

Region A Nursing Consortium
Policy Manual
&
Student Handbook



2025 – 2026

Reviewed & revised 7/31/2025

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Welcome!

Dear Region A Nursing Consortium 2025-2026 Students:

Whether you are a first year or second year student, we want to welcome you to a new academic year at Region A Nursing Consortium (RANC). There is a rich history of students and graduates from this program and the educators that have taught here. You will be part of the legacy created by the dedication of those at the member colleges and in the region that support our efforts.

We have high expectations for you as you embark on this year of study. As future nurses you will find that if you develop good habits of study and striving to understand at this point in your journey, it will strengthen your practice for years to come as you continue the lifelong learning habits of great nurses. We have excellent faculty with years of nursing and educational preparation, but alas we do not automatically have all the answers. We continue to be on a learning and growing journey with you. Healthcare and nursing are changing all the time. We must all continue to learn.

In your studies we will be providing you many resources and directions about how to learn, apply, synthesize, and create your best strategies for developing great clinical judgment. **This will mean it is important for you to come to class, lab and clinical prepared.** You will develop habits of being prepared for those questions your patient may ask you. We will also prepare you to be nurses who are an integral part of the healthcare interdisciplinary team. You will also develop habits of being able to process information and articulate what the priority needs are for your client when talking to another healthcare professional.

We want to keep the lines of communication open. Please share your thoughts and ideas as you are on this journey!

Let's have a great year!

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**Region A Nursing Consortium
Nursing Program Philosophical Framework**

The Nursing program supports the mission of the North Carolina Community College System and the mission of Haywood Community College and Tri-County Community College, the constituent member colleges of Region A Nursing Consortium. The nursing faculty is committed to providing accessible high-quality nursing education to meet the diverse and changing health care needs of the service area and to promoting the development of qualified students who are prepared for the professional role of the nurse at the entry level. The Program offers an Associate Degree in Nursing. Nursing education is responsive to the needs of the community as well as the learner. In response to changing health care patterns, nursing education and community agencies collaborate to form partnerships and alliances for the education of entry-level practitioners.

The philosophy of the Nursing Department is derived from statements about health, quality of life, achievement of potential, the individual, environment, nursing practice, and nursing education. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care for individuals, families and significant persons, and the community to facilitate optimum health, quality of life, and achievement of potential.

The Associate Degree Nurse

Associate Degree Nursing graduates must be prepared to meet diverse clients' needs; function as leaders; and advance science that benefits clients and the capacity of health professionals to deliver safe, quality client care (Institute of Medicine [IOM], 2011). The graduate of the Associate Degree Nursing program at RANC is prepared to meet the health care needs of individuals throughout their lifespan and to meet educational competencies defined by the National League for Nursing (2010) and the Nursing Practice Act of North Carolina (2019).

Associate Degree Nursing Education

Learning is a continuous process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning are an interactive process between teacher and learner. The responsibility of the nursing faculty of RANC is to facilitate the student's understanding and ability to meet the outcomes for the level of nursing practice they aspire to through the design and evaluation of learning experiences. The nursing student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality individual centered nursing care.

Nursing education in the North Carolina Community College System, is a process that facilitates changes in behavior, the acquisition of knowledge, skills, and attitudes necessary to function in the role of the entry-level nurse. The curriculum is conceptually based and founded on principles of adult and collaborative learning. Basic assumptions include self-direction, utilizing adult experience, problem- and activity-centered learning. Concepts consider any environmental setting, an individual's life span, the health-illness continuum, and are the foci within the courses (Giddens and Brady, 2007). It incorporates evidence-based nursing theory and practice, general education, and the sciences in an environment conducive to learning.

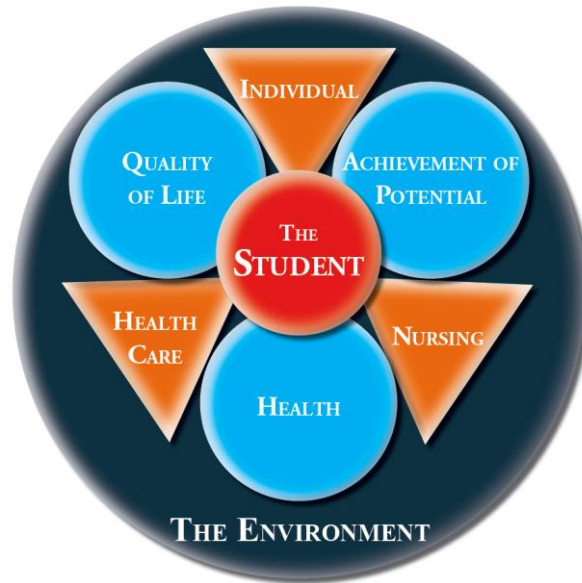
The nursing program at RANC provides an education that is adaptable, progressive, and sensitive to the changing needs of the individual, significant support person(s), and the community. Through their educational experiences, students will have the opportunity to develop critical thinking and problem-solving skills to enhance clinical reasoning. Nursing education is based on learning theory rooted in neurobiology. Neuroscientists discovered that the brain develops circuitry and grows because of experience and learning.

Learning is about making connections. Neurologists and cognitive scientists agree that humans build their minds by "constructing" mental structures and "hands-on" concrete application that connects and organizes information (Barkley, Cross, & Major, 2014).

Nursing education is in transition, driven by socioeconomic factors. Population shifts have affected nursing practice and health care priorities. There are ten new trends to watch that impact nursing education: changing demographics and increasing diversity; the technology explosion, including sophisticated pre-clinical simulation laboratories; globalization of the world's economy and society; the era of the educated consumer, alternative therapies and genomics, and palliative care; shift to population based care and the increasing complexity of client care; the cost of healthcare and the challenge of managed care, impact on healthcare policy and regulation; the growing need for interdisciplinary education for collaborative practice, the current nursing shortage/opportunities for lifelong learning and workforce development; and significant advances in nursing science and research (NLN, 2013).

Concept Based Curriculum

The conceptual design defines the essential elements as the environment, quality of life, achievement of potential, and health. The organizing framework contains content related to the individual, the health care system, and nursing.



Conceptual Organizing Framework

The conceptual model provides a mental scaffold or framework to prepare learners for new instruction and motivates by making meaningful connections for the learner. The learner must attain mastery of each part of the framework; the individual, the health care system, and nursing in order to understand the complete curriculum. The domains of the individual, the health care system, and nursing provide the conceptual framework guiding the associate degree nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex (Knowles, Holton, & Swanson, 2015).

Definitions of Organizing Concepts of the Framework

Individual. The nursing faculty believe that each individual is a complex, multidimensional, unique, and significant being possessing inherent value and worth, and a member of a family, community, and culturally diverse society. All individuals have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to health care and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. All individuals should be cared for, respected, nurtured, understood, and assisted. In order to provide and manage care, nurses must view the individual at the center of any nursing activity.

Health care system. According to nursing theorist, Betty Neuman, exchange with the environment is reciprocal; both the client and the environment may be affected either positively or negatively by the other (2013). A health care system involves community resources such as clinics, hospitals, pharmacies, laboratories, long term care facilities, and the internet working in concert to improve client health.

Nursing. Nursing is a science and the art of integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, and holistic care. Through caring, empathy, ethics, and the development of a therapeutic relationship with the individual and significant support person(s), the nurse integrates the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process. Incorporating documented best practice, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving a dignified death.

Essential Element Definitions

Environment. The individual is in constant interaction with a changing environment that consists of both internal and external forces that vary throughout the lifespan and has the potential to cause stress in the individual. The nurse can assist the individual to alter aspects of the environment and to utilize his/her innate and learned coping mechanisms to adapt to these stressors.

Health. Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. The individual's needs for health care are determined by his/her position on the continuum. Each individual's health is based on his/her cultural perceptions and beliefs of health and illness and the ability to adapt to internal and external environmental forces. The individual is responsible for and capable of identifying, learning, and practicing health behaviors that can promote wellness, prevent illness, restore, or maintain wellness, or achieve a dignified death.

Quality of life. Quality of life involves five domains including physical, functional, psychological, social, and spiritual well-being. The individual's perception of and satisfaction with activities of daily living contributes to their worth, meaning, or satisfaction. This empowers the individual to cope successfully with the full range of challenges encountered in the real world (Smeltzer, 2014). Healthy People 2020 puts emphasis on health-related quality of life and well-being by including it as one of four overarching goals: "promoting quality of life, healthy development, and health behaviors across all life stages" (Healthy People, 2020). Health-related quality of life is a multi-dimensional concept that includes domains related to physical, mental, emotional, and social functioning. It goes beyond direct measures of population health, life expectancy, and causes of death, and focuses on the impact health status has on quality of life (Healthy People, 2020).

Achievement of potential. Achievement of potential is the individual's growth toward attaining one's utmost ability and quality of life. It is based on the individual's choices, perceptions, personal goals, life experiences, and holistic health.

Other Valued Models

National League for Nursing Education Competencies Model. The RANC nursing philosophy incorporates the National League for Nursing (NLN) Education Competencies

Model for Associate Degree Nursing education. This model includes seven core values and six integrating concepts to promote achievement of the four broad program outcomes of human flourishing, nursing judgment, professional identity, and spirit of inquiry. The core values are identified as caring, diversity, ethics, excellence, holism, integrity, and client-centeredness. Integrating concepts include context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork (NLN, 2010).

Institute of Medicine Competencies. The competencies identified by the Institute of Medicine (IOM) for health care providers are Leadership, Health Policy, System Improvement, Research and Evidence-Based Practice, Teamwork and Collaboration, as well as competency in specific content areas including Community and Public Health and Geriatrics (IOM, 2010).

