.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Senior Associate Dean's decision to submit a written appeal to the Dean of the College of Nursing.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- The Dean reviews the evidence and renders a written decision regarding the appeal. The Dean's decision is final.

Any student who believes a **final course grade (not course failure)** was made in error or in an inequitable manner should contact the Course Lead within five business days of receipt of the grade to discuss and attempt to resolve the issue.

- If the issue cannot be resolved with the Course Lead, the student has five business days from the date of the communication with the Course Lead to file a written appeal to the Track Coordinator of the enrolled program.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Track Coordinator's decision to submit a written appeal to the Associate Dean of the enrolled program.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- The Associate Dean reviews the evidence and renders a written decision regarding the appeal.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Associate Dean's decision to submit a written appeal to the Senior Associate Dean of the College of Nursing.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- The Senior Associate Dean reviews the evidence and renders a written decision regarding the appeal.
- If the student remains unsatisfied with the decision, the student has three business days from the date of the Senior Associate Dean's decision to submit a written appeal to the Dean of the College of Nursing.
- The appeal shall include the rationale for the appeal, evidence to support the rationale, and the student's desired resolution.
- The Dean reviews the evidence and renders a written decision regarding the appeal. The Dean's decision is final. In the case of a Course Failure, students with course failures are required to meet with the Academic Progression Committee (APG). The committee will recommend a course of action to the Senior Associate Dean. Instructions to appeal the decision from the Senior Associate Dean will be provided to the student. See the Academic Progression Committee- Progression Review Procedure.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will follow HSC's records retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Academic Progression Committee (Admission-Progression-Graduation-APG)

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	
2.0	September 2025	Update to BSN exam score requirements		APG

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Academic Progression Committee. This procedure seeks to provide guidelines and processes around APG communication timelines for review of student progression. The APG is a recommending body to the Sr. Associate Dean for CON (College of Nursing). Details of this procedure assume consistent communication within reporting lines regarding student progression matters between the faculty and the Track Coordinators and Track Coordinators and Associate Deans.

References

- [7.103 Institutional Academic Policy](#)
- [7.104 Student Affairs Policy Manual](#)

Background and Context

The University of North Texas Health Science Center (HSC) has outlined standards for certain course curriculum and academic administration.

All course failures will be evaluated and reviewed by the Academic Progression Committee (Admission, Progression, Graduation- APG). All courses and their resultant failures, regardless of content, credit hour, perceived difficulty or assessment strategy, shall be equally considered in recommendations made by the APG. The APG will review each course failure as well as the overall academic and professional performance of the student assigned a failing grade. The APG will make recommendations to the Senior Associate Dean or their designee about repeating a course or an academic year, suspension or dismissal. The opportunity to remedy academic deficiencies at other than regularly scheduled course times may be extended to nursing students.

ROLES AND RESPONSIBILITIES

Track Coordinators

Track Coordinators work with course faculty to continuously identify, track, and provide remedial opportunities or other forms of support as needed. The track coordinator may notify the APG committee or their designees (Student Success Coaches) of students of concern at any time.

Faculty

Will monitor student progress and report to Track Coordinators when students meet the “At-Risk” criteria or has a reasonable concern for a student academic success. Faculty will meet with students to discuss Course and Clinical Concepts and work with Track coordinators to make appropriate referrals.

In courses where multiple faculty members teach, the primary faculty member may be referred to as the Course Lead.

Student Success Coach

Team members in the Office of Student Success are assigned to monitor student progress and share student support resources with CON students. Student Success Coaches are not nurses and are unable to provide academic support to CON students.

PROCEDURE

Communication Timeline

At weeks 4 and 9 for long semesters (Fall and Spring) and weeks 2 and 4 for short semesters (Summer or 8 week), the Academic Progression Committee (Admissions, Progressions, and Graduate –APG), or their designees (Student Success Coaches), will share the Academic Progression Form with CON faculty via email. The form provides instructions for completion.

At weeks 5 and 10 for long semesters (Fall and Spring) and weeks 3 and 5 for short semesters (Summer or 8 week) faculty will assess students’ performance.

Faculty will complete and submit an Academic Progression Form to the APG Committee or their designees (Student Success Coaches), for any student who meets the “At-Risk” criteria. The appropriate Track Coordinator will be copied on the Academic Progression Form.

The “At-Risk” criteria are defined as:

1. An overall average of 77% or below in BSN courses.
2. An overall average of 83% or below in MSN courses.
3. An exam average of 75% or below BSN courses.
4. An exam average of 80% or below MSN courses.

Course Faculty, Track Coordinators, and Student Success Coaches will monitor the Drop-Out Detective System in Canvas. Course Faculty are responsible for submitting forms to the Committee, or their designees (Student Success Coaches), for students who may be

considered “at -risk” per the averages listed above or other academic factors such as participation.

At weeks 6 and 11 for long semesters (Fall and Spring) and weeks 4 and 6 for short semesters (Summer or 8 week) the APG Committee, or their designees (Student Success Coaches), will:

1. Process the forms and update tracking rosters.
2. Send a letter to at-risk students with information on support services and instructions to meet with key program team members including faculty and student success coaches and/or student services offices (i.e., CAP, ODA, SARC).

The APG Committee will meet at the end of the term and assess the progress of at-risk students who received letters and to remove students from probationary status as needed.

Student Success Coaches will also attend the meeting to provide context and details of student efforts and the use of non-confidential student services.

Students who failed a course (below a C for BSN or below a B for MSN) must meet with the APG committee. Students meeting with APG at the end of the term will receive a letter with instructions including the date/time/location of the meeting. They will also be encouraged to meet with the Center for Academic Performance prior to the meeting for preparation.

