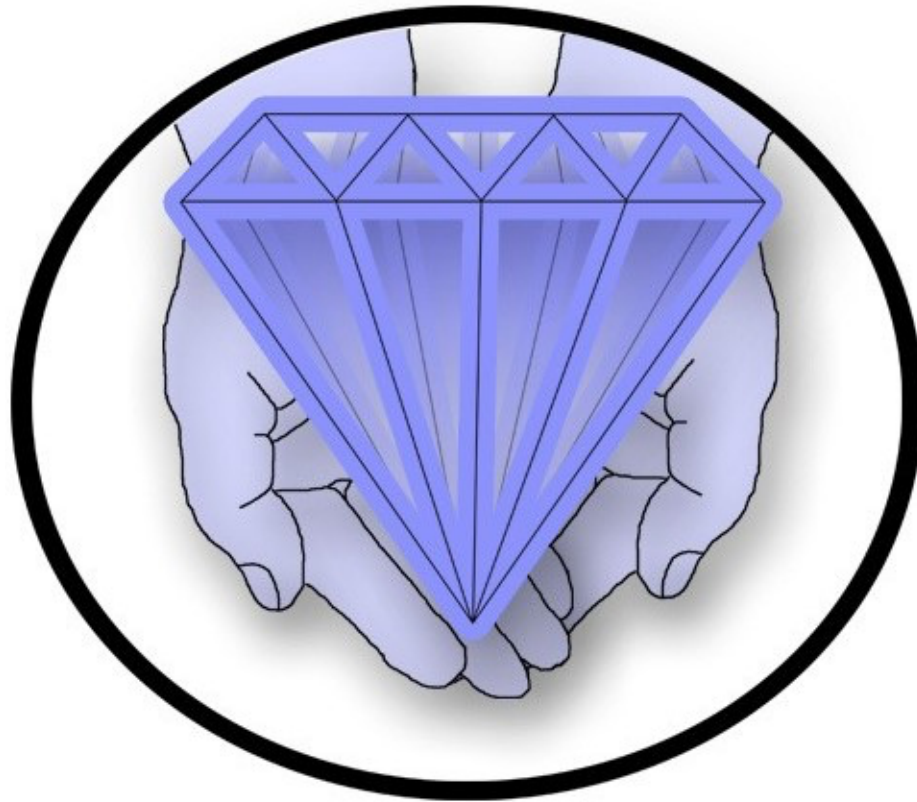


# **Doña Ana Community College Nursing Program Student Handbook**



**Academic Year 2026-2027**

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# HANDBOOK AND COMPLIANCE

## Student Responsibility

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Students are responsible for knowing and adhering to the information contained in the DACC NPSH handbook and DACC college catalog. Nursing students are required to read the NPSH each semester. The handbook is publicly accessible by either a link on the DACC Nursing Program website. Students can access the NPSH in the Student Resources for Allied Health and Nursing Canvas course or in any of their didactic Canvas courses.

Students are held to the rules and guidelines contained in this handbook, and may reach out to the Nursing Program Director or the Chair for Allied Health and Nursing for clarification, as needed.

Please read this information and become familiar with the policies contained in this Nursing Program Student Handbook, the [DACC Catalog](#), the [DACC Student Handbook](#), and all your course syllabi. These policies are in place to uphold the quality of your educational experience and ensure fair treatment for all students.

The Nursing Program reserves the right to update policies, including faculty assignments, time schedules, course assignments, course grades, grading, curricula, and other matters contained in the DACC Nursing Program Student Handbook. All changes will be communicated through official channels (NMSU email and/or Canvas) and will include an effective date.

## PROGRAM OVERVIEW

### Welcome

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Welcome to the Dona Ana Community College (DACC or the college) Nursing Program! We are pleased that you are going to study Nursing and look forward to helping you achieve your academic and personal goals. This is an exciting and challenging time to enter the practice of nursing. You will work hard, but nursing will offer a great career fulfillment.

This Nursing Program Student Handbook (NPSH) is your guide to the program objectives, policies, and the degree plan of the Program. Its purpose is to communicate information important to you as a student. The NPSH is reviewed annually and revised as needed by the Nursing faculty, with input from student representatives.

### New Mexico Nurse Practice Act:

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#### Clinical Practice of Nursing Students

The New Mexico Nurse Practice Act 61-3-29 states that the Act “shall not apply to or affect nursing by students when enrolled in approved schools of nursing or approved courses for the education of professional or practical nurses when such nursing is part of the educational program.” (Verified November 2024)

## Program Accreditation and Approval:

State Approval	Regional	National
<p>New Mexico Board of Nursing 6301 Indian School Road NE Suite 710 Albuquerque, NM 87110 (505) 841-8340 (505) 841-8347 (Fax) <a href="#">New Mexico Board of Nursing</a></p> <p>The DACC Nursing Program is fully approved by the New Mexico Board of Nursing (NMBON). View the public information disclosed by the NMBON regarding this program <a href="#">NMBON Education</a></p>	<p>The Higher Learning Commission 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411 (312) 263-0456 <a href="http://www.hlcommission.org">www.hlcommission.org</a></p>	<p>The Career Ladder Nursing program at Dona Ana Community College at both the Espina and Sunland Park Campuses/Centers located in Las Cruces, NM and Sunland Park, NM are accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000 <a href="#">ACEN Website</a></p> <p>The ACEN Board of Commissioners most recently awarded the DACC Nursing Program Continuing Accreditation. View the public information for our program on <a href="#">ACEN'S website.</a></p>

## Mission, Vision, and Values:

### Mission

DACC Mission: Dona Ana Community College is a responsive and accessible learning-centered community college that provides educational opportunities to a diverse community of learners in support of workforce and economic development.

Nursing Program Mission: Dona Ana Community College nursing program is committed to providing high quality nursing educational opportunities through affordable and accessible instructional methods to diverse communities in New Mexico and the surrounding areas. We pledge to create an equitable, inclusive, and welcoming environment to prepare and empower entry level nurses to safely serve our community with compassion and dignity

### Vision

DACC Vision: Dona Ana Community College will be a premier learning college grounded in academic excellence and committed to fostering lifelong learning and active, responsible citizenship within the community.

Nursing Program Vision: The Nursing Program will educate and prepare students of diverse backgrounds for lifelong learning through excellence in nursing education, allowing them to promote health and wellness across the lifespans of their patients.

### DACC Values

As a learning-centered community college, DACC is committed offering lifelong learning opportunities that:

Updated May 2026

- Fosters dynamic learning environments designed to meet the needs of our students
- Guarantees equality of rights and access
- Ensures integrity and honesty in the learning process
- Provides comprehensive learning assessment
- Students who will be:
  - Respected for their diversity
  - Provided with a safe and supportive learning environment
  - Challenged to become critical and independent thinkers
  - Expected to take an active role in the learning process and leadership of the community
- Practice transparency and inclusiveness in decision-making through shared governance and with external stakeholders.
- Encourage and support professional growth
- Demonstrate high ethical standards and integrity
- Encourage collaborative interaction among faculty and staff
- Practice responsible fiscal management and personal accountability
- Ensure equal opportunities for a diverse faculty and staff Communities that:
- Build partnerships, including educational alliances
- Strengthen industry partnerships to provide workforce development services and programs in support of economic development.
- Develop and adapt instructional programs in response to changing educational needs.

## Nursing Program Core Values

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Each discipline is guided by core values. The DACC Nursing Program utilizes a combination of beliefs to provide an eclectic curricular framework, allowing the program to readily draw from bodies of knowledge outside of the nursing profession. Through this process, the Nursing Program will maintain a foundation of evidence-based practice.

The statement of Core Values regarding the nursing profession as accepted by faculty and staff of the nursing program at DACC may be found in Appendix A. Please take some time to review the mission of the [DACC Health Sciences Division](#).

### Nursing Program Commitment to Diversity, Equity and Inclusion

As members of the interdisciplinary healthcare team, we uphold our ethical and legal responsibilities to respect diversity, equity and inclusion and human dignity regardless of a person's age, ethnicity, gender, job title, nationality, race, religion, sexual orientation, or socioeconomic status.