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Program Outcomes

Upon successful completion of the Associate Degree Nursing program, the graduate will be able to:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
8. Manage healthcare for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

Associate Degree in Nursing Curriculum

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Region A Nursing Consortium, Haywood Community College and Tri-County Community College jointly offer an Associate Degree Nursing program through a partnership called the Region A Nursing Consortium. Haywood Community College is the administrative unit for the consortium. Governance of the consortium is through a policy-making board, consisting of the presidents of the member institutions, a steering committee, and a program director. Each college, referred to as the college of enrollment, admits first-year students. During the first year, most nursing classes are held on the campus of the enrolling college. In the sophomore year of the program, nursing classes may be conducted on the Haywood Community College campus or elsewhere within the consortium service area. Clinical experiences are provided in a variety of settings throughout Western North Carolina in both the first-year student, summer, and sophomore years. Non-nursing courses may be taken at the college of enrollment or wherever is most convenient for students. Students are responsible for having transcripts for such courses sent to the college of enrollment. Students completing the nursing program are awarded degrees by the college in which they are enrolled. The award will be made by the College, as a member of the nursing consortium.

Associate in Applied Science Degree (AAS) Nursing (A45110)

Fall Semester 1		Lec	Lab	Clinic	Credit
NUR-111	Introduction to Health Concepts	4	6	6	8
NUR-117	Pharmacology	1	3	0	2
PSY-150	General Psychology	3	0	0	3
					Total: 13
Spring Semester 1		Lec	Lab	Clinic	Credit
NUR-112	Health-Illness Concepts	3	0	6	5
NUR-114	Holistic Health Concepts	3	0	6	5
NUR-118	Nutrition/Diet Therapy	2	0	0	2
PSY-241	Developmental Psychology	3	0	0	3
					Total: 15
Students eligible to apply for CNA II listing on the North Carolina Board of Nursing Registry.					
Summer Semester 1		Lec	Lab	Clinic	Credit
NUR-113	Family Health Concepts	3	0	6	5
					Total: 5
Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-175	General Microbiology	2	2	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
NUR-211	Health Care Concepts	3	0	6	5
NUR-212	Health System Concepts	3	0	6	5
					Total: 16
Spring Semester 2		Lec	Lab	Clinic	Credit
NUR-213	Complex Health Concepts	4	3	15	10
	Humanities/Fine Arts	3	0	0	3
					Total: 13
					Total Credit Hours: 62

RN Completer Track (A45110AP)

Spring Semester 1		Lec	Lab	Clinic	Credit
NUR-118	Nutrition/Diet Therapy	2	0	0	2
NUR-214	Nursing Transition Concepts	3	0	3	4
					Total: 6
Summer Semester 1		Lec	Lab	Clinic	Credit
NUR-113	Family Health Concepts	3	0	6	5
					Total: 5
Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-175	General Microbiology	2	2	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
NUR-211	Health Care Concepts	3	0	6	5
NUR-212	Health System Concepts	3	0	6	5
					Total: 16
Spring Semester 2		Lec	Lab	Clinic	Credit
NUR-213	Complex Health Concepts	4	3	15	10
	Humanities/Fine Arts	3	0	0	3
					Total: 13
					Total Credit Hours: 40

Estimated Expenses for Region A Nursing Consortium Program –

Traditional Track

General Tuition (subject to change)

- Resident..... \$76.00/credit hour
- Non-Resident..... \$268.00/credit hour

Additional Expenses for Nursing Program: All costs are approximate.

First Fall Semester

- TEAS Entrance Exam.....\$92.00
- Pre-entrance physical examination.....Varies
- Required immunizations.....Varies
- Background check/Drug Screen/Documentation Storage.....\$92.00
- Electronic textbook platform (including electronic books and virtual simulation) for both years.....\$2,000.00
- Kaplan Nursing.....\$130.00
- Pre-entrance CPR/BLS.....\$80.00
- Clinical Uniforms (scrub top, scrub bottom, scrub jacket)\$125.00
- Nursing Shoes (black, white, gray, no canvas or mesh material)Varies
- Penlight.....\$5.00
- Stethoscope.....\$50.00
- Student Accident Insurance.....\$16.00

First Spring Semester

- Kaplan Nursing.....\$130.00
- Repeat Drug Screen and Background Check.....\$50.00

Summer Semester

- Kaplan Nursing.....\$130.00

Second Fall Semester

- Kaplan Nursing.....\$130.00
- Repeat Drug Screen and Background Check.....\$50.00
- Repeat 2-step TB Skin Test.....\$25.00
- Student Accident Insurance.....\$16.00

Second Spring Semester

- Kaplan Nursing.....\$130.00
- RN Licensure Expenses.....\$350.00
- Professional Uniform for Pinning Ceremony.....\$70.00
- School Pin.....\$49.00-150.00

Fees and expenses noted are estimates and are subject to change.

Estimated Expenses for Region A Nursing Consortium Program –

RN Completer Track

General Tuition (subject to change)

- Resident.....\$76.00/credit hour
- Non-Resident..... \$268.00/credit hour

Additional Expenses for Nursing Program: All costs are approximate

First Spring Semester

- Pre-entrance physical examination..... Varies
- Required immunizations..... Varies
- Background check/Drug Screen/Documentation Storage.....\$92.00
- Electronic textbook platform (including eBooks and virtual simulation) for both years..... \$2,000.00
- Kaplan Nursing.....\$264.00
- Pre-entrance CPR/BLS.....\$80.00
- Clinical Uniforms (scrub top, scrub bottom, scrub jacket)\$125.00
- Nursing Shoes (black, white, gray, no canvas or mesh material)Varies
- Pen light.....\$5.00
- Stethoscope..... \$50.00
- Student Accident Insurance..... \$16.00

Summer Semester

- Kaplan Nursing.....\$130.00

Fall Semester

- Kaplan Nursing.....\$130.00
- Repeat Drug Screen and Background Check..... \$50.00
- Student Accident Insurance..... \$16.00

Second Spring Semester

- Kaplan Nursing.....\$130.00
- RN Licensure Expenses..... \$350.00
- Professional Uniform for Pinning Ceremony..... \$70.00
- School Pin..... \$49.00-150.00

Fees and expenses noted are estimates and are subject to change.

Policy Introduction

The following policies apply to students enrolled in the nursing program of Region A Nursing Consortium on all campuses, in the first and second years of the nursing program. These policies supplement institutional policies as stated in each school catalog and are designed to ensure compliance with the Approval of Nursing Programs: Process and Standards of the North Carolina Board of Nursing. These policies are intended to provide consistency for Region A Nursing Consortium and are not intended to conflict with college policies.

Admission Policy

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Admission Requirements – RN Traditional Track

For students wishing to enter Fall 2026, applications will only be accepted October 1, 2025, through January 31, 2026.

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements may include but are not limited to, a criminal background check, drug screen, CPR, and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to a licensure as a Registered Nurse. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Requirements for Phase I:

- Submit Application for Region A Nursing Consortium.
- Submit Intent to Enter Form
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma.

- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Completion of BIO-168 Anatomy and Physiology I and ENG-111 Writing and Inquiry with a grade of “C” or better.

The above minimum requirements must be satisfied by January 31, 2026, to be considered for the Fall 2026 nursing class.

Once the application deadline has passed, all qualified applicants will progress to Phase II.

Requirements for Phase II:

- Hold a documented, current, unrestricted credential as an Emergency Medical Technician with Basic or Advanced certification, Medical Assistant certification, Paramedic certification, or Nurse Aide I (NA I). A copy of the current listing is required by May 31, 2026.
- Completion of BIO-169 Anatomy & Physiology II and MAT-143 Quantitative Literacy or higher mathematics course with a grade of “C” or better by May 31, 2026.
- Completion of the TEAS (Test of Essential Academic Skills VII) test with a minimum allowable TEAS score of 60 for admission into the Nursing Program by May 31, 2026.
- The TEAS exam may be administered to students who have met all the requirements of Phase I. Follow directions for scheduling the TEAS exam in the Phase I letter.
- Students may purchase the TEAS (Test of Essential Academic Skills VI) exam at the campus of scheduled testing. The cost of the TEAS exam will be made public to the students when scheduling the TEAS exam.
- A TEAS score is valid for three years from the date taken and must be active through the May 31, 2026, deadline.
- The highest Total Score in the three-year period will be used in the ranking system. Official score must be requested, purchased, and sent to the Office of Enrollment Management.

If all requirements for Phase II are not completed by May 31, 2026, the student’s slot may be offered to another student.

Scoring Criteria:

At the completion of Phase I and Phase II, students will be awarded points based on the following scoring criteria, and the top 38 applicants will be accepted into the program for Fall 2026. Upon acceptance, students must submit documentation of drug screen, criminal background check, physical, and state health and immunizations before the first day of fall semester.

- 1.Score from the TEAS test
- 2.Points for grade point average:
2.8-2.99 = 10 points

3.00-3.50 = 12 points

3.51-3.99 = 14 points

4.00 = 16 points

3. Points for other:

Health Occupations I or Allied Health Science I = 1 point

Health Occupations II or Allied Health Science II = 1 point

Pharmacy Technician = 1 point

Phlebotomy Technician = 1 point

High School Fundamentals of Nursing = 2 points

Diploma level degree = 3 points

Associate level degree = 4 points

Bachelor level degree = 5 points

Masters level degree or higher = 6 points

Please note, students will only receive points for the highest coursework or degree completed.

4. Additional Points will be awarded for successful completion of BIO-168 Physiology I. Points will be assigned to the letter grade on the student's transcript.

A = 5 points

B = 3 points

C = 1 point

Provisional acceptance to the nursing program will be offered to the top 38-point earners from Phase II at each campus. A student that is provisionally accepted will need to complete state health and immunization forms and attend a Nursing Orientation Session to become fully accepted into the Nursing Program. If all requirements are not completed by July 1, 2025, the student's slot may be offered to another student.

Enrollment in NUR prefix classes is not allowed until students are accepted into the nursing program. Admission to the nursing program is based on a competitive process, see above for complete information. It is strongly recommended that students seeking to enter the ADN nursing program complete all their required general education courses before enrolling in the nursing program.

Admission Requirements – RN Completer (LPN-RN) Track

The RN completer track is designed to allow currently Licensed Practical Nurses (LPN) to become a registered nurse without repeating the entire nursing curriculum. Upon completion, students will be awarded an Associate in Applied Science Nursing Degree (A45110).

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These

requirements will include but are not limited to a criminal background check, drug screen, CPR, and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse. Graduates are able to apply to take the National Council Licensure Examination (NCLEX-RN). Successful completion of the program does not guarantee licensure. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Applicants to the program will receive credit for NUR 111, NUR 112, NUR 114, and NUR 117 based on coursework complete in the LPN curriculum and upon successful completion of NUR 214.