At the meeting in closed session, the APG Committee will make progression recommendations (ie, Academic Probation, Academic Suspension, Dismissal from CON) to the Senior Associate Dean for every student with final course grades below a B for MSN students or C for BSN students.

Any student failing or at-risk of dismissal based on CON academic procedures will get a letter at the end of the term to include recommendations related to dismissal, probation, remediation plans, and/or any applicable appeal processes.

The appropriate Associate Dean and Program Track Coordinators will be copied on the letter sent to the student.

Course Failures

For BSN Students:

BSN Students must achieve an **exam average of $\geq 70\%$ to pass the course**. The following criteria apply:

- This procedure applies only to courses with three or more exams.
- The Clinical Judgment Exam (CJE) will not be included in the exam average.
- Quizzes are excluded from the exam average.
- The final exam average will be calculated in accordance with the course grading policy for rounding.

- This requirement is in addition to passing the course with a "C" or better. (example: A student could have a 89% course average due to weight, but have a 66% exam average. In this example, the student would fail the course)

A student who fails any course, including courses in clinical practice experiences, may be invited to participate in a meeting with the APG committee for recommendation of remediation of competencies or dismissal, with the exception of a student who has earned final grades below a C in 2 courses for BSN or finals grades below a B in 2 courses for MSN in the CON curriculum. In those instances, the APG will make an automatic recommendation for dismissal to the Senior Associate Dean.

The APG will make one of the following possible recommendations to the Senior Associate Dean or designee after meeting with a student who has failed a course(s):

- If the student has one course failure, then the APG will recommend academic probation.
- If the student has 2 course failures (Below a C for BSN or below a B for MSN), then the APG will immediately recommend dismissal from the program.

After reviewing the recommendations by the APG, the Senior Associate Dean will determine appropriate actions, which may include repetition of a course and/or academic probation or dismissal.

Academic Probation

A student allowed to repeat a course(s) will be placed on academic probation.

A student on academic probation will be eligible to be released from academic probation after no less than one semester has lapsed and after successful repetition of all courses, with no additional earned grades of F or "NP". Release from academic probation is made upon the recommendation of the APG and approval of the Senior Associate Dean.

Any student who is on academic probation and any student who has an overall Grade Point Average (GPA) of less than 2.5 for BSN or less than 3.0 for MSN (i) will not be eligible to serve as an officer in any UNTHSC organization or UNTHSC recognized organization and (ii) will not be excused to attend any off-campus CON sponsored professional conferences.

Repetition Failure

A student who fails a repeated course must appear before the APG. The APG will recommend to the Senior Associate Dean one of the following:

- Repeat the course at its next offering

- Repeat all the courses in that semester or year in the subsequent academic year
- Suspension for one year
- Dismissal

A student on academic probation and receives a failing grade (below C for BSN or below B for MSN) or NP in a course must appear before the APG. The APG may recommend one of the following options to the Senior Associate Dean:

- Repetition of the failed course
- Repetition of all courses in the semester or program year in the subsequent academic year
- Suspension for one year
- Dismissal

The Senior Associate Dean will determine the course of action.

A student may appeal a decision of remediation, repetition, suspension, or dismissal to the CON Dean. An appeal must be made within five business days of the decision. The decision of the Dean is final.

Re-admission

A student dismissed from the CON program for poor academic performance may seek re-admission by applying through the regular admissions process.

REPORTING

Decisions made by the Sr. Associate Dean will be reported to the Registrar's Office.

COMPLIANCE

Not applicable

RECORDS RETENTION AND DISPOSAL

College of Nursing will follow HSC's records retentions processes.

DEFINITIONS

Not applicable

STANDARD OPERATING PROCEDURE

Promotion, Probation, and Dismissal

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Promotion, Probation and Dismissal to establish guidelines for the quality of work required for students to continue their advancement in achieving a degree and actions resulting in probation and dismissal in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC).

References

[7.103 Institutional Academic Policy](#)

[7.105 Code of Conduct and Civility](#)

[Student Complaints](#)

Background and Context

The purpose of this procedure is to establish guidelines for the quality of work required for students to continue their advancement in achieving a degree and actions resulting in probation and dismissal in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC).

ROLES AND RESPONSIBILITIES

The College of Nursing will report decisions related to promotion, probation, or dismissal to the Office of the Registrar.

PROCEDURE

- The student must achieve a 3.0 GPA for graduation from MSN programs and 2.5 GPA for graduation from BSN programs.
- Attend all class and clinical activities, as required.
- Complete all written and clinical responsibilities.
- Students who fail two courses either in the same term or in subsequent terms are dismissed from the program and are not eligible to reenroll.
- Appeals for dismissal may be submitted in writing and must follow the Appeal/Grievance process.
- Appeals for dismissal must be made to the Dean of the College of Nursing.

- A student who is dismissed from the CON program for poor academic performance may seek re-admission by applying through the regular admissions process.

Academic Probation

Academic Probation is a serious matter and serves as official notice to the student that the quality of performance during the probationary period must improve to remain eligible to continue in the program. Any student who fails to improve their performance in the areas identified by the Academic Progression Committee (APG) during the probationary period may be continued on probation or dismissed from the CON. Students on academic probation may not hold any elected or appointed office, institutional or external.