We welcome diversity and pledge to practice the nine Provisions in compliance with the ANA Code of Ethics for Nurses with Interpretive Statements, 2022.

- **Provision 1** - The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person
- **Provision 2** - The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population

- **Provision 3** - The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- **Provision 4** - The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and acts consistently with the obligation to provide optimal patient care.
- **Provision 5** - The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- **Provision 6** - The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- **Provision 7** - The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy
- **Provision 8** - The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- **Provision 9** - The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.<sup>1</sup>

## Nursing Program Commitment to Code of Conduct

The nursing profession requires high standards of legal, ethical and moral accountability. The Nursing Program supports and abides by the [NMSU/DACC Student Social Code of Conduct](#).

Nursing students are further expected to behave in compliance with the professional standards of nursing and the program pledges to be in compliance with the [ANA Position Statement, Incivility, Bullying, and Workplace Violence \(2015\)](#), and the [NSNA Code of Professional Conduct](#) that articulates that each individual has a shared role and responsibility to create and sustain a culture of respect, free of incivility, bullying and workplace violence.

**Professional Conduct 1** – Maintain the highest standard of personal and professional conduct

**Professional Conduct 2** – Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association

**Professional Conduct 3** - Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.

**Professional Conduct 4** - Strive for excellence in all aspects of communication, collaboration, decision making, leadership, and management at all levels of the student nurses' association

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<sup>1</sup> Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-ofEthics-For-Nurses.html>

**Professional Conduct 5** - Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA's Core Values.

**Professional Conduct 6** - Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA Bylaws, policies and state/federal law

**Professional Conduct 7** - Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual and/or organization while serving as members of student nurses' associations.

**Professional Conduct 8** - Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses 'association.

**Professional Conduct 9** - Confirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination based on race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.

## **Definitions**

The following definitions apply throughout this handbook and are drawn from the American Nurses Association Position Statement on Incivility, Bullying, and Workplace Violence (2015). These terms are used in the Grounds for Program Dismissal section, the Social Media section, and elsewhere as the program addresses conduct expectations.

### **Incivility**

Rude or disruptive behavior that may result in psychological or physiological distress for the people involved, and which, if left unaddressed, may progress to more threatening situations. Examples include eye-rolling, sarcastic remarks, dismissive language, refusing to engage with colleagues or faculty, and similar conduct that interferes with the professional functioning of the educational or clinical environment.

### **Bullying**

Repeated, unwanted harmful actions intended to humiliate, offend, or cause distress to the recipient. Bullying may take the form of verbal abuse, threatening or intimidating conduct, work interference or sabotage, or destructive communication patterns. Bullying is distinguished from incivility by its repeated and intentional nature; an isolated rude exchange is incivility, while a sustained pattern of targeted harmful conduct is bullying.

### **Workplace Violence**

The threat or actual use of physical force or violence against a worker. In the educational and clinical context, workplace violence includes threats or violence against students, faculty, clinical-site personnel, or patients. Workplace violence is a grounds for immediate dismissal and may trigger reporting obligations to law enforcement and clinical-site authorities.

Citation: American Nurses Association, Position Statement on Incivility, Bullying, and Workplace Violence (July 22, 2015). Available at <https://www.nursingworld.org/>.

## Nursing Program Faculty and Staff

Explore our listing of DACC Nursing Faculty and Staff by visiting the [DACC website](#).

**Contact information:** For full-time faculty and staff contact information, please visit the DACC website. To reach part-time or temporary faculty, contact the Nursing Program office @ 575-527-7735 or through the contact information listed on the nursing course syllabi

## End of Program Student Learning Outcomes

The curriculum is organized by concepts and roles of the nurse based on clinical reasoning that reflects consideration of the client's needs. The program's curriculum is based on clinical reasoning and clinical judgment that includes the Quality and Safety Education for Nurses ([QSEN](#)) competencies. In accordance with the [New Mexico Board of Nursing](#), the nursing program shall develop and implement a curriculum that includes level objectives, course objectives; and measurable learning outcomes for each course.

1. Patient-centered care: Recognize the patient or their designee as the source of control and full partner in providing compassionate and coordinate care based on respect for the patient's preferences, values and needs.
2. Teamwork and collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidence-based practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

## Content Leveled Student Learning Outcomes

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Leveled Student Learning Outcomes are identified and can be found in Appendix A.

## Course Objectives

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Course learning objectives are identified and can be found in each course's Syllabus.

## ACEN/ADN/LPN Program Outcomes

The Career Ladder Program (ADN and LPN) Program Outcomes are measured to demonstrate that the program is meeting the overall goals of preparing nurses to work in healthcare. The

Program Outcomes are aligned with the Accreditation Commission for Education in Nursing (ACEN). The following are the goals for the program:

1. Program Completion Rate
2. Annual Licensure Examination Pass Rate
3. Job Placement

To maintain approval and accreditation, elements of the Nursing Program are measured and reported to constituents annually or each academic year according to a Systematic Plan of Evaluation. Results of the measures can be found in the program's SPE and DACC nursing website [Student Achievement Data](#).

## Academic Degree Plans/Road Maps and Course descriptions

The Nursing Program's academic degree plans/road maps and course descriptions can be found in the current [DACC Catalog](#). Check with your Academic Advisor to determine which catalog will be applied to your degree audit when you are ready to apply for your degree or certificate (usually this is the catalog that was in effect when you began taking Nursing courses at DACC).

## Admission, Progression, and Graduation (AP&G) Committee

The Admission, Progression, and Graduation (AP&G) Committee is the first-level decision-making body for the following program matters: admission decisions, Track 1 progression decisions, graduation eligibility, repeat-course petitions, advanced placement and transfer decisions, alternative-exam petitions, step-out and re-entry petitions, and other petitions related to academic progression in the program.

Students access the AP&G Committee through the formal petition process. A petition is the mechanism by which a student raises a concern, requests a program decision, or grieves a prior program decision related to a matter within AP&G's scope. The petition functions as the program-level grievance for these matters.

AP&G decisions are made by majority vote and communicated to the student in writing via NMSU email. A student who disagrees with an AP&G decision may appeal that decision through the Program Decision Appeal Chain (Department Chair → Dean of Health Sciences → Vice President for Academic Affairs), as described in the Student Rights to Appeal and Due Process section.

AP&G does not handle Track 2 (Professional Conduct) determinations or Track 3 (Administrative Disenrollment) determinations, which are made by the Program Director as described in the Conduct and Discipline chapter. Grade-specific appeals are governed by ARP 5.13 and proceed through the academic grievance chain described in that section, separate from the AP&G petition process.

## First Step: Admission to DACC

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Please see DACC [Admissions](#) to begin your journey DACC and the Nursing Program

Please see the [Nursing Program Advising Handbook](#) for more information regarding

- Transfer of credits from another institution

## Applying to the Nursing Program

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- Ranking for the Nursing Program
- Selection of a Degree or Certificate Plan for Nursing
- Degree plans and Roadmaps
- Different Tracks in the Nursing Program
- Sub waivers for Prerequisite requirements
- New Mexico General Education Requirements
- Clinical Compliance readiness
- Parallel Planning for Career Planning

## Admission to the Nursing Program

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All applicants must meet the general requirements of the DACC and meet general admission requirements of the DACC Nursing Program. Each student must select a Degree Plan and Track option for which they meet the requirements: Traditional, Advanced Placement Unlicensed, Advanced Placement Licensed LPN or RN, and either Full-Time or Part-Time track.

1. Complete the undergraduate admission application online
2. Submit your high school transcripts and any college transcripts if applicable
3. Make an appointment with Academic Advisor for next steps

## Prerequisites

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To qualify for potential admission to the Nursing Program, you must have successfully completed the degree or certificate requirements for the selected option e.g. Traditional Track.