For students wishing to enter Spring 2026

Applications will only be accepted May 16, 2025, through October 15, 2025.

Admissions Requirements:

- Apply to the College and fulfill all admissions criteria
- Submit Intent to Enter Form
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma and all relevant Official College Transcripts
- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Provide documentation of successful completion of a NC approved LPN program which includes theory, lab, and clinical components. (A copy of an official college transcript or a notarized course completion certificate will be acceptable documentation.)
- Hold a documented, current, unrestricted credential as LPN from the North Carolina Board of Nursing (NCBON); [http:// www.ncbon.com](http://www.ncbon.com) or from a nursing compact state recognized by the NCBON. A copy of the current listing on the NCBON Website by October 15, 2025, will be acceptable documentation.
- Completion of the following courses with a “C” or better: ENG-111 Writing and Inquiry, and MAT-143 Quantitative Literacy or higher mathematics course, BIO-168 Anatomy and Physiology I, BIO-169 Anatomy and Physiology II, PSY-150 General Psychology and PSY-241 Developmental Psychology
- Completion of TEAS (Test of Essential Academic Skills VI) test with a minimum allowable TEAS score of 60 for admission into the Nursing program. Students may purchase the TEAS (Test of Essential Academic Skills VII) test at the campus of scheduled testing. The cost of the TEAS test will be made public to the students when scheduling the TEAS test. Specific requirements for the TEAS test may be obtained from the Office of Enrollment Management. A TEAS score is valid for three years from the date taken.

The highest Total Score in the three-year period will be used in the ranking system. Students may use the TEAS score if previously taken at another higher institution. If taken at another institution, an official score must be requested, purchased, and sent to the Office of Enrollment Management.

- The top 10 applicants will be accepted into the RN Completer Track each spring. Students will be awarded points based on the following scoring criteria.

Scoring Criteria:

Scores from the TEAS test.

Points for grade point average:

2.8-2.99 = 10 points

3.00-3.50 = 12 points

3.51-3.99 = 14 points

4.00 = 16 points

Additional points will be awarded for successful completion of BIO 168 Anatomy & Physiology I. Points will be assigned to the letter grade on the student's transcript. A= 5 points
B = 3 points C = 1 point

Provisional acceptance to the Nursing program will be offered to the top 10-point earners at each campus. A student that is provisionally accepted will need to complete state health and immunizations forms and attend a Nursing Orientation Session to become fully accepted into the Nursing program.

Progression Policy

The Region A Nursing Consortium Progression Policy is intended to provide the general criteria necessary to progress from one semester of study to the next. The curriculum is designed using concepts that are interwoven moving from simple to more complex. Therefore, success in each course is important to success in the subsequent courses.

I. Academic Progress

- A. To remain in the program, all students are required to maintain a Cumulative Grade Point average of “C” (2.0 quality points). If GPA falls below the required minimum of 2.0, the student will not be allowed to progress in the curriculum.
- B. A student receiving a grade below “C” or an Unsatisfactory (“U”) in any portion of a nursing course will not be permitted to progress in the nursing core courses until the course has been completed with a grade of “C” or

better, or “S” (Satisfactory). The student may continue to take non-nursing courses according to established eligibility.

C. Students in the Nursing Curriculum must have successfully completed all courses by the end of the semester as shown in the curriculum; failure to do so will stop progression.

D. To complete any nursing course with a lab/clinical component, the student must:

1. Earn a grade of 80 or better in theoretical (classroom) component,

AND

2. Display satisfactory progression in all clinical and lab components per clinical evaluation tools or rubric. Unsatisfactory progression per the clinical or lab evaluation tool or checkoffs will equate to a failing grade (D).

E. Students earning below 80 or display unsatisfactory progression in /any component of a course, including those with more than two components, will have the lower grade reported as the final grade of record. If the student wishes to withdraw from the course, they must use the guidelines for withdrawal from their respective college of enrollment. The student will be required to repeat the entire course and all components.

F. Students will have two (2) opportunities to complete the Nursing Program. These opportunities include both academic failures and withdrawals. Each admission is considered an attempt. The initial admission to the nursing program is attempt number one.

*** Students in good academic standing who withdraw for medical reasons will be reviewed and readmitted on a case-by-case basis, provided they meet established admission standards.*

G. A student who must repeat a course must reenter into the course in which he/she was unsuccessful. However, due to curriculum changes, a student may be required to enter a course earlier in the sequence of nursing courses.

H. If a student is unsuccessful in NUR-111 or NUR-117 course during their first fall semester, then the student is not eligible for readmission under the readmission policy but must reapply for the nursing program. Students reapplying must meet all admission criteria for the admission class they anticipate joining.

- I. If previous nursing courses were completed more than two (2) years before consideration as a re-entering student, the courses must be repeated.
- J. When a student exits the program either by withdrawal or due to being unsuccessful in a nursing course, the student will meet with the program director to discuss and plan for readmission into the program. See the readmission policy for further details.
- K. Graduation Requirements:
 - 1. To be awarded a degree, students must have a minimum program grade point average (GPA) of 2.0 at the time of completion.
 - 2. All financial obligations to the college of enrollment must be met before a degree is awarded.
 - 3. All requirements for graduation must be completed on or prior to the last day of the term in which the program is to be completed.
- L. For an Associate degree to be awarded:
 - 1. A minimum of 25% of the total coursework and
 - 2. A minimum of 25% of the required major courses in the degree program must be completed at the college of enrollment.

II. Physical and Emotional Health

- A. If a physical or emotional condition threatens to prevent or prevents satisfactory classroom, lab or clinical performance, the student in question is counseled and referred to the appropriate resources. The recommendation of the professional is utilized in advising the student regarding continued enrollment in the program. A person may be denied admission to or continued enrollment in the program until the identified condition is satisfactorily corrected.
- B. At any time throughout the program, a student who presents problems of physical or emotional health and, who has not responded to appropriate treatment within a reasonable period may be required to withdraw.

When a student has been referred due to problems in physical or emotional health, written documentation must be provided from the health care provider stating whether the individual is safe and competent to remain in the nursing program. Written documentation must be submitted on the RANC Medical Clearance Form found on page 45 of this Handbook.

- C. Prescription – Controlled Substance

If the student is taking a controlled substance prescribed by a physician, the NC Nursing Practice Act states the student shall not be allowed to work in a clinical setting if a substance impairs their ability to function with skill and safety. A physician's note will be required clearing a student to perform clinical activities before a student is allowed to attend clinical rotations.

- D. Any conduct by the student which is detrimental to that student's success, or best interests of the class as a whole, may result in the permanent removal of the student from the class. Detrimental activities include, but not limited to inappropriate emails, chats and discussion board posts to students or instructors, lack of effort, negative influence on others in the class or, the class as a whole, non-instructional use of cell phones, etc. If a student is dismissed from the classroom or clinical for behavioral reasons, it will be considered an absence.

Readmission/Transfer Policy

Upon exiting the program, the student must meet with the program director and faculty to create a plan for readmission into the program.

Due to the limited number of students who may be enrolled in the nursing program, readmission and transfer into the program are possible ***only on a space available basis***. Priority for readmission or transfer of students in good academic standing who meet the admission criteria into the Region A Nursing Consortium will be determined as follows:

- Former Region A Nursing Consortium students who were required to leave for active military service
- Former Region A Nursing Consortium students
- Transfer students
- Audit students

Readmission: Rules and Definitions

Readmission to the nursing program is not a guarantee. Students shall successfully complete all readmission criteria for consideration of re-entry into the nursing program. Students meeting readmission criteria may be considered for readmission, pending space availability. Space available shall be determined by the availability of faculty, classroom space, and/or clinical facility restrictions.

Students applying for readmission are those who have been separated from the nursing program one year or less from the last successfully completed course. Students are allowed **one** readmission to the nursing program.

Readmission: Criteria

A student interested in being readmitted to the program should email the Program Director to communicate when they want to re-enter the program. This communication will be considered the application for readmission.

Applications for fall readmission (second year only) are accepted between January 1 and March

1. Applications for spring and summer readmission are accepted between August 1 and October

1. No late applications will be accepted.

Readmission and transfer students must meet the following criteria:

The applicant must meet the following criteria prior to the start of the reentry semester. Students applying for readmission will be required to pass the following assessments, in the following order, on the dates provided by faculty.

1. Nursing Curriculum Assessment

- The student shall be required to sit for an assessment exam commensurate to the level at which the student exited the nursing program (i.e., if the student is attempting to re-enter NUR-112 the student will sit for a NUR-111 level content assessment). Students will be given two (2) opportunities to pass the assessment exam. Applicants who fail to score the minimum of 80% will be required to remediate areas of weakness and retest within seven (7) days.
- Re-entry into these courses will require the following competency exam:
 - NUR 112 ----- NUR 111
 - NUR 114 ----- NUR 112
 - NUR 113 ----- NUR 114 or NUR 214 (RN Completers)
 - NUR 211 ----- NUR 114
 - NUR 212 ----- NUR 211
 - NUR 213 ----- NUR 212
- Drug Dosage Calculation Exam. A maximum of two (2) opportunities are offered to score 90% on the exam. Applicants who fail to score 90% on the Drug Dosage Calculation Exam will be required to remediate areas of weakness and retest within seven (7) days.
- Demonstration of skills competency is a pre-requisite for students seeking readmission. A maximum of two (2) opportunities will be offered to demonstrate skill competencies, in the presence of at least three faculty members. Any deficit in the skills competency evaluation will be counted as

a "fail." Applicants who are unsuccessful in this area will be required to remediate areas of weakness and retest with seven (7) days.

2. Meet established admission criteria for the cohort the student plans to join.
3. Formulate an action plan for success and meet with the RANC Dean and a faculty member for the college and level at which the student seeks to reenter the program at least one (1) month prior to admission. Interview with designated faculty of readmission courses.

Readmission: Ranking

Upon successful completion of readmission criteria, students shall be ranked based on their most recent TEAS Scores. In the event of identical TEAS scores and limited space availability, GPA to the hundredths place value shall be utilized in conjunction with TEAS scores.