All students must make satisfactory progress according to Federal Satisfactory Academic Progress Policy 34 CFR 668.34 and demonstrate academic standing consistent with the CON GPA requirements toward completing degree requirements. Unsatisfactory progress toward a degree includes the following:

- a. Students who receive below a B for MSN or below a C for BSN or “W” (withdraw) in any class will be placed on probation during that time and will be required to meet with the CON Student Success Team to develop and implement an academic support plan. During this time, the student cannot be enrolled in any courses under any other designation (non-degree, certificate, etc.).
- b. Students on academic probation by APG- The student is placed on probation and must meet with the CON Student Success Coach to develop and implement an academic support plan. If a student receives no failing grades in the subsequent semester of enrollment, the probation status will be removed.
- c. (All programs) Obtaining two to three “Ws” in one semester. The student will be placed on probation. The student must meet with the CON Student Success Team to develop an action plan for moving forward in the program to meet program requirements.
- d. (All programs) Cumulatively obtaining two “Ws.” The student must meet with the CON Student Success Team to develop an action plan for moving forward in the program to meet program requirements.
- e. (All Programs) Obtaining four “Ws” during program enrollment. If a student receives four “Ws” they will be dismissed from the program (notwithstanding extenuating circumstances).

When an official notification of probation is sent to the student by the APG Committee, the student is required to meet with their CON Student Success Coach to develop and implement an academic support plan. Responsible Party: Office of the Registrar (Office of Student Success sends list).

If academic performance improves, and no more Cs or Fs are earned, the student will be removed from probation, and probationary status will be removed from the transcript for subsequent semesters. Responsible Party: Office of the Registrar, Office of Student Success.

If probationary status occurs a second semester, the student will receive an action plan in a letter. If the action plan is followed successfully, the probationary status will be removed. Responsible Party: Associate Dean for designated program, Office of the Registrar.

Audit student records each semester to determine students who should be placed on probation or dismissed. Responsible Party: Office of Student Success.

Appeals for dismissal may be submitted in writing and must follow the Appeal/Grievance process. Responsible Party: Student.

Upon dismissal, the student may reapply for admission to the College of Nursing via the standard application process; appeals to dismissal must be made to the Dean of the College of Nursing. Responsible Party: Student.

Graduation.

Students must achieve an overall GPA of 3.0 to graduate from MSN programs or a GPA of 2.5 to graduate from BSN programs.

Responsible Party: Student.

Dismissal

The Senior Associate Dean and the Academic Progression Committee (Admission-Progression-Graduation-APG) review the academic and professional performance of students to assess whether performance standards are being met. Students who do not meet these standards are subject to dismissal. Such causes may include but are not limited to:

- Student receives 2 failing grades during enrollment.
- Student receives 4 Ws during enrollment.
- Student is found to be in violation of the University's Student Code of Conduct.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will for HSC's policies and procedures related to records retention.

DEFINITIONS

Academic Probation. "Academic Probation" serves as notice to the student that their continued enrollment is in jeopardy due to academic performance. Failure to improve academic performance while on Academic Probation can lead to dismissal from the program.

Dismissal. "Dismissal" means disenrollment from the curriculum. A dismissed student is not eligible for completion.

STANDARD OPERATING PROCEDURE

Time to Completion

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Time to Completion to instruct students on the time limits for BSN and MSN programs at HSC CON.

References

NOT APPLICABLE

Background and Context

All requirements for the MSN degrees must be completed within five years of the start of the program at HSC CON. All requirements for the BSN degrees must be completed within three years for the start of the program at HSC CON. Time limits are strictly enforced.

ROLES AND RESPONSIBILITIES

The student is responsible for ensuring that they complete their degree within the time limitations.

PROCEDURE

All requirements for the MSN degrees must be completed within five years of the start of the program at HSC CON. Time limits are strictly enforced.

All requirements for the BSN degrees must be completed within three years for the start of the program at HSC CON. Time limits are strictly enforced.

Students exceeding the time limit may be required to repeat out-of-date credits, and/or show other evidence of being up to date in their major field of study.

Holding a full- or part-time job is not considered sufficient grounds for granting an extension. The time spent in active service in the US armed forces will not be used to compute the time limit. Career members of the armed forces should consult with their Associate Dean concerning credit given to work completed before or during active military service.

Students anticipating that they will exceed the time limit should apply for an extension before the normal period to complete the degree expires.

Students requesting an extension should submit a written request to the Associate Dean of the program in which they are enrolled.

The written request and the student's academic file will be evaluated by the Associate Dean and Track Coordinator to determine if the request is granted.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Readmission of Former Students

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for readmission of former students to instruct former students on how to be readmitted to the College of Nursing at the University of North Texas Health Science Center (HSC).

References

NOT APPLICABLE

Background and Context

The purpose of this procedure is to delineate the process for students who previously have been admitted to the College of Nursing (CON) at the University of North Texas Health Science Center (HSC) but have not enrolled during the last three consecutive semesters (i.e., Fall, Spring, Summer). A student must follow the action items outlined in this procedure to be considered for readmission.

ROLES AND RESPONSIBILITIES

The former student is responsible for completing all admission requirements by the deadline for the admissions period.

PROCEDURE

- File an admission application by the deadline as established by the Office of Admissions.
- Meet all current admission requirements for the College of Nursing and submit all required documentation (i.e., transcripts, proof of unencumbered license, etc.)
- Former students who have not enrolled elsewhere since leaving HSC and are in good academic and behavioral standing are required to submit an admissions application and the application fee.
- All completed applications are reviewed by the Academic Progression Committee (APG).
- Admissions decisions will be communicated to the applicant by the Office of Admissions.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

Good academic standing means a grade point average of 2.5 or higher for BSN students and 3.0 or higher for MSN students.

Good behavioral standing means no sanctions of disciplinary probation, suspension, or expulsion noted on the student's transcript.

STANDARD OPERATING PROCEDURE

Graduation Requirements

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for graduation requirements to instruct students on completing all required documentation for graduation.

References

The student's final cumulative GPA must be at least a 3.0 to qualify for graduation for MSN programs and 2.5 to qualify for graduation for BSN programs. All fines, fees, etc., must be cleared before the diploma is issued.