Prerequisites (ENGL 1110G, Math 1130G or higher, PSYC 1110G or SOCI 1110G, CEPY 1120G, BIOL 2210, BIOL 2225, PHIL 2110G and AHS 120 OR HITS 150) for Nursing Program must be completed with a C- or better.

Prerequisites are used to calculate GPA for all applicants and a 2.75 GPA is required. Beginning in the Summer 2026 term, a 3.0 GPA is required. Currently, pre-nursing students can apply to the nursing program while completing the last two prerequisites for the selected track. If applying with pending prerequisites, then only completed prerequisites will be used for GPA calculation. Applicants must complete courses with a C- or better by the end of the semester of applying. If the applicant fails to achieve a C- or better, and was offered admission into the nursing program, the offer will be rescinded.

Pre-nursing students are allowed to repeat a nursing prerequisite course **one-time** for a grade replacement for the program admission GPA calculation. Please note the higher grade is for ranking purposes and will not change overall comprehensive GPA with the college/university.

Completion of prerequisites DOES NOT GUARANTEE ACCEPTANCE into the Nursing Program. For students who received an “S” as a grade for a prerequisite, the prerequisite will not be calculated for GPA ranking purposes. High school Advanced Placement or previous college credits “CR” will be accepted towards completion of prerequisite course and the grade from the original transcript associated with the credit from the audit will be used for prerequisite GPA calculation.

## **Evaluation of Credits**

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Credit received from another educational institutions e.g. community college, military nursing school, may be awarded. However, if transcripts show “credit” for a course, the grade from the original transcript associated with the credit from the audit will be used for prerequisite GPA calculation.

Evaluation of credits for nursing courses for advanced placement will be completed by the nursing advisor and or program director, and then the final approval will be awarded by Health Sciences Division Dean. Evaluation of nursing credits will be considered in terms of similarity in course content, course grades, course credits and course sequence. Qualified transfer students/advanced placement are admitted on a space-available basis.

## **Admissions Entrance Exam**

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Traditional and Advanced Placement Non-licensed applicants must also pass an admission entrance exam (currently NLN NEX). Scores must be 64% or greater for Verbal, 62% or greater for science, 60% or greater for Math, and 138 or greater for the Composite Score to apply for ranking.

The NEX deadline is the 5<sup>th</sup> of the month prior to the application deadline. Please note that applicants are only able to test twice per semester, with a total of four times maximum in a lifetime, after failure to achieve the minimum score on the admission exam after four attempts, student will be referred to advising to discuss other options for career degree plan. There is a mandatory 30-day waiting period between attempts.

LPN to RN Applicants must pass an admission entrance exam (currently NLN NACE Foundations) with a minimum of 67%. Please note that applicants are only able to test twice per semester with a total of four times maximum in a lifetime, after failure to achieve the minimum score on the admission exam after four attempts, students will be referred to advising to discuss other options for career degree plan. There is a mandatory 30-day waiting period between attempts.

## **Applying to the Nursing Program**

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Please see the nursing website “[For more detailed nursing program information](#)” link for details on requirements to apply to the program

## Re-admission to The Nursing Program

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For a variety of reasons, some students may not be able to complete the Nursing Program curriculum in as part of their designated track time. Students are allowed to “step out” for one semester and reapply for admission at the same Level for the next semester. To “step out,” you must submit a letter to the Nursing Program director stating your reason for doing so and requesting a seat for the following semester using the Program Continuance Form in Appendix E. If you leave the program for more than one semester or have more than one Nursing Program course failure, you must follow the process for readmission (below). There is no guarantee you will be readmitted to the Nursing Program.

Process for readmission: To determine if you are eligible for readmission, student will need to meet with a Nursing Program advisor. Student will need to provide: (1) a Letter of Intent to Return (included in the appendices), and (2) updated clinical compliance documents. Both must be submitted no later than one week prior to the start of the semester, or students’ seat will not be held.

Re-admission to the Nursing Program for selects students are prioritized based on the admission requirements found at <https://dacc.nmsu.edu/nurs/>

## Placement (Transfer/Advanced Placement)

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The Nursing Program tries to place students with previous nursing school course work from another institution’s nursing program, who have not completed their LPN certificate/degree plan (including clinical experience) at the level closest to their previous experience as possible.

An advance placement/transfer student should submit an application that includes as many documents as available to help make that determination. For example, documents could include (but are not limited to) written examinations, skills performance evaluations at an acceptable level, official transcripts, syllabi of previous nursing courses, skills checklist, and instructor evaluations. (The admissions committee may make specific document requests that may or may not appear on this list).

Previous DACC Nursing students are not eligible for Transfer/Advanced Placement. Previous DACC nursing students who completed nursing courses, but were unsuccessful in progressing and left the program not in good standing/non-progressing or stepped out of the program more than one semester are eligible to re-apply as a traditional student.

Previous DACC nursing students who completed the LPN certificate pathway are not eligible for Transfer/Advanced Placement but are eligible to apply as an LPN to RN. Credits for former coursework may not be accepted if the courses are not deemed equivalent to existing Nursing Program curriculum. DACC requirements for granting certificates as associate degrees apply in all cases. Please see the DACC Catalog for [other admission requirements](#) for the college.

## Advanced Placement, Unlicensed

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If a student has prior nursing coursework from another institution’s nursing program and applies to the DACC Nursing Program at any level, the student can petition for advanced placement-

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unlicensed admission. Previous DACC Nursing students who failed two or more nursing courses at DACC are not eligible for advanced placement, unlicensed, and must apply for traditional placement. Students who failed two or more courses in any nursing program are not eligible to apply for advanced placement and must apply for traditional placement.

Students will be considered for advanced placement, unlicensed if they have one nursing course failure. Contact the Nursing Program advisor for a list of requirements for the transfer of credit for previous nursing coursework. Application deadlines are posted, and you must provide the following by those dates: (1) a complete Advanced Placement Unlicensed application, (2) proof of passing the Entrance Exam, (3) Equivalency of Transfer on Nursing program Courses forms (if applicable), and a minimum of 2.75 cumulative GPA (4) completion of prerequisites with a C- or better.

## **Advanced Placement, Licensed**

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If you have an LPN certificate from DACC or another institution, you can petition for Advanced Placement-LPN to RN admission. Application deadlines are posted, and you must provide the following by the application deadline: (1) a complete Advance Placement-LPN to RN application, (2) proof of passing the LPN Entrance Exam, (3) Equivalency of Transfer on Nursing Program Courses forms (if applicable), and a minimum of 2.75 cumulative GPA (4) completion of prerequisites with a C- or better (5) Proof of LPN/LVN current unencumbered licensure.

## **Progression and Retention**

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The Nursing Program curriculum is designed in a sequential fashion to support learning and enrichment. Each of the sequential didactic/clinical Nursing courses can accommodate only a certain number of students. Therefore, if you enter the Nursing Program during a given semester, you are assured of a place in that class as it progresses through the curriculum.

Courses and Levels in the Nursing Program are sequential and must be completed in order unless permission is granted by the Nursing Program director based on the recommendation of the Admission, Progression, and Graduation (AP&G) committee, space availability, or extenuating circumstances such as military service.

The following terms describe Program Progression and status in the DACC Nursing Program:

*Active Nursing Student* – a DACC student who has been accepted into the DACC Nursing Program and who is currently enrolled in NURS courses. Enrollment is considered official on the first day of any NURS course. Major will be NURS.

*In-Active Nursing Student* – a DACC student who was previously accepted into the DACC Nursing Program but is not currently enrolled in any NURS courses as approved by the AP&G Committee. The student's major will remain DA-NUR-ANUR.

*Progressing Nursing Student* – a DACC student who has been accepted into the DACC Nursing Program, is currently enrolled in NURS courses, and is meeting the following progression requirements:

- Theory/Didactic Criteria: Students must meet BOTH the exam average requirement (80%) and the final course grade requirement (77%) in all courses to progress.
- Lab and Clinical Requirements: Earning a passing final grade of at least 77% in both lab and clinical components of all NURS courses.