The applicant must meet the college requirement for minimum course work at the school of enrollment for graduation.

An applicant who must repeat a course must enter the course in which he/she was unsuccessful. (Due to curriculum changes, a student may be required to enter in a course earlier in the sequence of nursing courses.)

If health forms are greater than one (1) year old, new health forms must be completed and submitted. Prior to beginning classes, the student must show evidence of current CPR card, and current TB.

Transfer Requirements

Students who have completed NUR “100” level courses at another college may be eligible for transfer into RANC’s ADN program if space is available. All nursing course work must have been successfully completed within a 1-year period of the date of transfer.

The student must have a TEAS score of at least 60, within the last 3 years.

Students transferring from another college or university nursing program to RANC must complete all NUR “200” (NUR 211, 212 & 213) level courses at RANC.

To transfer any NUR “100” level course, the student must have achieved a C or better.

Students must also successfully complete a written and skill-based competency for any NUR “100” level course(s) for which they wish to attain credit (see readmission requirements).

Transfer Request Procedure:

If a student meets the above requirements, then the student must email the following to the RANC Dean:

- A copy of the student’s transcript indicating a grade of “C” or better in the NUR “100” level course(s) the student is seeking transfer credit for.
- An unofficial copy will be accepted at this initial step; however, the official transcript must be received and evaluated in the admitting school’s admission office prior to receiving credit for the NUR “100” level course(s) or being allowed to transfer into an NUR course.
- A copy of the student’s TEAS score of at least a 60.
- A letter or email from the student’s former nursing program director stating that the student is in good academic, clinical, and disciplinary standing.

Once the Nursing Program Director receives the above items, the student will be notified of the next steps, including scheduling of the NUR “100” level course(s) written and skill-based competency. The ADN Program Director will make the final decision and notify the student of acceptance or denial for transfer into the ADN Nursing Program.

IF ADMITTED, THE STUDENT MUST MEET THE FOLLOWING ADDITIONAL REQUIREMENTS:

Submit a physical form signed by a Provider at least 2 months prior to the time the student wishes to re-enter.

Obtain a drug screen and criminal background check as directed.

Submit a copy of current CPR certification.

Submit a copy of current immunizations (Hep. B, MMR, Varicella, Tdap, PPD, flu (if during flu season), and COVID-19 (or waiver if accepted by clinical facility)).

A student desiring transfer credit from an institution other than a Region A Nursing Consortium college in addition to the above must provide official transcripts from a North Carolina Board of Nursing approved Nursing Program for evaluation.

Health Requirements for Nursing Students

Appropriate documentation of completed physical exam, initiation of required immunizations series and tuberculosis testing are required before full acceptance into the nursing program. (See Admission Criteria). Documentation of subsequent immunizations and annual tuberculosis testing are required to remain in the program and must be uploaded to WolfeOne.

1. Immunizations

For those students who have not completed all immunizations prior to submitting health forms, it is the student's responsibility to complete the immunization series on schedule to enter the program or to remain in the program.

- a. Scheduled dates for the doses of each vaccine must be followed and documented by the individual giving the vaccine with the date that it was given. Official forms from the agency administering all doses must be used.
- b. Documentation of these injections must be submitted by uploading forms into WolfeOne.
- c. If documentation of the continuance of the immunization series is not completed as scheduled:
 - 1) The clinical coordinator or student's clinical instructor may remove the student from the clinical area, and the student will be counted absent until documentation of compliance has been received by the nursing faculty advisor. However, the student may continue to attend class while completing the necessary follow-up.
 - 2) The student will be subject to the terms of the Region A Nursing Consortium Attendance Policy for absences relating to failure to correctly follow or complete the immunization series as scheduled and to supply documentation as required on a timely basis.
- d. Documentation of immunizations must be submitted by the date specified by the as stated in the Admissions Criteria. (Please refer to your admissions letter.)

2. TB Skin Test

TB tests must be repeated on an annual basis based on the date of the original test. The first TB Skin Test must be a 2-step test.

- a. The 2-step TB skin test (The second test is done at least 7 days after and before the 30th day after the first TB skin test.) Each of the tests must be read between 48-72 hours.
- b. Alternatively, a QuantiFERON serum test can be done instead of the TB skin test.

- c. Annual TB skin testing must be completed on time, must be documented on official forms from the agency, administering, and must indicate the date of the test administration, the results of the test, and the signature and title of the person completing the form.
- d. Documentation of annual TB testing must be uploaded to WolfeOne prior to the due date indicated.
- e. If documentation of TB skin testing is not completed as scheduled:
 - 1) The nursing faculty coordinating clinical may remove the student from the clinical area, and the student will be counted absent until documentation of the skin testing has been received by the nursing faculty advisor and sent to the administrative assistant of the student's admitting school. The student may continue to attend lecture.
 - 2) The student will be subject to the terms of the Region A Nursing Consortium Attendance Policy for absences relating to failure to correctly follow or complete the TB skin testing as scheduled and to supply documentation as required on a timely basis.
- f. Students who have had a positive TB skin test in the past or who convert to a positive skin test must follow the protocol of their local health department and must provide documentation from the health department to the faculty coordinating clinical experiences.
 - 1) If treatment is required, the student must have documentation that the prescribed treatment is in process and documentation of when the treatment has been completed.
 - 2) Failure to submit such documentation will cause the nursing faculty coordinating clinical experiences to remove the student from the clinical area, count the student absent and implement the terms of the program's Attendance Policy.
- 3. Additional immunizations or testing documentation may be required as determined by changes in requirements of the clinical agencies utilized by the Region A Nursing Consortium program.
- 4. It is the responsibility of the student to maintain and submit all immunization updates to WolfeOne.

CPR Requirement

A course sponsored by either the American Heart Association in Basic Life Support (BLS) Provider or American Red Cross in CPR for Healthcare Providers must be successfully completed before beginning clinical. Either of these courses include CPR, choking victims, and the operation of an automated external defibrillator (AED).

1. Documentation must be uploaded in WolfeOne.
2. The student must renew by the expiration date on the card.
3. If the student fails to provide documentation of successful completion of a renewal course:
 - a) The nursing faculty coordinating clinicals may remove the student from the clinical area and the student will be counted absent until documentation of the successful completion of a course has been received by the nursing faculty advisor and sent to the Consortium Assistant. The student may continue to attend lecture.
 - b) The student will be subject to the terms of the Region A Nursing Consortium Attendance Policy for absences relating to failure to correctly follow the CPR requirements and/or to supply documentation as required on a timely basis.
4. On-line Cardiopulmonary Resuscitation courses are not acceptable.

Drug Screening

Clinical agencies used by Region A Nursing Consortium are requiring drug screens. Students will be required to obtain a drug screen prior to the start of the first semester using our account with WolfeOne. This drug screen prior to the beginning of class is part of the fee charged with WolfeOne. The clinical agencies we use for clinical experiences determine whether a student may attend clinical at the agency based on the drug screen. If an agency determines that a student may not attend clinical at their agency, the student's progress in the nursing program may be stopped.

Occasionally when onboarding students to different clinical sites the site may require a more recent drug screen. If an additional drug screen must be done to comply with a clinical agency onboarding rule, this fee is the responsibility of the student.

Criminal Background Screening

Clinical agencies used by Region A Nursing Consortium also require a Criminal Background Check (CBC) for students who will be assigned to their agency. This first CBC is included in the fee for WolfeOne. The clinical agencies we use for clinical experiences will determine whether a student may attend clinical at the agency based on the CBC. If an agency determines that a student may not attend clinical at their agency, the student's progress in the nursing

program may be stopped. If an additional CBC is required during the program, the student is responsible for the charge associated with the CBC. Students should be aware that they North Carolina Board of Nursing (NCBON) also requires a CBC prior to receiving an RN license. The NCBON may deny a license to candidates for licensure with a criminal background. Please review the legislative rules associated with this requirement.

(See § 90-171.48. **Criminal history record checks of applicants for licensure.**

https://www.ncleg.net/Enactedlegislation/Statutes/HTML/ByArticle/Chapter_90/Article_9A.html)

Americans with Disabilities

Region A Nursing Consortium complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulates that no student shall be denied the benefits of an education “solely by reason of a disability.” Disabilities covered by law include, but are not limited to learning disabilities, psychological disabilities, and hearing, sight, or mobility impairments. Region A Nursing Consortium adheres to the guidelines set forth by the North Carolina Board of Nursing pertaining to accommodations. Documentation must be provided by a licensed provider. The guidelines are as follows:

To obtain accommodations, students must: 1) register with the Disability Services Counselor at their college of enrollment, 2) self-disclose the nature of the disability, 3) complete and sign appropriate paperwork, and 4) bring accommodations information to their instructors. All documentation and records will be maintained in a strictly confidential manner.

Students should be aware that it is possible to receive accommodations when taking the NCLEX-RN. There is a process to ask for this accommodation from the North Carolina Board of Nursing including a letter from the Dean. In your last semester see the Dean for more details.

**Region A Nursing Consortium
Haywood Community College
Tri-County Community College**

Disaster Preparedness Plan

The Region A Nursing Consortium (RANC) is committed to ensuring the safety of its students, faculty, and staff while maintaining the continuity of nursing education during a disaster (i.e., pandemics, natural or man-made, etc.). The nursing program director, faculty, and administrative staff are responsible for implementing, maintaining, and reviewing the disaster preparedness plan.

Effective communication is the cornerstone of RANC's disaster response. In an emergency, the program director ensures that updates are disseminated through the institution's communication channels (email, Learning Management Systems, text alerts, and website notifications) promptly to faculty, students, and clinical partners.

Given the significant role of clinical education in the nursing program, RANC works closely with clinical partners to ensure continuity during disruptions. When in-person clinical experiences are not feasible, the program will implement alternative learning strategies, such as in-person or virtual simulation-based training. RANC will collaborate with accrediting bodies to ensure that students meet all the necessary clinical hour requirements despite disruptions.

To safeguard academic continuity, RANC has developed strategies for remote learning, including virtual lectures and online simulation experiences. These strategies are in place to accommodate academic adjustments when necessary, ensuring that students can continue their education without compromising their progression in the program.