[7.103 Institutional Academic Policy](#)

[Academic Calendar](#)

Intent to Graduate Form

Background and Context

This procedure delineates the process for students in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC) who wish to complete the graduation requirements.

ROLES AND RESPONSIBILITIES

The student is responsible for progressing toward degree completion and filing the appropriate degree application in the College of Nursing (CON) Office of Student Success.

The Office of Student Success is responsible for performing all degree audits to verify that all degree requirements have been met and communicating the results to the Registrar's Office.

The Registrar's Office is responsible for conferring the degree and mailing the diploma to the graduate.

PROCEDURE

- Consult the Academic Calendar for final dates for payment of fees and meeting other graduation requirements.
Responsible Party: Student.
- Student must submit all required materials, including the Intent to Graduate form (see Institutional Academic Policy), to the CON Office of Student Success.
Responsible Party: Student.
- The degree audit is performed by CON to verify that all degree requirements have been met.
Responsible Party: CON Office of Student Success.
- Results of the degree audit are communicated to the Registrar's Office.
Responsible Party: CON Office of Student Success.
- A diploma will be mailed to the graduate.
Responsible Party: Registrar.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

List any terminology and acronyms with their definitions.

STANDARD OPERATING PROCEDURE

Academic Honors

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Academic Honors. And to establish guidelines for the College of Nursing Student Awards which recognize outstanding achievement in the didactic and clinical phases of the program.

References

[7.103 Institutional Academic Policy](#)

Background and Context

The College of Nursing encourages student achievement through recognition of exceptional academic and professional performance.

ROLES AND RESPONSIBILITIES

College of Nursing is responsible for determining academic honors.

PROCEDURE

1. Dean's List: Placement on the Dean's List occurs when a CON student achieves a semester grade point average of 3.51 or greater for a semester that is primarily didactic. Due to the varying experiences during clinical practice, Dean's List recognition is not awarded for clinical practice. A student placed on academic or disciplinary probation during their enrollment is not eligible for Dean's List recognition.
2. Graduation with Honors: Students may be awarded "Honors" upon graduation if their overall grade point average is greater than or equivalent to 3.51 on a 4.0 scale. No graduate who has failed a course or rotation, or who has been placed on academic or disciplinary probation during their enrollment can receive a degree with honors.
3. Outstanding Achievement Awards (TBD): These awards recognize exceptional academic and clinical performance based on participation in related activities and demonstrated commitment to learning and the nursing profession. The Dean of the College of Nursing makes the final determination of these award winners.
4. HONOR SOCIETY Faculty and Students will be inducted into the honor society in accordance with the society's regulations and standards.

5. DAISY Award: The DAISY Award will recognize exceptional service and care to the nursing profession. A call for nominations will be facilitated by the Office of Student Success in collaboration with CON Clinical Affairs. Nominees will be notified and honored per the DAISY Award guidelines.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Student Governance

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Student Governance.

References

Center for Student Life-RSO Handbook

Background and Context

HSC and CON value student feedback. As such both support opportunities for students to advocate for their classmates and their profession through a variety of methods including student government, student organization, and committee participation.

ROLES AND RESPONSIBILITIES

CON leadership is responsible for notifying students of service opportunities including committees where a student member is necessary to complete the committee.

The student is responsible for responding to requests for service.

Student leaders are responsible for following the procedures of the Center for Student Life including but not limited to those related to elections and RSO/student government spending.

Center for Student Life will facilitate and guide the formation and administration of the CON student government and future registered student organizations.

PROCEDURE

Student Government and Registered Student Organizations

CON will support the development of a single student government with elected representation from graduate and undergraduate studies.

- Required positions will include President, Vice President, Secretary, and Treasurer
- Additional positions may include Undergraduate Student Representative and Graduate Student Representative

CON will support the development of Registered Student Organizations for Nursing students.

CON will engage elected student leaders from student government and RSOs to participate in committees.

Curriculum Committee

The membership shall include faculty members: program coordinators, HSC Clinical Simulation representative, HSC Interprofessional Education (IPE) representative, and at least three faculty members. The Associate Deans for Undergraduate and Graduate Studies shall serve in an advisory capacity with voice but no vote. Two students, one undergraduate and one graduate, shall be elected by the student body or appointed by the Dean and shall have voice and vote. Student members shall serve a term of one year and are eligible to serve more than one term.

Student Affairs Committee

The membership shall include the Assistant Dean of Student Success and three faculty members. Two students, one undergraduate and one graduate student shall be elected by the student body or appointed by the Dean. Student members shall serve a term of one year and are eligible to serve more than one term. All members shall have voice and vote on policy issues. Students do not participate in, or vote, on scholarship review and selection.

Dean's Student Advisory Council

The Dean shall meet on a regular basis (quarterly, each semester, and/or as needed TBD) with College of Nursing Students. The Advisory Council shall consist of elected student representatives from the student government. Student members shall serve while they hold their elected office. All members shall have a voice on pertinent programmatic and student issues. Students will communicate information to the CON student body as needed.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Adverse Events

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Adverse Events to provide guidance on steps to follow should a student be exposed to blood or body fluids or makes a treatment error while on clinical rotations.

References

[Student Exposure Survey](#)

[Student Health Clinic](#)

[Immunization Requirements](#)

Background and Context

Exposure or treatment errors may take place while a student is on clinical rotations.

ROLES AND RESPONSIBILITIES

The student is responsible for reporting any blood or body fluid exposure or treatment error.

PROCEDURE

In the event that you experience a clinical exposure, please follow the process outlined below. Exposures may include needlesticks/bloodborne pathogens and fluid exposures (body fluids/chemicals). The purpose of this procedure is to ensure exposures are addressed **immediately** to reduce the risk of infection and to provide prompt treatment, if needed.