*Non-Progressing Nursing Student* – a DACC student who has been accepted into the DACC Nursing Program, but has not progressed in the program due to failing to meet the minimum progression requirements in any of the following areas: theory/didactic, lab, or clinical. These students are restricted from registering for or completing subsequent (higher-level) courses without AP&G committee approval.

*Dismissed Nursing Student* – A student who was previously accepted into the DACC Nursing Program but has been exited from the program at the recommendation of the AP&G Committee due to failing to meet academic progression requirements (specifically, the failure of two or more nursing courses) or engaging in academic or student misconduct that violates program or institutional policies.

Graduation is dependent on attaining all hours and credits required by the degree or certificate in pursuit, DACC requirements, New Mexico Board of Higher Education, all minimum proficiencies e.g. ATI, exams required by the Nursing Program or College, and nursing course grade point average of 2.75 or better.

Students must maintain an exam average of 80% and an overall course grade average of 77% or better in Nursing Program courses to progress to the next level. You must complete each Level before starting the next level unless permission is granted by the Nursing Program director based on the recommendations of the AP&G committee, space availability, or extenuating circumstances like military service. Students enroll in courses in only one Level at a time, and do not enroll in courses in another Level unless the Nursing Program director grants permission. Advanced Placement coursework will be reviewed on a case-by-case basis to determine the potential for cross-Level enrollment in Nursing courses. The course sequence is designed to establish strong skills and knowledge bases that will be used as the student transitions into subsequent courses.

## **Request to repeat a Nursing course**

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1. Any student who fails a singular nursing course shall be allowed a second attempt to successfully complete the course and notify AP&G Committee of their intent to return the next term by submitting a petition to [https://marcomm.formstack.com/forms/apg\\_petition](https://marcomm.formstack.com/forms/apg_petition)
2. Students requesting to repeat courses must also submit the following documentation:
  - a. A written letter with their request, including the steps that will be taken to be successful
  - b. Exam scores
  - c. Exam average
  - d. Overall course grade
  - e. All academic improvement plans for that course

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- f. Current degree audit
- g. Any other documentation such as emails, faculty communication, ATI Content Mastery Exam results etc).

**If supporting documentation is not submitted, the petition will not be accepted.**

Note: You will only be admitted into a course to repeat if space is available. If space is not available, you must reapply the following semester for a seat. Should a seat not be available at that time, you will be required to reapply for admission to the Program starting at Level I, regardless of the Level at which the course failure occurred.

- 3. If the student does not wish to repeat the course the following semester, they must submit a petition to [https://marcomm.formstack.com/forms/apg\\_petition](https://marcomm.formstack.com/forms/apg_petition) indicating that they will not be enrolling in the course the following semester and requesting a seat be held for their return.
- 4. No student will be allowed to sit out for more than one semester without petitioning the AP&G for extra time.
- 5. Students who fail a single nursing course on the second attempt will be exited from the program and will be eligible to apply for admission as a traditional applicant. All prior nursing courses must be retaken for credit. Students may petition the AP&G committee to be considered for advanced placement.
- 6. Students who fail more than one nursing course will be exited from the program and will be eligible to apply for admission as a traditional applicant. All prior nursing courses must be retaken for credit.

## **Nursing Program Completion and Remediation**

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- 1) A Standardized Comprehensive assessment, ATI PN or RN Predictor, will evaluate nursing students' mastery of relevant core nursing content and is given during the course NURS 1157 course for PN certificate, and in the NURS 2996 course for ADN degree.
- 2) Standardized Comprehensive Assessments will be used to calculate the exam average (the requirement is 80% average for all exams in the course for successful completion of the course) and for calculating the final course grade.

## **Licensure for LPN or RN**

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In accordance with the procedures contained in the Uniform Licensing Act [61-1-1 NMSA 1978], the board may deny, revoke or suspend any license held or applied for under the Nursing Practice Act, reprimand or place a licensee on probation or deny, limit or revoke the multistate licensure privilege of a nurse desiring to practice or practicing professional registered nursing or licensed practical nursing as provided in the Nurse Licensure Compact [61-3-24.1 NMSA 1978] upon grounds that the licensee, applicant or nurse: of Nursing may deny, revoke or suspend any license held, or applied for, under the Nursing Practice Act upon grounds that the licensee or applicant violates any of the following:

- 1. is guilty of fraud or deceit in procuring, or attempting to procure, a license or certificate of

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2. is convicted of a felony
3. is unfit or incompetent
4. is intemperate or is addicted to the use of habit-forming drugs
5. is mentally incompetent
6. is guilty of unprofessional conduct as defined by the rules and regulations adopted by the board pursuant to the Nursing Practice Act
7. has willfully or repeatedly violated any provisions of the Nursing Practice Act, including any rule or regulation adopted by the Board pursuant to that act
8. was licensed to practice in any jurisdiction, territory or possession of the United States or another country and was the subject of disciplinary action as a licensee for acts similar to acts described in this subsection (From the State of New Mexico Nursing Practice Act, Section 61-3-28 retrieved 08/16/2013 [New Mexico Board of Nursing website](#))

Note – if planning to test for licensure outside of New Mexico e.g. Texas, please be aware of individual states requirements for licensure. It is the graduate's responsibility to research and understand licensure rules and obtain applications for the state's licensure.

Completion of the Nursing Program does not guarantee that the student shall pass the licensure examination or meet the requirements of the New Mexico (or any other) State Board of Nursing.

## Withdrawal

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If a student decides to withdraw, it is the student's responsibility to initiate the withdrawal process in the appropriate time frame.

- Withdrawal processing
  - Meet with the assigned faculty coach or the Program Director to discuss withdrawal and standing with the Nursing Program
  - Petition AP&G to notify of the reason and intent for return to the program
    - AP&G will review the petition and make recommendations based on the student's course grades, exam grades, clinical grades, standardized exams, assignment grades, participation, and absences.
  - Withdrawal forms must be signed by the student and the course faculty, processed by the Nursing Advisor within the specified time frame.
  - Withdrawal deadlines, such as the last day to withdraw from courses in the [DACC academic calendar](#).
  - Please check the DACC website for information on how to withdraw from a course and/or the college.
  - The nursing program follows 1<sup>st</sup> five week/minimester 1 for withdrawing for summer semesters.
- Any further course failures, withdrawals, incompletes or failures to pass the standardized exams and exit exams will lead to a non-progressing, inactive status with the program.

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## Administrative Disenrollment

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Upon the finding of clear and convincing evidence of misconduct, a student may be referred to the DACC/NMSU Academic Integrity Investigator following the Academic Misconduct Policy 5.10 <https://arp.nmsu.edu/5-10/> depending on the outcome of the investigation the student may be administratively disenrolled from the Nursing Program, prohibited from attending class meetings, and/or prohibited from attending clinical or student organization activities:

- A student's presence poses a significant risk of substantial harm to the health or safety of themselves, others, or property.
- A student, as a direct result of an apparent health condition, engages in substantial, continuing disruption of teaching or learning.
- A student is unable to complete clinical rotation requirements, unable to meet minimum Nursing Program standards, or has a change in status such that they no longer have clinical clearance.
- A student fails to meet minimum competency on the preclinical competency skills checks after the second attempt; or
- A student fails to provide current copies of clinical clearance documentation requirements on or before the deadline for submission.

## Graduation

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To graduate, you must successfully complete all courses listed in the relevant program plan in the DACC Catalog.

- At the end of the term, students MUST achieve a minimum 80% average exam score on all exams in the didactic component of the course to pass the course.
- Assignment and other scores will not be calculated into the final grade until the student achieves the minimum 80% on exams as described above.
- Once 80% exam average is achieved a cumulative of 77% for course grade is required to graduate.
- Student responsibility to file an application for graduation for your semester of graduation.

To determine any of these circumstances, the Nursing program director may consult with any other persons whom the Dean of the Health Sciences Division deems appropriate.