If needed, the institution's counseling services will counsel students, faculty, and staff.

In accordance with the institution's plan for reintegration post-disaster, the program director and faculty will assess the availability of classroom space and clinical experiences to plan a return to campus and clinical. If classroom space is limited, the program will consider hybrid or online instruction as needed.

While partnering with clinical agencies, the program director and faculty will ensure that clinical sites are safe for student placement before resuming clinical.

Attendance Policy

Regular and punctual attendance is essential to complete all course requirements and receive the optimum benefits of instruction. The student is expected to be present for all lectures (seated and online) and will be held responsible for all materials covered in lecture, lab, and clinical sessions. Instructors are not required to review materials that were missed because of a student's absence.

It is understood that illness and emergencies may interfere with a student's ability to attend lecture, lab, or clinical. Students should communicate with their instructors via e-mail as soon as possible regarding an absence. Prompt and clear communication is considered a professional behavior.

Students who have been absent from lecture, lab, or clinical may be required to produce documentation related to their absence. Documented emergencies will be taken under consideration by the program on a case-by-case basis. If a student has been absent and is in jeopardy of being dismissed from the course, they may complete an appeal using the Non-Grade Appeal Policy form in the Handbook.

LECTURE/LAB /CLINICAL

- I. Attendance is expected in all class, lab, and clinical sessions.
- II. Students are allowed two (2) total absences in a sixteen-week period (class, lab, or clinical) and one (1) total absence in an eight-week period (class, lab, or clinical)
 - a) Students who miss more than the allotted number of absences may be allowed to withdraw from the program in accordance with college policy.
 - b) Some courses have clinical days with simulated clinical/lab activities on campus. If a student misses a clinical day that is on campus it will count against the student's clinical attendance and not towards lab attendance.
- III. ALL missed clinical hours must be made up or the student will receive an Unsatisfactory grade and dismissed from the program.
 - a) An alternative assignment will be assigned and graded and will be recorded in Moodle for the clinical documentation grade for the clinical day missed.
 - b) The type of alternative assignment will equal the amount of time missed. Example: If a student was absent for a 12-hour clinical, their alternative assignment will equal 12 hours of work.
 - c) This assignment **does not** erase the clinical absence. In person clinical experience is essential learning professional nursing practice.

- IV. Tardiness is distracting to others and is considered unprofessional. Students are expected to be on time for lecture, lab and clinical. If a pattern of unprofessional attendance behavior is identified, a student will be placed on a Consortium Action Plan (CAP).
 - a. Three (3) tardy arrivals to a lecture, lab, or clinical will equal one (1) absence. Leaving class, lab, or clinical early is considered tardy.
 - b. Any quizzes given prior to the student's arrival cannot be made up.
 - c. Depending on the degree of tardiness, it may be necessary to send the student home with an absence in clinical, as the shift report is critical to patient safety.
- IV. Students will be responsible for missed material covered in lecture and lab. It is the student's responsibility to reach out to the instructor regarding missed lecture or lab material.
- V. Other situations where alternate assignments may be necessary:
 - a) In the event a clinical instructor cannot attend clinicals, the students will need to make up the clinical hours. The type of alternative assignment will equal the missed clinical time.
 - b) In the event of inclement weather, it will be the program's decision whether clinicals are held due to safety reasons. Missed clinical hours will need to be made up with an alternative assignment equal to the missed clinical time.
- VI. Students shall not work 8 hours prior to a scheduled class, lab, clinical, or Focused Client Care Experience (FCCE) shift.

Clinical Assignments and Abandonment

The student will not leave their assigned clinical floor for any reason without notifying their instructor and negotiating with another student to cover their assigned patient(s) in the student's absence.

After the student has accepted a patient assignment, it is considered abandonment if he/she leaves the clinical facility or patient care area without adequate notification to the instructor and obtaining the instructor's permission to leave. In addition, the student must relinquish the patient assignment by appropriately reporting off to the nurse who will assume the continuing care of the patient after the student is gone. If a student fails to comply with the clinical assignment and abandonment policy, they will be asked to leave the clinical area and will receive an absence for the day. This will also count as a deviation of care and the student will receive a Consortium Action Plan (CAP).

Grading Policy

The grading scale of Region A Nursing Consortium is as follows:

A	=	93-100
B	=	85-92
C	=	80-84
D	=	60-79
F	=	59 and below

Please see your syllabus for specific course requirements.

A grade of 80% or greater is required to achieve a passing grade in all nursing courses. To achieve a course grade of 80% in a nursing course, the final course grade must be at least an 80%. Course assignments will comprise a percentage (not more than 10%) of the course grade.

When the final grade is calculated, the number may be rounded up only if the number in the tenth's place is 0.5 or greater. For example, 87.53 will round up to a grade of 88 but 87.49 will not be rounded up but will remain a grade of 87.

Written assignments will **NOT** be accepted after the assigned due date and time. Grades will be posted within one week of assignments or exams.

If a student misses a test, a make-up test must be negotiated by the student with the classroom instructor within one (1) week of the original testing date. The faculty may arrange for the make-up test to be taken in the Learning Resource Center or be proctored in the nursing department. **Failure to negotiate a new testing date will result in a grade of Zero.** The student must complete the test as negotiated or will receive a grade of Zero. Please note that the test offered on a different date may differ from the original due to the need for test security. Students may not test earlier than the original test date, or on a different day than scheduled.

Clinical and Lab Grading

Clinical is graded using the RANC Clinical Evaluation Tools. A mid-term evaluation will be completed with feedback for areas for improvement. A satisfactory in each area must be achieved by the final evaluation or an Unsatisfactory will be recorded, and a "D" earned in the course.

Kaplan Nursing Integrated Testing Program

The Kaplan Nursing Integrated Testing Program consists of a series of online testing and remediation resources designed to evaluate and remediate the nursing

knowledge of students in an undergraduate pre-licensure program. Testing results assist nursing school faculty in identifying at-risk students in real time

Integrated Tests benchmark student progress during nursing school. The test items cover the key concepts and major topics taught in a basic nursing curriculum. The tests assess the ability of students to use the components of the nursing process within major content and conceptual areas. The tests strategically include questions of varying difficulty levels to assess students' ability to apply the nursing process to client needs, problems, and frequently encountered situations. Constructs, such as critical thinking and making nursing judgments, are essential themes embedded in all tests. The tests are designed to challenge basic nursing students and provide feedback regarding students' ability to recall information, understand concepts, set priorities, and make nursing judgments.

Kaplan assignments and testing scores, with credit for remediation, will be included in course grading. No more than 10% of any course final grade will be from Kaplan assignments. A fee is charged each semester of the program for these resources.

Pharmacology Calculation Quiz

A minimum grade of 90% must be made on the pharmacology calculations quiz given in NUR 117 and NUR 214. There will be a maximum of two (2) opportunities to pass this exam. If a student fails to achieve a 90% on the pharmacology calculations quiz, they will receive an unsatisfactory and will receive a grade of "D" for the respective course.

Testing Policy

The Test

Prior to testing, students will leave all personal belongings (book bags, electronic devices, snacks, drinks, etc.) in a designated area of the room.

All testing will be conducted through online computer assessments. Students are required to bring a fully charged computer, no greater than three years old, with them to class and lab daily. Chrome books are not permitted; they are not compatible with our online learning and testing platforms. Backward navigation is not enabled during the nursing exams.

Once the test is submitted the student will not be allowed to return to complete/revise their test. The student will turn in all test materials when exiting the testing room. Once the student leaves the room they will not be allowed to reenter until all testers are finished.

Test Review

If a student wishes to challenge an answer to a question, an Exam Question Discussion Form of this Handbook must be completed citing the rationale for the answer chosen and the page number in the approved textbook or class notes that defends the answer. To potentially

receive credit for their answer, the student must hand the written defense of their answer into the instructor **within 24 hours of test review**.

Review of any course final exam will only be by appointment with the instructor of the course. No Exam Question Discussion Forms will be accepted for final exams.

Students may NOT copy OR paraphrase specific questions from the test during test review.

No electronic devices will be allowed during the test review, other than the student's computer. No cell phone, electronic watch, or recording device is allowed.

Required Test Review for Scores Less than 80

A student is required to meet with faculty for an exam where a score less than 80 is achieved. This is a remediation strategy found to be useful in identifying trends in errors made in testing, and to strategize about improvements that can be made prior to the next exam.

Social Media Policy

Region A Nursing Consortium supports the use of social media within personal/non-school or non-work contexts. Nursing students will be accessing and discussing confidential information within both the nursing courses and clinical environments. Consistent with the clinical facility Confidentiality Statements and with the RANC Confidentiality Agreement, it is your responsibility to refrain from any of the following behaviors:

- Use of patients' name or any identifier including, but not limited to initials, room number, patient age, hospital unit, or diagnosis in any manner
- Disclosing information about the Consortium, its employees, or other students
- Stating personal opinions as being endorsed by the Consortium
- Using information and conducting activities that may violate Consortium policies or that may violate any law or public regulation
- Posting of embarrassing, threatening, or harassing statements
- Use of Region A Nursing Consortium within any group or page name

Any of the above behaviors will be grounds for disciplinary action up to removal from the nursing program. If you identify yourself as a RANC nursing student online, it should be clear that any views you express are not necessarily those of the Consortium or any member school.

In the event that opposing views arise on a social media feed, exercise professional judgment. The Consortium reserves the right to request that a student remove any content for any reason, including, but not limited to, content that is deemed threatening, obscene, or a violation of intellectual property rights or privacy laws. The Consortium does not tolerate

content from students that is defamatory, harassing, bullying, libelous, or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior. Violation of any portion of this policy may result in a course failure and dismissal from the nursing program.

Students enrolled in Region A Nursing Consortium will display professional behaviors when contacting Region A Nursing Consortium faculty. Students should refrain from texting or using other means of social media unless there is a valid emergency when communicating with nursing faculty. Students are strongly encouraged to use either office telephones or on-line messaging systems such as Campus Learning Management (LMS, i.e., Moodle) system or institutional email.

Dress Code

Classroom

While dress may vary from course to course, students are required to be neat, clean, and free from fragrances. Classroom attire should be appropriate for the setting and respectful of others. Attire may not be distracting or disruptive to the learning process. Layering is encouraged as temperatures may vary in classrooms and labs.