- Immediately notify Preceptor and/or HSC track coordinator of exposure.
 - **If an exposure occurs...**
 - on the HSC Campus contact the HSC Student Health Clinic for next steps.
 - while on clinical rotations, follow rotation site protocols.
 - at a clinical rotation site that does **not** have a protocol, go to the nearest Emergency Room or Urgent Care Center.

- Initial and follow-up care, **if necessary**, should be provided by the same facility in which the exposure took place, when possible.
- If you are required to pay for services, use your personal health insurance.
- Bills and claims associated with bloodborne pathogen (BBP) exposures should be sent to health@unthsc.edu for reimbursement and payment. Note, non-BBP exposures may not be eligible for reimbursement.
- All student bloodborne pathogen exposures should be reported via the HSC Student BBP Post-Exposure Survey, linked below. You do not need to complete the survey if your exposure was not a BBP.
- https://unthsc-secure.formstack.com/forms/hsc_clinical_student_exposure_survey

Adverse medication error

- The student must immediately inform his/her clinical instructor and the Charge Nurse of the medication error.
- The clinical instructor will ensure that the student completes an incident report for the Nurse Manager of the unit.
- The clinical instructor will write a report of the incident, making recommendations for student's learning. This report will be sent to the CON. Follow-up communication and education may occur.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

NOT APPLICABLE

DEFINITIONS

Blood/Body Fluid Exposure (CDC)

- A needle stick or cut caused by a needle or any sharp object that was actually or potentially contaminated with blood or body fluids (urine, saliva, sputum, vomit, feces).
- A contaminated splash to mucous membranes (e.g., eyes, nose, mouth) with blood or body fluids.

STANDARD OPERATING PROCEDURE

Certificate Completion Requirements

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for Certificate Completion to instruct certificate-seeking students on completing all required materials for certificate completion.

References

A certificate-seeking student’s final cumulative grade point average must be at least 3.0 to earn the certificate. All fines, fees, etc. must be cleared before the certificate is issued.

Intent to Complete Certificate Form

Background and Context

This procedure delineates the process for certificate students in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC) who wish to complete the requirements for earning the certificate.

ROLES AND RESPONSIBILITIES

The student is responsible for progressing toward certificate completion and filing the appropriate certificate application through the Certificate Application available on the Admissions and Recruitment website.

The Office of Student Success is responsible for performing all certificate audits to verify that all requirements have been met and communicating the results to the Registrar’s Office.

The Registrar’s Office is responsible for mailing the certificate.

PROCEDURE

- Consult the Academic Calendar for final dates for payment of fees and meeting other completion requirements. Responsible Party: Student.
- Students must submit all required materials, including the Intent to Complete Certificate form (see Institutional Academic Policy), to the CON Office of Student Success. Responsible Party: Student.
- A certificate audit is performed by the Office of Student Success to verify that all requirements have been met. Responsible Party: Office of Student Success.
- Results of the audit are communicated to the Registrar’s Office. Responsible Party: Office of Student Success.
- The certificate will be mailed. Responsible Party: Registrar.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

CON will adhere to HSC's records retention policies and procedures.

DEFINITIONS

NOT APPLICABLE

STANDARD OPERATING PROCEDURE

Certificate Student Probation and Dismissal

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	August 2024	Initial issuance	--	

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this Standard Operating Procedure (SOP) is to document the process for certificate student probation and dismissal to establish guidelines for the quality of work required for students to continue their advancement in achieving certification and actions resulting in probation and dismissal in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC).

References

[7.103 Institutional Academic Policy](#)

Background and Context

The purpose of this procedure is to establish guidelines for the quality of work required for students to continue their advancement in achieving a certificate and actions resulting in probation and dismissal in the College of Nursing (CON) at the University of North Texas Health Science Center (HSC).

ROLES AND RESPONSIBILITIES

- The student must achieve a 3.0 GPA for completion of the graduate certificates.
- Appeals for dismissal may be submitted in writing and must follow the Appeal/Grievance process.
- Upon dismissal, the student is not permitted to return to a certificate program at the College of Nursing. Appeals to dismissal must be made to the Dean of the College of Nursing.

PROCEDURE

- All certificate-seeking students must make satisfactory progress toward the completion of certificate requirements. Unsatisfactory progress toward a certification includes, but is not limited to the following:
 - All certificate-seeking students- Obtaining a “C” or lower in any course attempted. The student is placed on probation and must meet with the Student Success Coach to develop and implement an academic support plan. If a student receives no Cs in the subsequent semester of enrollment, the probation status will be removed.

- All certificate-seeking students- Obtaining four “Ws” during certificate program enrollment. If a student received four “Ws” will be dismissed from the program (notwithstanding extenuating circumstances). Responsible Party: Student
- If a certificate student receives a C or lower in any semester, an official notification of probation will be sent to the student and will be required to meet with the Student Success Coach to develop and implement an academic support plan. Responsible Party: Office of the Registrar (Office of Student Success sends list).
- Audit student records each semester to determine students who should be placed on probation or dismissed. Responsible Party: Office of Student Success.
- Appeals for dismissal may be submitted in writing and must follow the Appeal/Grievance process. Responsible Party: Student.
- Upon dismissal, the student is not permitted to return to a certificate program at the College of Nursing; appeals for dismissal must be made to the Dean of the College of Nursing. Responsible Party: Student.
- Completion. Students must achieve an overall GPA of 3.0. Responsible Party: Student.