## Faculty Coaching and Navigating

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Nursing students will be assigned a Nursing faculty coach at the beginning of each semester. The nursing program also provides nursing academic advisors, and one nursing student navigator. It is the student's responsibility to make appointments with the mentor, advisor, and navigator during scheduled office hours for advising, mentoring, and career planning, or if you have other concerns or problems. It is recommended to meet with your advisor, mentor and navigator at beginning, mid-term and at the end of each semester for academic counseling and evaluation.

# CONDUCT AND DISCIPLINE

## Misconduct Guidelines

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The DACC Nursing Program is governed by two institutional frameworks that apply to all enrolled nursing students: the NMSU/DACC Student Social Code of Conduct (ARP 5.22) and the NMSU Academic Integrity Policy (ARP 5.10). Students are expected to know and comply with both. Nothing in this section replaces or supersedes those institutional policies – they remain fully available and independently operative.

In addition to those institutional frameworks, nursing students are held to the professional and ethical standards of the nursing profession: the National Student Nurses' Association (NSNA) Code of Professional Conduct, the American Nurses Association (ANA) standards including its position on incivility, and the New Mexico Nurse Practice Act as administered by the New Mexico Board of Nursing (NMBON).

Violations of any of these standards — institutional or professional — may result in dismissal from the DACC Nursing Program. Program dismissal is specific to the nursing program. It does not constitute dismissal from DACC or NMSU, and it does not affect a student's eligibility to enroll in other DACC programs or to access campus. Institutional processes under ARP 5.22 or ARP 5.10 may proceed concurrently with and independently of any program dismissal determination.

## Academic and Non-Academic Misconduct Guidelines

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- a. Non-academic misconduct: Conduct that violates the NMSU/DACC Student Social Code of Conduct (ARP 5.22) or the nursing professional standards referenced above may result in program dismissal through the process set forth in this section. This is a program-level academic decision. It is separate from and does not replace any institutional conduct adjudication under ARP 5.22, which remains available independently.
- b. Academic misconduct: Please refer to the most recent edition of the [DACC Student Handbook in the section on Academic Misconduct](#).
- c. Nursing scope of practice: The [State of New Mexico Nurse Practice Act](#) defines the scope of practice for nurses. The Program sets the scope of practice for students at each level. Exceeding this scope or the defined scope for your level in the program may result in disciplinary action.
- d. Program dismissal appeals: A student dismissed from the DACC Nursing Program has the right to appeal that decision through the process set forth in the Appeal of Program Dismissal section below. The appeal process for program dismissal is an academic program decision and proceeds through the academic program chain: Program Director, Department Chair, Dean of Health Sciences, Vice President for Academic Affairs.

## Student Rights to Appeal and Due Process

The Nursing Program is committed to fair and consistent procedures in any decision that affects a student's status in the program. This section describes the rights students have in the appeal of program-level dismissal decisions, the appeal pathways available, and the relationship between program-level appeals and concurrent NMSU institutional processes.

### Jurisdiction and Appeal Pathway at a Glance

The following table maps the most common types of student matters to their decision-makers, appeal pathways, and any concurrent institutional process. Students who are uncertain which pathway applies to their matter should consult the Program Director.

Matter Type	Track	Decision-Maker	Program Appeal Pathway	Concurrent Institutional Path
Academic progression failure (course failure, exam threshold, clinical performance failure)	<b>Track 1 — Academic Progression</b>	AP&G Committee	Dept. Chair → Dean of Health Sciences → VP Academic Affairs	ARP 5.13 for grade-specific appeals
Professional conduct violation (clinical professionalism, ANA/NSNA code violations, sustained pattern of SIPs)	<b>Track 2 — Professional Conduct</b>	Program Director (with Dept. Chair consultation)	Dept. Chair → Dean of Health Sciences → VP Academic Affairs	ARP 5.22 (Student Social Code of Conduct) where conduct also implicates institutional standards
Loss of clinical-placement eligibility (drug screen, background check, immunizations, CPR, clinical-site removal)	<b>Track 3 — Administrative Disenrollment</b>	Program Director (with Dept. Chair + Dean of Health Sciences consultation)	Dept. Chair → Dean of Health Sciences → VP Academic Affairs	None — administrative basis is clinical-site eligibility, not conduct
Grade dispute (challenge to a specific course grade)	<b>Academic Grievance (institutional)</b>	Faculty member (initially); then Dept. Chair	N/A — institutional process governs	ARP 5.13: faculty → Dept. Chair → Associate Dean → Dean (final)
Academic integrity (plagiarism, cheating, falsification)	<b>Academic Misconduct (institutional)</b>	Faculty member + institutional review	N/A — institutional process governs	ARP 5.10 (Student Academic Code of Conduct)

Matter Type	Track	Decision-Maker	Program Appeal Pathway	Concurrent Institutional Path
Discrimination, harassment, sexual misconduct, Title IX	<b>Institutional</b>	OIE / Title IX Coordinator	N/A — OIE process governs	ARP 3.25; NMSU OIE; Title IX Coordinator
AP&G petition (repeat course, advanced placement, alternative exam, step-out, etc.)	<b>AP&amp;G petition / program-level grievance</b>	AP&G Committee	Dept. Chair → Dean of Health Sciences → VP Academic Affairs	None — program-level petition is the grievance mechanism for these matters

### Program Decision Appeal Chain

Dismissal decisions under Tracks 1, 2, and 3 may be appealed through the Program Decision Appeal Chain:

- **Level 1:** Department Chair (Health Sciences)
- **Level 2:** Dean of Health Sciences
- **Level 3 (Final):** Vice President for Academic Affairs

Each level has 10 business days to issue a written decision following receipt of the appeal. The decision of the Vice President for Academic Affairs is final at the program level. Students who believe an appeal decision implicates discrimination or other institutional rights may pursue those concerns through the NMSU Office of Institutional Equity or other institutional channels as appropriate.

### Timeline

Students must initiate an appeal to Level 1 (Department Chair) within 10 business days of receipt of the dismissal notice. Each subsequent level of appeal must be initiated within 10 business days of receipt of the prior level’s written decision. Untimely appeals will not be considered absent good cause shown.

### Substantive Rights in the Appeal Process

Across all three tracks, students have the following substantive rights in the appeal process:

- Written notice of the dismissal, citing the specific ground and the supporting facts, before the dismissal is effective.
- Reasonable opportunity to respond in writing and submit supporting documentation at each level of the appeal chain.
- Timely written decision at each level of the appeal chain (within 10 business days of receipt of the appeal).

- Access to records used in the decision-making process, consistent with FERPA. Students seeking records may submit a FERPA request through the institutional records office or, where applicable, an Inspection of Public Records Act (IPRA) request.
- Freedom from retaliation for exercising appeal rights.
- Reviewer evaluation of the appeal record — including the student’s submission and the underlying program record — against the standards set forth in this handbook. A reviewer who participated in consultation on the underlying decision evaluates the appeal on the basis of the full record, including any new evidence the student presents.

### **Right to Advisor (Track 2 Only)**

In Track 2 (Professional Conduct) proceedings and any concurrent ARP 5.22 process, the student has the right to be accompanied by an advisor of the student’s choice at any meeting with program administrators. The advisor may be a friend, family member, faculty mentor, peer, or attorney. The advisor may attend meetings and confer privately with the student during the meeting, but may not speak on the student’s behalf, present the student’s position, or examine witnesses. The student remains responsible for presenting their position. This mirrors ARP 5.13’s exclusion of attorneys from academic grievances and aligns with ARP 5.22’s allowance of advisors in conduct proceedings.

### **Parallel Institutional Processes**

Some student matters implicate both a program-level decision and an institutional grievance process. For example, a Track 1 dismissal may also involve a contested grade that is appealable under ARP 5.13. In such cases, the institutional process (e.g., ARP 5.13, ARP 5.10, ARP 5.22) and the program-level appeal proceed on independent timelines. Neither process stays the other. Decisions in one process do not automatically determine the outcome in the other. The Program Director is available to help students understand which processes apply to their situation.