Clinical/Lab/Simulation Lab

Official school uniform and warm up jacket will be purchased from a designated vendor. This uniform includes a gray top with RANC patch, blue slacks, and a warmup jacket with the RANC patch on the sleeve from the approved vendor. Region A Nursing Consortium students are required to appear in the appropriate school uniform during all clinical experiences, including simulated clinical. School uniforms should be wrinkle free, shoes polished, and shoelaces clean.

Socks: Plain white, grey, or black, above the ankle, non-decorative socks or plain white hose are to be worn with pant uniforms.

Shoes: Must be solid white, solid grey, or solid black. Laced shoes must have the same color laces as the shoe color. Solid white, grey or black leather athletic shoes may be worn. The following shoe types are NOT permissible: Canvas shoes, sandals, open-heeled without straps, and open-toed types.

Items essential for each clinical or simulation lab experience: An appropriate writing tool (black ink), a pair of bandage scissors, clinical paperwork, stethoscope, RANC ID Badge, and a timepiece that counts seconds.

Jewelry: For reasons of safety and infection control, only a minimum of jewelry is permitted. This includes a ring with a plain band and a watch. Persons with pierced earlobes may wear one small pair of post-type, non-dangling earrings. No other visible body piercing is allowed, including tongue and nose rings. A Region A Nursing Consortium photo ID badge is the only acceptable form of ID and should always be worn in any clinical area, regardless of uniform.

Hair: Must be clean and neat. Shoulder-length or longer hair must be pulled back from the face, so it does not hang down into the student's face or over the shoulder when providing care. Functional, not decorative hair accessories only may be worn. Dreadlocks and unnatural hair colors (pink, blue, green, etc.) are unacceptable.

Fingernails: For safety reasons, fingernails are to be kept short and clean. Acrylic nails/gel polish are not permitted. Only colorless (unchipped) nail polish is permitted.

Visible tattoos: will be covered when in a clinical area. (Some facility policies are changing related to tattoos. Ask your clinical instructor about the policy at your agency if you have lower arm or hand tattoos.)

Odors: It is unacceptable to arrive for a clinical rotation smelling strongly of perfume, cologne, alcohol, body odor, or smoke.

No Smoking or Tobacco Products: The clinical facilities used by Region A Nursing Consortium have instituted a no-smoking policy; therefore, students will not be allowed to smoke or use tobacco products of any kind (e.g., smoking, vaping, smokeless tobacco products) when participating in clinical sessions. Students found smoking or with a strong smoke odor will be dismissed from clinical with an absence for the day and will be subject to a disciplinary action plan. Smoke, or other strong scents clinging to clothing, can be a trigger for those with respiratory issues.

Please note that Region A Nursing Consortium uniforms are to be worn only during approved clinical experiences within the curriculum. Students may not wear their uniform while working for pay or during any volunteer activities where a nursing instructor is not present.

Please note that some clinical rotations (such as an operating room) require that students wear their scrub tops and pants for infection control purposes. The appropriate scrubs for these rotations will be provided by the clinical agencies and will replace the RANC uniform during these rotations.

Region A Nursing Consortium takes a great deal of pride in the appearance and degree of preparedness of each of our students. This dress code is designed to comply with the most stringent requirements of any of our clinical affiliates. The appropriate uniform identifies Region A Nursing Consortium students as professional persons. At no time should a student's dress/appearance/odor cause discomfort to the population they serve. If a student reports to a clinical assignment not adhering to the dress code guidelines, the student will be dismissed from the experience and counted absent for the day.

HIPAA (Health Insurance Portability and Accountability Act of 1996)

State and federal law as well as hospital policy forbids access to medical information for any reason other than performing your job duties. If you access medical information inappropriately, this will result in corrective action. There are penalties for non-compliance with HIPAA regulations:

Criminal Penalties

Up to ten (10) years in prison

Fines up to \$250,000 to you personally

Civil Penalties up to \$25,000 per standard violation.

Cell Phone Use Policy

The phones of today allow student access to the internet and computerized learning platforms utilized by Region A Nursing Consortium. Cell phones may only be used for educational purposes during class, lab, and clinical. Students using cell phones for personal reasons may have the phone confiscated for the remainder of the learning period.

If the student has a cell phone, it must be turned on silent mode while in class, lab and clinical. Students will be allowed to check phones for messages during assigned breaks.

Students using a cell phone for educational purposes should always adhere to the policy on confidentiality (HIPAA). There will be no recording or transmission of messages, images or any information related to a specific patient. Students in violation HIPAA or not maintaining confidentiality will result in disciplinary action and removal from the program.

When looking up resources for patient care during clinical, the student should always consider their surroundings and the appearance of professional or unprofessional behavior with electronics and accomplish this access in a more private area than the hallway, patient room, or open areas.

Region A Nursing Consortium and the affiliates of Region A Nursing Consortium will not be responsible for damage or theft of the cell phone while attending class, lab, or clinical. The safety and security of the phone is the student's responsibility.

Plan for Exposure Incidents

Exposure is defined as contact with any biological or chemical agent through the following avenues:

Needle stick, cut, laceration, or puncture.

Biological or chemical agent contact on non-intact skin or open wound.

Biological or chemical agent contact on mucous membranes (eyes, mouth, nose).

Procedure:

- Wash exposed area immediately with soap and water. If a mucous membrane is the site of exposure, flush with copious amounts of water.
- Report to clinical or lab instructor as soon as possible after the incident.
- The clinical instructor will report the incident to the nurse in charge of the unit or agency and will complete any form required by the agency and the RANC Exposure Report Form. The clinical instructor will notify the Program Director as soon as possible. The Program Director will notify the appropriate administrator at the student's college of enrollment within 24 hours of the incident. A copy of the RANC Exposure Report Form found on page 47 of this Handbook will be filled out and placed in the student's record.
- If a biological exposure source is a patient who can be identified, the agency policy will be followed for determining the patient's HIV/Hepatitis infectious status.
- If the patient to whom there has been a biological exposure incident is known to be HIV positive at the time of the exposure, the clinical agency's guidelines for such incidents will be followed. The student will be excused from clinical and/or lab and directed to seek the consult of a physician within 1 to 2 hours.
- The cost of follow-up (testing and/or post-exposure prophylaxis) shall be the responsibility of the student.

Training and Insurance

All nursing students will be provided training related to the transmission of blood borne pathogens and standard precautions during the first semester before beginning clinical in a healthcare agency. Training shall include the appropriate use of hand washing, body substance isolation, personal protective equipment, care in the use and disposal of needles and other sharp instruments, testing, and follow-up procedures.

Malpractice insurance is provided to the nursing student and is included as part of tuition and fees.

Appeals Procedure for Academic Matters

The purpose of the Appeals Process for Academic Matters is to clearly define the channels a student should follow if he/she has an academic matter that is unresolved. This process is specifically for academic matters such as grades, methods of instruction, classroom/clinical policies, or procedures. If the student wishes to make an appeal, the student must begin the process within the semester in which it occurred. Every effort will be made to resolve the academic matter in question as quickly as possible. Additionally, at each level of appeal, there will be a principle of fairness guiding the process. Students should continue attending class and meeting program requirements (including beginning new courses) until a final decision is reached regarding their appeal.

Students registered in the Consortium will follow the procedure below:
The process should begin with the **instructor**. The Academic Appeal Form may be found on page 49 of this Handbook.
If the matter remains unresolved for the student after appealing to the faculty, then the next step in the process is the **Dean of Region A Nursing Consortium**.
If the matter remains unresolved for the student, then the next step in the process is—
Steering Committee member on the campus of enrollment. The Dean of Region A Nursing Consortium will assist the student with any required documentation. The Steering Committee will review the situation and inform the student if the Steering Committee will hear the appeal. The Steering Committee may decide to meet with the student and instructor(s) involved. Any decision of the Steering Committee if reached with full consensus will be final and binding.

Appeal Procedure for Non-Grade Related Policy

An appeal of a non-grade related policy (e.g., attendance, social media, simulation, CAP) must be submitted to the RANC Dean. The appeal written document should include the policy, which is being appealed, and any relevant circumstances the student feels warrant an exception to the policy. The RANC Dean will convene a committee of faculty (one HCC first-year faculty, one TCCC first-year faculty, and one RANC second-year faculty) to consider the appeal. The student may be asked for more documentation and may be asked to present their case before the committee. The student will be notified by the RANC Dean of the outcome of the appeal.

If the matter remains unresolved for the student, then the next step in the process is—

Steering Committee member on the campus of enrollment. The Dean of Region A Nursing Consortium will assist the student with any required documentation. The Steering Committee will review the situation and inform the student if the Steering Committee will hear the appeal. The Steering Committee may decide to meet with the student and instructor(s) involved. Any decision of the Steering Committee if reached with full consensus will be final and binding.

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Student Behavior Contract: Rules of Conduct for Nursing Students

The following list contains some of the expected behaviors for nursing students. Following these items of expected behavior is a signature page indicating that these Rules of Conduct for Nursing Students have been read, understood, and will be followed.

Professionalism

The students of Region A Nursing Consortium are preparing to enter a much respected and trusted profession. We expect students to always exhibit the most professional image whether on campus in the classroom or in lab and simulation. Your language, tone, and attention whether it be in written or oral communication should show respect to everyone whether it be for a client, faculty, fellow student, staff, other care providers, or administrators. This involves being a good listener and a good communicator who uses an assertive rather than aggressive approach. We will help you hone these skills in the program. Remember when you are out in clinical settings you should consider the experience and your reactions as a job interview for a potential future employer!

Here are some expectations and tips for working and communicating with faculty and employees at the Colleges:

In email communications start with a greeting and an appropriate title (Dr., Professor, Mr., or Ms., etc.).

Use your college email. This is the form of communication your faculty will use with you.

Check your college email daily while you are in the program, **and thoroughly read all college emails.** You will be responsible for the content of emails sent to your college email.

Use the chain of command in voicing concerns. That means you go to the person with whom you have the complaint or concern first, not another faculty member. Going to another faculty member to discuss one of their colleagues is not a constructive strategy. The chain of command is included in every syllabus in the program so refer to those documents.