REPORTING

NOT APPLICABLE

COMPLIANCE

NOT APPLICABLE

RECORDS RETENTION AND DISPOSAL

NOT APPLICABLE

DEFINITIONS

Academic Probation. “Academic Probation” serves as notice to the student that their continued enrollment is in jeopardy due to academic performance. Failure to improve academic performance while on Academic Probation can lead to dismissal from the program.

Dismissal. “Dismissal” means disenrollment from the curriculum. A dismissed student is not eligible for completion

STANDARD OPERATING PROCEDURE

Open Check and Clinical Judgment Exam (CJE) Benchmark Procedure

VERSION AND REVISION HISTORY:

Version	Release Date	Summary of Changes	Section	Changes Made By
1.0	9.23.25	Initial issuance	--	
2.0	10.29.25	LWW updates		APG; BSN Track Coor.

INTRODUCTION

Purpose / Goals / Coverage

The purpose of this procedure is to establish a standardized approach to the administration, grading, remediation, and evaluation process for the Clinical Judgment Exam (CJE) Benchmark within the prelicensure BSN nursing program. This exam is designed to assess student competency, provide targeted remediation, and support clinical judgment development. The CJE Benchmark contributes no more than 10% of the final course grade with a Benchmark in the grading schema and follows a structured format to ensure standardization across all courses specific to their place within the program.

References

Based on the type of SOP, include references to existing policies, guidance documents, etc. including but not limited to the following:

- NurseThink® Clinical Judgment Exam (CJE) Testing Policy Best Practices
- Lippincott® Readiness for NCLEX Benchmark Exam Guidelines
- UNT Health Academic Policies
- Texas Board of Nursing (TBON) Education Guidelines
- Senate Bill 1429 Standardized Examinations

Background and Context

The CJE is a national benchmark exam designed to assess nursing students' clinical judgment, competency, and readiness for practice. The exam aligns with the National Council of State Board of Nursing (NCSBN) Clinical Judgment Measurement Model (CJMM) and integrates competency-based assessments to ensure students demonstrate competency in critical thinking and clinical decision-making. Texas Senate Bill 1429 (SB 1429) mandates that standardized examinations prepared by private entities cannot be used as graduation requirements or as criteria to deny students an affidavit of graduation in nursing programs. Instead, these exams may only be used for assessment, remediation, and program evaluation, with no more than 10% of a course grade tied to exam performance. The CJEs are not content-related exams; rather, they

are clinical judgment-focused assessments that emphasize the application of safe and effective nursing care and compared against other programs nationally.

The College of Nursing will implement Lippincott® Ready for NCLEX (LRN) to support AI-driven remediation following all Open Checks and Clinical Judgment Exams. This adaptive platform provides personalized learning pathways based on each student's performance, focusing on clinical judgment and competency domains identified by the NCSBN CJMM. Students receive targeted remediation assignments, practice questions, and rationales designed to strengthen areas of weakness, reinforce knowledge, and promote mastery of clinical decision-making skills. Faculty have access to robust analytics that guide coaching, track progress, and evaluate aggregate program outcomes.

ROLES AND RESPONSIBILITIES

A. Nursing Faculty

- Before the semester starts, the term team will meet to discuss the schedule of all of the module exams, benchmark exams, and the comprehensive final exam dates in each course.
- Faculty will assign the Open Checks and the CJE Benchmark by creating a course in the Clinical Judgment Foundations RN Comprehensive via thePoint.
- The prelicensure BSN track coordinator will inform necessary faculty and campus partners of the open check and CJE Benchmark time and dates assigned to the term.
- Ensure students complete the CJE Benchmark within the designated testing window.
- Provide guidance on preparation resources and remediation requirements to students (see Appendices for Open Check and Benchmark remediation contracts)
- Record and submit exam scores in the Learning Management System (LMS).
- Faculty will document remediation completion in the LMS.
- Faculty will include CJE Benchmark results on the end of the course report.

B. Testing Evaluation Services Coordinator

- Administer the CJE Benchmark via appropriate testing platform.
- Ensure technical support is available for students.
- Monitor student compliance with test-taking policies.
- Exam will be monitored to ensure academic integrity

C. Students

- Complete the Open Check as scheduled and within the designated testing window.
- Complete the CJE Benchmark as scheduled and per the syllabus guidelines.
- It is the student's responsibility to review the remediation procedure and complete all required steps and submissions accordingly. Failure to complete

remediation impedes student success and will be considered a professionalism concern. As outlined in the grading and scoring guidelines within this procedure, students who do not remediate as required will forfeit associated points, meet with the course leader, and be placed on a Student Development Plan for professionalism.

- Actively engage in the required remediation per the Remediation Contract/Template and submit by the due date posted in the LMS. (see Appendices for Open Check and Benchmark remediation contracts)
- The remediation plan is essential to prepare for the NCLEX exam and develop entry-level residency-readiness with CJMM.
- Submit remediation work within the allotted timeframe.
- Failure to participate in the Remediation Contract/Template will result in point deduction per the grading grid and will lead to placement on a Student Development Plan.

PROCEDURE

A. Exam Administration

The Benchmark Exam consists of:

- **Open Check Exam:** Proctored via online lockdown, timed, and designed for self-evaluation. Students complete the exam independently before the CJE Benchmark.
 - The Open Check will be scheduled on your course syllabus and posted in the Learning Management System (LMS).
 - Students will have a 24-hour window to complete the exam.
 - The **Open Check Exam** can be scheduled as early as the midterm of a 13 or 16-week semester to allow for early identification of learning gaps.
 - The Open Check Exam will be delivered via appropriate testing platform.
 - The Open Check may only be given once. This is an exam to determine individualized learning. Group work is not permitted.
 - If students fail to complete the Open Check, they will be required to complete 500 questions in PrepU; however, they will still lose points in the score calculation below.
 - Students must submit the Open Check by the closing time listed in the LMS or the course syllabus. If students complete the exam after the due date and time, the exam will not be accepted.
- **CJE Benchmark:** Proctored by TES or faculty with a lockdown browser, timed, and secure. Administered in a controlled environment to assess competency.
 - The CJE **Benchmark** is administered **at least one-two weeks before the end of the semester** to allow adequate time for remediation.
 - The CJE Benchmark will be delivered via appropriate testing platform.
 - The CJE will be scheduled on your course syllabus and posted in the LMS.