### **Discrimination and Title IX Matters**

Concerns about discrimination, harassment, sexual misconduct, or Title IX violations are not addressed through the Program Decision Appeal Chain. Such matters are routed to the NMSU Office of Institutional Equity (OIE) at [equity@nmsu.edu](mailto:equity@nmsu.edu), which has institutional jurisdiction over these concerns under ARP 3.25. Students may pursue an institutional discrimination concern at the same time as a program-level appeal.

## **Conduct**

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The faculty and staff of the Dona Ana Community College Nursing Program consider professional behavior to be essential for Nursing Program students. As a Nursing Program student, you must perform according to the standards of nursing practice and use professional behavior in the classroom, the nursing skills labs, and at the clinical practice sites. You need to know what unprofessional conduct is and how not to act in an unprofessional way. If you, as a Nursing Student, engage in unprofessional conduct, you will be held accountable and face disciplinary action.

## Didactic (classroom)

The Nursing course instructor evaluates student conduct and behavior in the classroom. Disruptive behavior is defined as repeated, continuous, and/or multiple student behaviors that hinder the ability of instructors to teach and students to learn. Disruptive behavior hurts the academic community because it interferes with other students' learning, prevents instructors from teaching in the most effective way, and diverts energy and resources away from education. It may also be a sign of a student struggling with personal problems or distress that prevents that student from being successful. A Nursing Program student engaging in disruptive behavior and/or an act of misconduct may be required to leave the class, skills lab, computer lab, or clinical setting, and may face disciplinary action up to and including dismissal from the Nursing Program.

### Common types of disruptive classroom behavior include, but are not limited to:

- **Grandstanding** – monopolizing class discussion, speaking long and loudly on a subject with no regard for relevancy to the class or clinical discussion. This also may include failing to respect the rights of other students to express their viewpoints, through the use of inappropriate comments, debate, or other actions in response to those viewpoints.
- **Prolonged chattering** - when two or more students engage in private conversations or pass notes to each other.
- **Lack of attention to scheduled course times** – this can also include coming in late and making an “entrance,” speaking to friends instead of paying attention to instruction, walking in front of the instructor, or arranging belongings. This can also occur by leaving class early and making a “departure,” doing the same things.
- **Excessive noise** – including electronic devices going off in class, using cell phones during class, or creating excessive/unnecessary noise with papers, book bags, etc.
- **Disrupting the instructor’s authority or expertise** – this may include attempts to debunk or devalue an instructor’s judgement, authority, or expertise through comments in class, memos to the Nursing Program director or division dean, constant questions, and/or interruptions that interfere with the instructor’s presentation.
- **Verbal or physical threats to students or faculty** – verbal threats may be veiled or explicit. Physical threats may include approaching an instructor or fellow student menacingly or laying hands on them in a way intended to intimidate or harm.
- **Overt inattentiveness** – this can include sleeping in class, reading something other than class materials. Or using laptops or other devices (including non-electronic) for non-class related activities.

## Clinical

Nursing Program students are held accountable for professional conduct, legal standards of competent nursing practice, and competing nursing care according to the policies of the New Mexico Nurse Practice Act (NMNPA). The supervising nurse and/or nursing instructor will address problems with regard to unprofessional conduct by Nursing Program students.

## Student Dress Code

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As nursing students, you are expected to cultivate a professional image as representatives of the Dona Ana Community College Nursing Program. A professional appearance positively reflects on our program and also influences the perception of our clients and healthcare partners. Approved attire will be worn in both educational and non-clinical settings. Nursing students are responsible for understanding and adhering to the student dress code. Each student's appearance should convey professionalism, hygiene, and grooming standards appropriate for both classroom and non-clinical environments.

Exceptions to the dress code may be specified in individual course syllabi or specific program requirements. Faculty will evaluate student's compliance, and those not adhering to the dress code may be asked to change and/or face further disciplinary actions.

### General Appearance

- Clothing should be clean, neat, and free of wrinkles.
- Clothing must not be see-through.
- Good personal hygiene should be maintained

### Professional Dress Guidelines (includes but not limited to)

- Tops: short or long-sleeved shirt with a professional neckline and length
- Bottoms: Jeans, dress pants, khakis, or skirts
- Dresses or skirts must be knee length or longer
- Examples of inappropriate dress for which students will be sent home include, but are not limited to:
  - Dresses, blouses, tops, and/or sweaters with a revealing neckline or that reveal the midriff
  - Shirts, tops, and hats, with inappropriate logos, graphics, or inappropriate slogans
  - Denim jeans with rips
  - Leggings or Spandex type pants
  - Shorts

### Nursing Skills Laboratory Attire

- Scrubs of any color will be worn on practice days, if joggers are worn, socks or ankle covers will need to be worn.
- Close-toed, non-mesh shoes
- Galaxy blue DACC scrubs must be worn on check-off days
- Good personal hygiene must be maintained
- Sunglasses, visors, hats, caps, leggings, shorts, crop tops, open-toed shoes are not allowed in the lab
- Strong scents and chewing gum is not appropriate in the lab
- Fingernails must be neatly groomed, clean, and cannot extend beyond the tip of the finger (shorter than 0.25 inches). Artificial nails and fingernail polish are not allowed

- Facial hair must be neat, trimmed, and well-groomed. You may be required to wear a beard cover for infection control purposes
- Jewelry should be conservative; no facial jewelry is permitted
- Earrings may not extend past the earlobe. For safety purposes, necklaces, hoops, open discs, spike, and dangle earrings cannot be worn in any lab. The number of earrings in each ear is limited to two.
- One plain band-style ring may be worn
- Head coverings may be worn in the lab setting. Please discuss with your lead faculty member for more information.
- Hair must be clean and secured in a manner that prevents interference with clinical care and infection control. Protective hairstyles and natural hair textures — including but not limited to braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps — are accepted in professional, lab, and clinical settings. Students whose protective hairstyles, natural hair textures, or hair-related medical conditions cannot be pulled back at collar length may coordinate with the Clinical Coordinator to establish a safe alternative that meets the underlying clinical-safety purpose (e.g., a secured headwrap, lower-collar tie-back, or other arrangement). The coordination is operational and does not require justification beyond the practical implementation question.

### **Religious Accommodation**

Requests for religious accommodation — including but not limited to accommodation for religious attire in professional, lab, or clinical settings — are determined through the NMSU institutional religious accommodation process. Students submit accommodation requests to the NMSU Office of Institutional Equity (OIE) at [equity@nmsu.edu](mailto:equity@nmsu.edu). OIE reviews the request and issues a written accommodation agreement, consistent with ARP 3.25 (Prohibition of All Forms of Unlawful Discrimination) and ARP 4.46 (Authorized Absences from Class).

Once OIE has approved an accommodation, the student works with the Clinical Coordinator to coordinate implementation of the accommodation in clinical, lab, and didactic settings, particularly where infection control, sterility, identification, or other clinical-safety considerations require coordination. The program does not make the threshold religious accommodation determination; the program implements OIE's determination.

### **Grounds for Program Dismissal**

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Program dismissal may result from either of the following two tracks, or both. The two tracks are independent – a student may be dismissed under Track 1, Track 2, or both.

#### **Track 1**

Academic Progression: Dismissal for failure to meet academic progression standards (course failures, exam thresholds, clinical performance failures). Decision-maker: Admission, Progression, and Graduation (AP&G) Committee. Concurrent institutional path: ARP 5.13 (Undergraduate Academic Grievances) for grade-specific appeals.

## Track 2

Professional Conduct: Dismissal for violation of program professional-conduct standards (clinical professionalism, ANA/NSNA code violations, sustained pattern of conduct concerns documented through Student Improvement Plans). Decision-maker: Program Director, in consultation with the Department Chair. Concurrent institutional path: ARP 5.22 (Student Social Code of Conduct) where the conduct also implicates institutional standards.

## Track 3

Administrative Disenrollment: Disenrollment for failure to maintain mandatory clinical-placement eligibility (drug screen, background check, immunizations, CPR certification, clinical-site requirements, or removal by a clinical site). Decision-maker: Program Director, in consultation with the Department Chair and Dean of Health Sciences. Distinct from misconduct because the underlying basis is administrative eligibility rather than conduct or academic performance.