Read the syllabus for every course and use these documents and documents posted on Moodle to guide you in your nursing academic journey.

Ask questions. If you need clarification, someone else likely does as well, so please ask questions!

Attend Every Class, Lab, and Clinical. This is a professional expectation. (See attendance policy.)

PREPARE for class and clinical! This is so important to how prepared you are to take on this awesome and rewarding profession! Read and complete all assignments. This is **EXPECTED**.

Be Accountable! Nursing students are expected to be accountable for their responsibilities regarding this program. This includes ensuring that you review this manual, course objectives, and course documents carefully. You will be bound by all the information contained in this document. You will receive communication from the program director and instructors from multiple sources including verbally, via announcements on the course Moodle site and via student school e-mail accounts. Please check these areas daily for important communication from the faculty and staff.

Following directions and meeting deadlines are important professional behaviors!

NOTE: The following behaviors that are **NOT expected** as you are preparing for the nursing profession. These include:

The use of inappropriate words and language. Foul language, off-color jokes, inappropriate gestures, incivility, discrimination, or any type of harassment will not be tolerated.

Distribution of obscene or libelous written material will not be tolerated.

Violating college or agency policies. Students must follow college and agency policies including clinical setting policies such as computer, non-smoking and parking.

Academic Honesty

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

Academic dishonesty is taking or acquiring possession of any academic material (test information, research paper, notes, etc.) from a member of the college staff or student body without permission; receiving or giving help during tests; submitting papers or reports (that are supposed to be original work) that are not entirely the student's own; not giving credit for other's work (plagiarism); and/or receiving credit via fraudulent means.

Cheating

Cheating includes copying, faxing, e-mailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work, exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not, using any form of memory aid during tests or quizzes without the expressed permission of the instructor, giving or receiving answers during tests or quizzes (it is the student's responsibility to secure his or her screen or papers so that other students will not have the opportunity to

copy from them or the temptation to do so), taking credit for group work when the student has not contributed an equal or appropriate share toward the final result, accessing a test or quiz for the purpose of determining the questions in advance of its administration, and/or receiving credit via fraudulent means.

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of Region A Nursing Consortium. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Assignments should be considered individual unless the instructor states otherwise.

Plagiarism

Plagiarism consists of taking another's ideas and/or words and presenting them as if they were your own. Students submitting plagiarized material, in whole or in part, will be subject to penalty at the discretion of the instructor. Plagiarism may result in a zero grade on the assignment, loss of credit in that course, and/or other administrative action.

Plagiarism includes:

- taking someone else's assignment or a portion of an assignment and submitting it as your own,
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source,
- presenting the work of tutors, parents, siblings, spouses, or friends as your own,
- submitting papers from the Internet written by someone else as your own,
- supporting plagiarism by providing your work to others, whether you believe it will be copied or not.

Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of Region A Nursing Consortium. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback process that is necessary to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her potential. In short, **WRITE YOUR OWN "STUFF!"**
Our thanks to the English department at HCC for the use of their form.

Computer behavior:

- NO eating or drinking inside the simulation/computer lab.

- The primary purpose of the simulation/computer lab is for the completion of nursing coursework and/or assignments in nursing. Personal business is not to be conducted on lab computers. Students may not download games, re-arrange icons, or change background colors, or add screensavers to the computers
- Computer lab users are held accountable for their actions and will respect the rights of other individuals that may be offended by the services and images retrieved on the Internet. Creating, viewing, storing, transmitting, or publicly displaying pornographic, obscene, defaming, slanderous, harassing, or offensive data (including sound, video, text, and graphics data) is prohibited.
- Students will shut down desk top computers once their work is completed.
- Students may not use instructional technology without instructor permission and supervision.

Parking

First-year students must follow the parking policies of their college of enrollment. During the second year of the nursing program, parking decals from the student's admitting school must be displayed by all students, always, while on campus. Parking decals can be purchased in the HCC Bookstore. Students must only park within designated student parking spaces. Parking spaces outlined in yellow are for faculty only. Students must park where directed when attending clinical.

Smoking

Smoking and/or using other forms of tobacco products in classrooms, shops, and labs or inside any college facility is not allowed. This includes E-cigarettes and vaping devices. All clinical agencies are designated as a smoke-free environment. If you smoke, use only the designated areas at your school of enrollment. **The Haywood Campus and all clinical facilities are tobacco-free.**

Eating or Drinking Within Nursing Classrooms

This is a privilege. If you spill/drop food or drinks, clean it up. Put food wrappers in the garbage. Unlike rights, privileges can and will be withdrawn if the condition of the classroom after class warrants it.

Artificial Intelligence (AI) Use

The use of artificial intelligence (AI) tools (e.g., ChatGPT, GrammarlyGO, or other generative AI platforms) is not permitted in this course. All assignments, discussions, and other coursework must reflect your own original work. The use of AI to generate or complete any part of course assignments will be considered a violation of the academic integrity policy and may

result in disciplinary action. If you are unsure whether something constitutes AI use, please consult your instructor before proceeding.

Procedure for Serious/Critical Violations of Safety or Rules of Conduct for Nursing Students

Student Improvement Plan

Instructors are responsible for ensuring safe and professional behavior in the class, lab, and clinical setting. The instructor will determine the appropriate consequence for any issues that arise in the course, and this may include removal from the class, lab, or clinical setting immediately.

For the first observation of unprofessional behavior or poor clinical judgment, the faculty will develop a Student Improvement Plan (SIP). For determining clinical performance consequences, the NCBON SPEET tool may be utilized. If a student demonstrates clinical performance that is unsatisfactory, the student may be referred for program dismissal.

The student will be given two SIP opportunities for improvement. If the student demonstrates a continued pattern of unprofessional behavior and/or continues to lack clinical judgment, a Consortium Action Plan (CAP) will be created. The CAP will define specific objectives that address the issue(s). If the event requires immediate intervention, a CAP will be created.

If the student continues to demonstrate a pattern of unprofessional behavior and/or continues to lack clinical judgment, the nursing faculty of the course will counsel the student. During the meeting, the student's issue(s) will be reviewed, and a timeline will be created that includes specific objectives for the student to be successful. If the pattern of behavior continues, the student will be referred to the Program Director for a final warning. If the issue(s) continue, the student may earn an unsatisfactory course grade and will not be able to continue in the nursing program.

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Student Improvement Plan (SIP)

This plan is a collaborative effort between the student and faculty to ensure success and continuous improvement.

Name: _____ **Course:** _____

Instructor: _____ **Date:** _____

1. Area(s) of Concern
 - a. List specific academic and/or behavioral challenges the student is facing
 - i. _____
 - ii. _____
 - iii. _____
2. Goals for Improvement
 - a. SMART goals: Specific, measurable, Achievable, Relevant, Time-bound
 - i. _____
 - ii. _____
 - iii. _____
3. Action Plan
 - a. Academic and/or behavioral strategies to address areas of concern
 - i. _____
 - ii. _____
 - iii. _____
4. Support and Resources Needed
 - a. List any support systems, resources, or accommodations needed to help the student)
 - i. _____
 - ii. _____
 - iii. _____
5. Evaluation
 - a. Review Date: _____
 - b. Evaluation Method (e.g., grades, observations, peer feedback):
 - i. _____

Signatures

Student: _____

Instructor: _____

Procedure for Addressing Violations of Safety or Rules of Conduct for Nursing Students – RANC Consortium Action Plan (CAP)

While entering a rigorous profession such as nursing, with important safety and professional expectations, occasionally, there are occurrences that do not rise to the level of a serious or critical violation of policies but are cases where the student will be counseled with a plan for improvement. Cumulative violations of safety, professional expectations, judgment, or the rules of conduct will lead to dismissal. These can be any violation of safety, professionalism, or conduct.

The RANC faculty has developed a Consortium Action Plan or CAP to document and manage these situations as a safety measure, but also as a learning opportunity. The faculty member will meet with the student to initiate this plan. The faculty will prepare this documentation, including the issue, the goal of the plan, and the plan of action the student must fulfill to reach the goal. When a Consortium Action Plan has been implemented during the semester, the instructor and student must meet and review the form at the specified time to evaluate the outcome. If the goal of the plan has been met, the student will progress. If the goal of the plan has not been met, the student will receive a grade of “D” for the course.

Consortium Action Plans will be filed with the RANC Dean for tracking throughout the program. A student who receives a second CAP will receive a warning from the Dean that the student will be dismissed from the program if a third safety or rules of conduct violation occurs. Students must clearly understand that violations of safety, rules of conduct, or professional expectations are cumulative, and a third CAP will lead to dismissal from the program.

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Consortium Action Plan (CAP)

Student Name: _____ Course: _____

Issue:

Goal:

Plan of Actions: (May use back of page) Timeframe for Completion: _____

I understand this is a contractual agreement that I must fulfill to satisfactorily meet the objective in this course.

Signature Student: _____ Date: _____

Instructor: _____ Date: _____

Outcome: Goal Met: _____ Goal Unmet: _____

Signature: Student _____ Date: _____

Instructor: _____ Date: _____

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Medical Clearance Form

This form must be completed and signed by the physician or medical provider evaluating _____,

The information provided will be used to document professional medical clearance for a student's participation in the full range of activities required of a nursing student.

_____ is medically cleared for the following activities related to direct patient care in a clinical setting.

Activity	YES (Initial)	NO (Initial)
Turning/Lifting adult patients		
Squatting/Kneeling		
Standing for up to a 12-hour nursing shift with brief (10 minute) rest periods and one 30-minute rest period.		
Reaching above shoulder level		
Other: (specify)		
Other: (specify)		
Other: (specify)		

_____ is medically cleared for _____ (direct patient care) hours per week in addition to the scheduled _____ class and lab time.

Additional comments:

Provider Name (printed)

Provider Signature

Date

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EXAM QUESTION DISCUSSION FORM

Complete this form to defend your answer if you believe a question may have more than one correct answer. It is preferred that this form be turned in at the end of the test review session, but the student may have up to 24 hours posttest review to defend their answer.

Exam # _____

Date of the Exam: _____

Question # _____

What is the answer you chose? _____

What is your rationale for choosing this answer?