- Exam security features, including **ID verification and lockdown browser**, will be enforced. See all TES procedures
 - If a student is absent on the day of the CJE Benchmark 1, they may make-up the CJE Benchmark at a date and time decided by CON and appropriate campus offices when they return
- **Time Limits for Exams**
 - 50 question exam = 75 minutes
 - 75 question exam = 112 minutes
 - 100 question exam = 150 minutes

Students approved for accommodations through the Office of Disability Access (ODA) will receive additional time for assessments, as specified in their accommodation plan.

B. Placement of Exams in the Prelicensure BSN Curriculum

Course	Term	Clinical Judgment Exam
NURS 4313 Introduction to Nursing Skills and Concepts	1	Fundamentals
NURS 4315 Physical Health Assessment and Health Promotion	1	Health Assessment
NURS 4307 Global Community and Population-Centered Nursing	1	Community Health
NURS 4312 Developing Pathophysiology, Pharmacotherapy, and Safe Medication Management	2	Pathophysiology
NURS 4316 Psychiatric Mental Health Care	2	Mental Health
NURS 4310 Birth to Adolescent Care	3	Pediatrics
NURS 4311 Childbearing Family Care	3	Maternal Child
NURS 4308 Scholarship and Evidence-Based Practice	4	Research

NURS 4401 Acute Care Across the Life Span	4	Medical Surgical I
NURS 4303 Applied Pathophysiology, Pharmacotherapy, and Safe Medication Management	4	Pharmacology
NURS 4305 Leadership, Quality, and Safety in Practice	5	Leadership
NURS 4314 Palliative and Supportive Care Across the Life Span	5	Community Health Benchmark 2
NURS 4403 Transitions in Care and Practice	5	<ul style="list-style-type: none"> o Women’s Health Benchmark 1 o Nutrition Benchmark 1 o Medical Surgical II-Benchmark 1 o Readiness Exam Benchmark 1 o Readiness Exam Benchmark 2 o Other Benchmark 2 Exams as determined by Cohort Score on Benchmark 1

C. Grading & Scoring

The final Benchmark Exam score is calculated by adding the points earned from all components and converting the total score into a percentage. This percentage is then applied as no more than 10% of the student’s final grade.

Each Clinical Judgment Exam (CJE) should be taken only once, and remediation should be conducted in a student-led and student-driven manner as per the improvement plan identified on their report.

Students must remediate at all competency levels 1-5.

The final exam column is scored as a percentage and counts for no more than 10% of the final course grade. The grading scale is as follows:

Wolters Kluwer CJE Benchmark Grading Grid (no more than 10% of Final Grade)

These scoring tables are based on the clinical judgment exam conversion grading grid for open check and benchmark exams. Wolters Kluwer updates this grid every Fall; therefore, this section is subject to change annually. A score of Achieving (78%) is considered passing in all semesters and benchmark exams. The goal is Achieving Clinical Judgment.

Benchmark Recommended Range	Benchmark Category Guidelines	Clinical Judgment Exam Conversion Grading Grid (Open Check and Benchmark Exams)	Suggested Points (out of 5) If students complete BOTH the Exam AND the AI-Driven Individualized Improvement Plan per the Guidelines Below
Mastering Clinical Judgment	The learner demonstrates exemplary clinical judgment and an ability to provide safe and effective increasingly complex care in this specialty. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to maintain their level of safety and contribute to the learner's ongoing pursuit of nursing excellence	94-100	5
Strengthening Clinical Judgment	The learner consistently demonstrates safe care and continues to improve their application of clinical judgment in this specialty. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to maintain their level of safety and increase their ability to provide effective increasingly complex care.	86-93	4
Achieving Clinical Judgment	The learner has reached the benchmark for this specialty area and demonstrates a level of clinical judgment compatible with basic patient safety. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to remain safe and provide effective care.	78-85	3
Developing Clinical Judgment	The learner is beginning to apply clinical judgment more consistently in this specialty. Learners should address a selected identified area of opportunity through targeted support, experience, focused study, and remediation to be considered safe in this specialty.	70-77	2
Emerging Clinical Judgment	The learner is beginning to apply clinical judgment to patient care in this specialty. Learners demonstrate several weak areas that need to be addressed through targeted support, experience, focused study, and remediation to provide safe care in this specialty.	0-69	1

Term 1 CJEs (Goal: Developing Clinical Judgment)

- o Health Assessment
- o Fundamentals
- o Community

Points Completed Open Check Remediation	Competency Level Achieved on CJE	Points Awarded	Points Awarded for Remediation	Total Possible Points
+1	Mastering Clinical Judgment	5	+1	7/7 = 100%*
+1	Strengthening Clinical Judgment	4	+1	6/7 = 90%*
+1	Achieving Clinical Judgment	3	+1	5/7 = 80%*
+1	Developing Clinical Judgment	2	+1	4/7 = 77%*
+1	Emerging Clinical Judgment	1	+1	3/7 = 70%*

Term 2 CJE (Goal: Achieving Clinical Judgment)

- o Pathophysiology
- o Mental Health

Points Completed Open Check Remediation	Competency Level Achieved on CJE	Points Awarded	Points Awarded for Remediation	Total Possible Points
+1	Mastering Clinical Judgment	5	+1	7/7 = 100%*