## Program Decision Appeal Chain

Dismissal decisions under any of the three tracks may be appealed through the Program Decision Appeal Chain: Department Chair → Dean of Health Sciences → Vice President for Academic Affairs. Each level has 10 business days to issue a written decision. The decision of the Vice President for Academic Affairs is final at the program level.

## Advisor Right (Track 2 Only)

In Track 2 (Professional Conduct) proceedings and any concurrent ARP 5.22 process, the student has the right to be accompanied by an advisor of the student's choice at any meeting with program administrators. The advisor may not speak on the student's behalf in any meeting. This mirrors ARP 5.13's exclusion of attorneys from academic grievances and aligns with ARP 5.22's allowance of advisors in conduct proceedings.

## Parallel Appeal Processes

Where a student's situation implicates both a program-level decision and an institutional grievance process (e.g., a Track 1 dismissal that also involves a contested grade), the institutional process (ARP 5.13) and the program-level appeal proceed on independent timelines. Neither process stays the other. Decisions in one process do not automatically determine the outcome in the other.

## Progressive Discipline

Step 1 – Verbal Counseling: A verbal counseling may be issued by a faculty member, the Nursing Program Director, or the Department Chair. The issuing party will meet with the student to discuss the specific conduct at issue, identify the applicable standard, and provide the student an opportunity to respond. Any verbal counseling issued by a faculty member must be reported in

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writing to the Nursing Program Director within two (2) business days. A written summary of the counseling, including a documented summary of expectations and any required corrective actions, will be provided to the student.

**Step 2 – Written Warning and Student Improvement Plan:** If concerns persist or a new violation occurs following Step 1, the student will receive a written warning identifying the specific conduct and applicable standard, accompanied by a Student Improvement Plan outlining required corrective actions and timelines. The SIP will be placed in the student's academic file.

**Dismissal:** If the student fails to comply with the Student Improvement Plan, engages in further violations following Step 1 notice, or engages in conduct that independently warrants immediate dismissal under the standalone grounds below, the Nursing Program Director may dismiss the student from the program.

Progressive steps are sequential. However, the program may proceed directly to dismissal without prior progressive steps when the nature of the conduct independently warrants it, as described in the standalone grounds below.

## **Standalone Grounds for Immediate Program Dismissal**

The following conduct constitutes grounds for immediate program dismissal from the Nursing Program. The list is closed; conduct not enumerated may be addressed under the residual clause below, but is not automatically a basis for immediate dismissal: Dismissal on any of these grounds renders the student ineligible to reapply to the DACC Nursing Program:

- HIPAA breach or other violation of patient confidentiality
- Conduct resulting in patient harm or substantial risk of patient harm
- Removal of the student from a clinical site by the clinical facility
- from a clinical site at the written request of the clinical partner institution
- Verified positive drug screen for a substance prohibited by the clinical placement framework
- Unauthorized clinical work outside of program-approved clinical assignments
- Conviction of a felony or other disqualifying offence as defined by clinical-placement eligibility standards
- Failure to provide required clinical clearance documentation by the designated deadline
- Practice outside the scope authorized by the student's clinical assignment, resulting in patient harm or substantial risk of patient harm
- Threats of violence, physical assault, or sustained harassment directed at faculty, staff, clinical site personnel, patients, or fellow students
- Use of identity-based slurs (including but not limited to racial, ethnic, religious, sexual, gender-identity, or disability-based slurs)
- Bullying as defined by the handbook
- Sustained pattern of professional-conduct concerns documented through three (3) or more Student Improvement Plans within the Program

## Residual Clause

The Nursing Program Director, in consultation with the Department Chair and Dean of Health Sciences, determines whether conduct warrants immediate dismissal based on the totality of the documented record.

## Definitions

The following definitions are drawn from the American Nurses Association Position Statement on Incivility, Bullying, and Workplace Violence (2015) and apply throughout this handbook.

**Incivility** – rude or disruptive behavior that may result in psychological or physiological distress for the people involved

**Bullying** – repeated, unwanted harmful actions intended to humiliate, offend, or cause distress to the recipient

**Workplace violence** – the threat or actual use of physical force or violence against a worker. In the educational/clinical context, this includes threats or violence against students, faculty, clinical-site staff, or patients.

## Appeal of Program Dismissal

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A student dismissed from the DACC Nursing Program under Track 1 or Track 2 has the right to appeal that decision. All appeals must be submitted in writing to the designated reviewer via the reviewer's NMSU email address within the applicable deadline.

### Appeal Chain

Level	Reviewer	Student Deadline	Reviewer Response
1	Department Chair, Allied Health and Nursing	5 business days from dismissal decision	5 business days from receipt
2	Dean, Division of Health Sciences	5 business days from Chair decision	5 business days from receipt
3 — FINAL	Vice President for Academic Affairs	5 business days from Dean decision	5 business days from receipt — decision is final

### Requirements for a Valid Appeal Submission

A valid appeal must include all the following:

- The specific decision being appealed and the date of that decision.
- The specific grounds on which the student is challenging the decision.
- Any supporting documentation the student wishes to be considered.

A general objection to the outcome, without identification of a specific ground, is not a sufficient basis for reversal.

## Grounds for Reversal

A dismissal decision will be reversed only if the student demonstrates, by a preponderance of the evidence, one or more of the following:

- A material procedural error occurred that directly affected the outcome — meaning an error that, had it not occurred, would have likely produced a different result;
- New and material evidence exists that was not available at the time of the dismissal decision and that, considered alongside the existing record, would likely produce a different result; or
- The dismissal decision was not supported by the evidence in the record.

The following do not constitute grounds for reversal:

- Disagreement with the outcome, standing alone;
- Recharacterization of facts already considered in the dismissal decision;
- General claims of unfairness without identification of a specific procedural or evidentiary error; or
- Personal hardship, unless directly relevant to a specific procedural error claimed.

## Scope of Review

The reviewing administrator evaluates whether the process was followed, whether the findings were supported by the record, and whether the consequence was appropriate. The appeal is not a new hearing. Prior administrative awareness of a student matter — including receipt of communications in a supervisory capacity — does not disqualify an administrator from serving as a reviewer in this chain.

Reviewers at each level of the appeal chain evaluate the appeal record, including the student's submission and the underlying program record, against the standards set forth above. A reviewer who participated in consultation on the underlying decision evaluates the appeal on the basis of the full record, including any new evidence the student presents.

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## Social Media

The Nursing Program recognizes that students engage with social media platforms in their personal lives, and that personal use is largely a matter of individual choice protected by the First Amendment. This section addresses only the specific aspects of social media use that intersect with nursing professional standards, patient confidentiality, and clinical-site obligations. Social media includes, but is not limited to, Facebook, YouTube, LinkedIn, Twitter, Snapchat, Instagram, TikTok, and Reddit. This policy covers all existing and future social networking media. Nursing Program students should also use the [ANA's Principles for Social Networking](#) as a guide.

When you use social media as a DACC Nursing Program student, remember that your posts are public and potentially available to future employers, patients, faculty, members of regulatory agencies, and news reporters. What you post may even be used in legal proceedings. Although social media helps students stay connected and discuss things they care about, do not post Nursing Program or related information without prior written consent of an authorized faculty or staff member of the Nursing Program. “Online content and behavior have the potential to enhance or undermine not only the individual student’s career, but the nursing profession” (ANA, 2011).

### **Nursing Program principles for social media use:**

#### **Patient and Clinical Confidentiality**

Students may never post any content that could compromise patient confidentiality or violate HIPAA. This includes:

- Patient names, initials, room numbers, photographs, identifying details, or any combination of information that could allow a patient to be identified, even when shared in a private group or closed message.
- Photographs taken at any clinical site — including photographs of equipment, signage, common areas, or staff — without the express written consent of the clinical facility.
- Identification of clinical sites, units, or clinical-site staff in any social media post, except as expressly authorized by the program or the clinical facility.
- Recordings of clinical interactions, simulations involving patient actors, or instructional sessions involving patient information.