Your information source for your defense (indicate page # from your text, handouts, or articles):

Student Name:

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Exposure/Injury Report Form

Exposed/Injured Employee/Student Information:

Name _____ Student ID Number _____

Address _____ Phone _____

City _____ State _____ Zip Code _____

College of Enrollment/Employment _____ Birth date _____

Personal Physician _____

Incident Information:

Date of Exposure/Injury _____ Time of Exposure/Injury _____

Location _____

Type of Incident (e.g., needle stick)

What biological or chemical agent were you in contact with? _____

What was the method of contact? _____

How did the exposure occur? _____

What action was taken in response to the exposure to limit contamination? _____

What personal protective equipment was in use? _____

Did you seek medical attention? _____

Were you counseled about post-exposure testing and possible treatment? _____

Source of Exposure:

Name of patient or source _____

Patient's physician _____

Any Additional Information: _____

Student/Employee

Clinical/Lab Instructor

RANC Dean

Administrator

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Academic Appeal Form

Student Name: _____

Semester and Year: _____

Course Name and Number: _____

Instructor of course: _____

Please describe in detail the issue with the course. Be sure to describe if college or Consortium policies were violated. (May use separate page if needed.)

Please describe in detail your requested action in measurable terms (i.e., what is your desired outcome for the situation),

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Attendance Appeal Form

This form is for students to complete and submit when they exceed the absences allotted for a nursing course.

Student name: _____

Nursing course: _____

Dates missed: _____

Supporting documentation and rationale for missed days (i.e., provider note, explanation, etc.):

Name of instructor notified: _____

Dates instructor notified of absences: _____

Name and date course instructor notified (if different from above):

Email this form to the RANC program dean and course instructors where the absences have occurred.

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Student Practice Error Policy

The purpose of this policy is to outline principles and procedures that uphold the values of just culture in managing student practice errors. This policy aims to foster a safe and constructive learning environment that prioritizes patient safety, professional development, and ethical standards in nursing practice.

Key Principles of a Just Culture

1. Create a culture of learning, openness, and fairness
2. Designs and manages safe systems
3. Manages behavioral choices
4. Balances personal accountability and learning

Adopting a just culture approach not only enhances patient safety and quality of care, but also promotes a nurturing learning environment where students can develop into skilled and responsible healthcare professionals. This policy underscores our commitment to fostering a culture of accountability, transparency, and continuous learning, preparing students to navigate the complexities of healthcare delivery with integrity, competence, and confidence.

By implementing the North Carolina Board of Nursing's Student Practice Event Evaluation Tool (SPEET)*, the Region A Nursing Consortium (RANC) aims to cultivate a culture of transparency, fairness, and continuous learning among students.

The SPEET is a framework to evaluate student practice events or incidents and determine appropriate actions. It is designed to distinguish incidents or events that result from human error, at-risk behavior, or reckless behavior. The event evaluation criteria include general nursing practice, knowledge of expected behavior based on established program, course, and clinical outcomes, RANC or clinical agency policy or procedures, decision making, and ethical accountability.

Under the SPEET, the student will be scored using the following criteria: general nursing practice, knowledge of expected behavior based on established program, course, and clinical outcomes, RANC or clinical agency policy or procedures, decision making, and ethical accountability. Mitigating factors such as, scarcity of resources, frequent interruptions/distractions, inadequate supervision, inappropriate assignment by faculty or preceptor, etc. is included in the final score. In addition to mitigating factors, aggravating factors such as, knowingly creating risk for clients, threatening/bullying behavior, prior formal disciplinary actions, etc. is included in the final score.

The remediation will depend on the final scoring on the SPEET rubric and type of event/incident. For example, a human error event will require the program director and faculty to consult with the student and an improvement plan (Consortium Action Plan). An at-risk behavioral event would require the program director and faculty to coach and counsel the student, including developing an improvement plan (Consortium Action Plan). A reckless behavioral event would require the program director and faculty to consider disciplinary action and/or an improvement plan (Consortium Action Plan). **NOTE: The SPEET is NOT used for other types of student misconduct, such as academic dishonesty, fraud, theft, mental or physical impairment, or sexual misconduct. For those events, students and faculty should consult the institution's policy and procedures handbook and RANC policy.**

***SPEET rubric is adopted from the North Carolina Board of Nursing, 2020, Version 2.0.**

Region A Nursing Consortium

Student Practice Event Evaluation Tool (SPEET)

Criteria Score _____

Event: _____ Event Number: _____

Criteria	Human Error	At-Risk Behavior			Reckless Behavior		Score
	0	1	2	3	4	5	
G – General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U – Understanding expected based on program level, course objectives/outcomes	Has knowledge, skill, and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role, and limitations. In this instance action was "gross negligence/unsafe act" and demonstrated no regard for patient safety.	
I - Internal Program or Agency Policies/ standards/ inter-disciplinary orders	Unintentional breach or no policy/standard/ order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient, or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D - Decision/ choice	Accidental/ mistake/ inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment.	Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E - Ethics/ credibility/ accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

*SPEET rubric is adopted from the North Carolina Board of Nursing, 2020 Version 2.0.

Region A Nursing Consortium

Student Practice Event Evaluation Tool (SPEET)

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
	Unavailable resources (inadequate supplies/equipment)		Especially heinous, cruel, and/or violent act
	Interruptions/chaotic environment/emergencies – frequent interruptions/ distractions		Knowingly created risk for more than one client.
	Inadequate supervision by faculty or preceptor		Threatening/bullying behaviors
	Inappropriate assignment by faculty or preceptor		Prior formal student disciplinary record for practice issue(s)
	Non-supportive environment – interdepartmental/staff/student conflicts		Other (identify)
	Lack of response by other departments/providers		
	Other (identify)		
	Total # mitigating factors identified		Total # aggravating factors identified

Criteria Score (from page 1)	
Mitigating factors (<u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (<u>add</u> 1 point for each identified factor)	
Total Overall Score	

Human Error

Criteria in green= _____

IF 3 or more criteria in Green OR address event by consoling the student and/or an improvement plan with the student

At-Risk Behavior

Criteria in yellow= _____

IF 3 or more criteria in yellow OR Address event by coaching student and/or developing remedial improvement plan with student

Reckless Behavior

Criteria in red = _____

IF 3 or more criteria in red OR consider disciplinary action and/or remedial event with the student

Evaluator: _____

Date of Event: _____

Action Taken: _____

NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.

At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.

Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.

Consoling = Comforting, calming; supporting student while examining event.

Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.

Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.

Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

Region A Nursing Consortium
Haywood Community College
Tri-County Community College

Confidentiality Agreement

I understand that Region A Nursing Consortium, hereinafter referred to as RANC, has a legal and ethical responsibility to maintain patient privacy, including obligations to protect the confidentiality of patient information and to safeguard the privacy of patient information. As a condition of my enrollment as a student with RANC, I understand that I must sign and comply with this agreement.

By signing this document, I understand and agree that:

- I will disclose Patient Information and/or Confidential Information only if such disclosure complies with RANC policies and is required for the performance of my duties as a student nurse.
- My personal access code(s), user ID(s), access key(s), and password(s) used to access computer systems, or other equipment are to be always kept confidential.
- I will not access or view any patient medical information other than what is required to do my clinical assignment. If I have any question about whether access to certain information is required to do my job, I will immediately ask my instructor for clarification.
- I will not discuss any information pertaining to the patient in an area where unauthorized individuals may hear such information (for example, in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any Practice Information in public areas even if specifics such as a patient's name are not used.
- I will not use any patients' name or any identifier including but not limited to initials, room number, patient age, hospital unit, or diagnosis on any assignment or in an e-mail to my instructors. If I need assistance, I will discuss the matter with my instructor verbally for security purposes. I will submit all paperwork to the college for proper disposal at the end of the clinical rotation.
- I will not make inquiries about any patient medical information for any individual or party who does not have proper authorization to access such information. I will not make inquiries about any patient medical information regarding members of my family, friends, acquaintances, or neighbors unless they are patients in my care and then only on a need-to-know basis for the purpose of patient care.
- I will not make any unauthorized transmissions, copies, disclosures, modifications, or purging of Patient Information or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring Patient Information or Confidential Information from the clinical facility's computer system to unauthorized locations in either electronic or hard copy formats (for instance, home or school).
- I agree that my obligations under this agreement regarding Patient Information will continue after the termination of my role as a student nurse within RANC.
- I understand that violation of the Agreement may result in disciplinary action, up to and including dismissal from the nursing program. Readmission to the nursing program is not guaranteed. I understand there is a potential for personal civil and criminal legal penalties because of the violation.
- I understand that any Confidential Information or Patient Information that I access or view because of my role as a student nurse does not belong to me.

Signature: _____ Date: _____

Printed Name and Home Campus

Region A Nursing Consortium
Haywood Community College
Tri-County Community College

Handbook Signature Page

I _____ (print name) have read the RANC Policy Manual & Student Handbook for 2025-2026. I had an opportunity to ask questions and discuss the contents of the RANC Policy Manual and Student Handbook for 2025-2026 prior to signing this document. I understand I am expected to follow these policies as written.

I also understand the dean, the faculty, and program administrators want my input into processes to make the program the best it can be, so I will be direct in my communication about suggestions I have for improvements and will take opportunities to contribute.

Student Signature_____

Date_____

Region A Nursing Consortium
Haywood Community College
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Student Behavior Contract: Rules of Conduct for Nursing Students
Signature Page

I have read the Student Behavior Contract: Rules of Conduct for Nursing Students on pages 38-41 of the RANC Policy Manual and Student Handbook, 2025-2026. I was given an opportunity to ask questions and/or discuss these with my instructors. I understand these rules and agree to full compliance with the rules during the duration of my admission. I also agree to abide by any updates or amendments to these policies when they are issued by the Region A Nursing Consortium Program Director.

If I fail to abide by the rules of conduct, I will accept the ramifications of my behavior. If my infraction of the rules is in academic dishonesty or plagiarism, I understand that I may receive a failing grade for both the assignment and the course which will stop my progress in the program. I may have the option of reapplying to the program (on a seat available basis) to take the course again at a later date.

Student Signature: _____ Date: _____

Printed Name: _____