+1	Strengthening Clinical Judgment	4	+1	6/7 = 90%*
+1	Achieving Clinical Judgment	3	+1	5/7 = 80%*
+1	Developing Clinical Judgment	2	+1	4/7 = 77%*
+1	Emerging Clinical Judgment	1	+1	3/7 = 70%*

Term 3 CJE (Goal: Achieving Clinical Judgment)

- o Pediatrics
- o Maternal Child

Points Completed Open Check Remediation	Competency Level Achieved on CJE	Points Awarded	Points Awarded for Remediation	Total Possible Points
+1	Mastering Clinical Judgment	5	+1	7/7 = 100%*
+1	Strengthening Clinical Judgment	4	+1	6/7 = 90%*
+1	Achieving Clinical Judgment	3	+1	5/7 = 80%*
+1	Developing Clinical Judgment	2	+1	4/7 = 77%*
+1	Emerging Clinical Judgment	1	+1	3/7 = 70%*

Term 4 CJE (Goal: Strengthening Clinical Judgment)

- o Pharmacology
- o Research
- o Medical Surgical 1

Points Completed Open Check Remediation	Competency Level Achieved on CJE	Points Awarded	Points Awarded for Remediation	Total Possible Points
+1	Mastering Clinical Judgment	5	+1	7/7 = 100%*

+1	Strengthening Clinical Judgment	4	+1	6/7 = 90%*
+1	Achieving Clinical Judgment	3	+1	5/7 = 80%*
+1	Developing Clinical Judgment	2	+1	4/7 = 77%*
+1	Emerging Clinical Judgment	1	+1	3/7 = 70%*

Term 5 (Goal: Mastering Clinical Judgment)

- o Women’s Health Benchmark 1
- o Nutrition Benchmark 1
- o Medical Surgical II Benchmark 1
- o Community Health Benchmark 2
- o Fundamentals Benchmark 2 (as needed)
- o Health Assessment Benchmark 2 (as needed)
- o Patho Benchmark 2 (as needed)
- o Pharm Benchmark 2 (as needed)
- o **Lippincott® Ready for NCLEX-RN®’s Clinical Judgment Readiness RN**
 - o Open Check
 - o Benchmark 1
 - o Benchmark 2

Points Completed Open Check Remediation	Competency Level Achieved on CJE	Points Awarded	Points Awarded for Remediation	Total Possible Points
+1	Mastering Clinical Judgment	5	+1	7/7 = 100%*
+1	Strengthening Clinical Judgment	4	+1	6/7 = 90%*
+1	Achieving Clinical Judgment	3	+1	5/7 = 80%*
+1	Developing Clinical Judgment	2	+1	4/7 = 77%*
+1	Emerging Clinical Judgment	1	+1	3/7 = 70%*

**All scores and competency levels must be remediated.*

** If there is no Open Check for the CJE or if the open check has already been completed in a previous semester, students will earn 2 points for remediation after the CJE exam instead of 1 point.*

D. Remediation Process

Students must complete remediation activities regardless of their score to earn points for their final grade, as noted above.

1. Complete remediation as directed in the Lippincott Readiness for NCLEX online improvement plan. AI-driven remediation and faculty will direct the number of concepts to remediate based on the individualized scoring report.
2. Remediation assignments are due within 72 hours or within 2 **weeks** of receiving exam results. Your faculty will inform you of this timeline.
3. Students will submit remediation documents to the LMS as directed by faculty.

REPORTING

- Faculty must document student completion and remediation within the LMS.
- Track coordinators will submit comprehensive reports on student performance for program assessment.
- Student remediation compliance must be tracked for program evaluation and accreditation purposes.

COMPLIANCE

Faculty must adhere to institutional policies of CON and Wolters Kluwer regarding exam integrity.

Faculty must adhere to Texas Senate Bill 1492

RECORDS RETENTION AND DISPOSAL

- Detail any specific requirements for retention and/or disposal of records. Student Benchmark Exam scores and remediation documentation must be retained for a minimum of 5 years.
- Records should be securely stored in the LMS and institutional archives.

DEFINITIONS

- **Benchmark Exam:** A standardized test measuring student clinical judgment in nursing competency areas.
- **Remediation:** A structured review process to reinforce learning and competency development.
- **Competency Level:** The categorization of exam scores into levels to determine competency. Clinical Judgment Exams (CJEs) by NurseThink® RN Cut Score Grading Grid
 - **Emerging Clinical Judgment:** The learner is beginning to apply clinical judgment to patient care in this specialty. Learners demonstrate several weak areas that need to be addressed through targeted support, experience, focused study, and remediation to provide safe care in this specialty.
 - **Developing Clinical Judgment:** The learner is beginning to apply clinical judgment more consistently in this specialty. Learners should address identified

- areas of opportunity through targeted support, experience, focused study, and remediation to be considered safe in this specialty.
- **Achieving Clinical Judgment:** The learner has reached the benchmark for this specialty area and demonstrates a level of clinical judgment compatible with basic patient safety. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to remain safe and provide effective care.
 - **Strengthening Clinical Judgment:** The learner consistently demonstrates safe care and continues to improve their application of clinical judgment in this specialty. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to maintain their level of safety and increase their ability to provide effective, increasingly complex care.
 - **Mastering Clinical Judgment:** The learner demonstrates exemplary clinical judgment and an ability to provide safe and effective, increasingly complex care in this specialty. Learners should focus on identified areas of opportunity through targeted support, experience, focused study, and remediation to maintain their level of safety and contribute to the learner's ongoing pursuit of nursing excellence

APPENDIX

See LWW Student Contract