Violations of patient or clinical confidentiality are grounds for immediate dismissal under the standalone grounds in this handbook and may also trigger institutional discipline under ARP 5.22 and reporting to clinical-site authorities.

#### **Professional Conduct in Online Spaces**

Students are expected to maintain professional standards in online communication consistent with the ANA Code of Ethics and the NSNA Code of Professional Conduct. Online conduct that constitutes any of the following is subject to disciplinary review under Track 2 (Professional Conduct) of this handbook and, as applicable, under ARP 5.22:

- Defamation, threats of violence, or sustained harassment directed at faculty, staff, clinical-site personnel, patients, or fellow students.
- Identity-based slurs (including but not limited to racial, ethnic, religious, sexual, gender-identity, or disability-based).
- Bullying as defined in this handbook (repeated, unwanted harmful actions intended to humiliate, offend, or cause distress).
- Conduct that would, if it occurred in person, constitute a violation of program professional-conduct standards.

The medium does not change the professional obligation: conduct that would be unprofessional in person is also unprofessional online.

### **Representation of the Program**

Students may not represent themselves as speaking for or on behalf of the DACC Nursing Program in any social media post or online communication without prior written authorization from the Program Director or designee. This includes:

- Posting under titles such as “DACC Nursing Program,” “Nursing Program student representative,” or similar designations that suggest official program affiliation, except where the student has been formally authorized to do so (e.g., student officer positions in the Nursing Student Affairs Committee or affiliated organizations acting in their official capacity).
- Making public statements that attribute positions, decisions, or views to the Nursing Program.
- Using program logos, insignia, or official photography in personal social media without authorization.

Students who are uncertain whether a particular post implicates this provision should consult the Program Director before posting.

### **Student Rights**

Nothing in this policy restricts students’ First Amendment rights to engage in protected speech in their personal capacity. Specifically, the Nursing Program does not regulate:

- Personal opinions or expressions of personal views on any topic, including political, religious, social, or cultural issues.
- Personal criticism of the program, faculty, courses, or policies, provided the speech does not constitute defamation, threats, or harassment as described above.
- Participation in lawful advocacy, protest, or civic engagement.
- Personal religious or cultural expression.

Students who feel that their personal social media use has been inappropriately regulated may raise a concern with the Program Director or, if the concern involves potential discrimination or First Amendment issues, with the NMSU Office of Institutional Equity.

# PROGRAM AND COURSE POLICIES

## Attendance

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Per NMSU/DACC [Academic Regulations](#), academic success is closely related to student participation and attendance. Accordingly, students are expected to attend all their classes regularly. Each course instructor will establish the specific attendance and course requirements via the course syllabus.

Please see guidelines regarding [administrative withdrawals](#), as an instructor may request an administrative withdrawal of a student for:

1. At the beginning of the semester, if a student misses the first two (2) class meetings or online activities.
2. At any point in the semester, if a student misses four (4) consecutive class meetings or online activities.
3. Over the course of the semester, student persistently fails to attend class or fails to complete assignments.

Regarding exams, students who are 15 or more minutes late to the designated testing area may, at the instructor's discretion, be required to take the exam later or receive a zero (failing grade) for the exam.

If you are absent on one or more occasions from a clinical course, you will need to make up clinical hours to successfully pass the course, either by traditional face-to-face instruction or an alternative assignment such as virtual simulation. A student sent home or removed from a clinical rotation for violation of policy, violation of safety procedures, violation of HIPAA/FERPA, incivility, repeated tardiness, or failure to arrive prepared for the clinical rotation will not be granted make-up hours.

Students who disagree with an instructor's decision to dismiss them from a clinical site should try to resolve the issue informally, and, if unable to do so, follow the procedure for grade appeal as outlined in:

<https://report.nmsu.edu/decision-tree/undergrad-grade-appeal.html>

Students are responsible to complete all assigned work in your courses to the satisfaction of the course instructor, even if you need to be absent for illness or another reason. Students who fail to complete/submit assigned course work (unless for emergency and instructor approved reasons) will receive an incomplete grade for that course. Make-up assignments are at the discretion of your course instructor, and if possible, should be discussed ahead of time. Likewise, if your instructor has excused you (illness, death in the family, or military service) from a clinical instruction period, it is the student's responsibility to coordinate make-up hours with the clinical faculty member for the section in which you are enrolled.

## Use of Cameras in Virtual Instruction

To promote engagement, accountability, and a professional learning environment, the following expectations apply to all synchronous virtual class sessions conducted via Zoom:

### 1) Camera Requirement

- a) Students attending class via Zoom are required to have their camera on for the duration of the class session. The student's face must be clearly visible, and the student must remain present and attentive.

### 2) Participation and Attendance

- a) Being logged into a Zoom session without an active camera does not constitute attendance or participation. Students are expected to actively engage in the learning environment as they would in an in-person classroom.

### 3) Instructor Authority

If a student is not on camera, the instructor may:

- a) Issue a verbal reminder to turn the camera on; and/or
- b) Remove the student from the Zoom session if the camera remains off

Students removed from a session for failure to comply with this policy may be marked absent for that class session.

### 4) Exceptions

Exceptions to the camera requirement may be granted on a case-by-case basis for:

- a) Documented technical issues
- b) Approved accommodations through Student Accessibility Services (SAS)
- c) Other extenuating circumstances approved in advance by the instructor

Students requesting an exception must notify the instructor as soon as possible and provide appropriate documentation when applicable.

### 5) Professional expectations

Students are expected to:

- a) Be in an appropriate, distraction-free environment
- b) Dress in accordance with classroom standards
- c) Maintain professional behavior consistent with Nursing Program expectations

Failure to comply with this policy may impact attendance, participation, and course standing.

## Use of Cameras in Virtual Instruction

Rationale. The Nursing Program requires cameras to be on during synchronous virtual class sessions for the following reasons: (1) verification of presence (distinguishing engaged attendance from passive log-in); (2) faculty assessment of engagement, comprehension, and nonverbal cues that inform teaching; (3) preparation for clinical settings where visibility to supervisors and team members is the professional norm; and (4) parity with the in-person classroom standard. The policy is grounded in pedagogical purpose and clinical-readiness preparation, not surveillance.

Engagement Standard. "Engaged on camera" means that the student is visibly attentive, responds to prompts and questions, and contributes to discussion when called upon. Camera-on alone, without engagement, is also subject to attendance review; the standard is active engagement, not merely visible presence.

Exceptions to the camera requirement may be approved through any of the following channels:

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- Documented technical issues that prevent camera function.
- Approved accommodations through Student Accessibility Services (SAS) for disability-related needs.
- Approved accommodations through the NMSU Title IX Coordinator for pregnancy, pregnancy-related conditions, or parental status.
- Approved accommodations through the Dean of Students or NMSU Office of Institutional Equity for personal circumstances where direct disclosure to faculty would be inappropriate (including but not limited to housing instability, safety concerns, religious or cultural considerations, or domestic-violence-related circumstances).
- Other extenuating circumstances approved in advance by the instructor.

Students seeking an exception through any of the above pathways will have the approved exception documented by the relevant office, and the instructor will receive notification that an exception has been approved without disclosure of the underlying basis.

**Virtual or Blurred Backgrounds.** Students are permitted to use virtual or blurred backgrounds during synchronous sessions to address privacy considerations in shared or sensitive living environments. Use of a virtual or blurred background satisfies the camera-on requirement.

**Brief Camera-Off for Personal Needs.** Brief camera-off periods (typically under a few minutes) for personal needs — bathroom breaks, addressing a child or pet, addressing noise — do not result in being marked absent, provided the student promptly returns and remains engaged for the remainder of the session.

**Removal and Absence Determination.** An instructor who removes a student from a session for camera non-compliance documents the basis for the removal. A student who disagrees with a removal or with an absence determination resulting from a removal may raise the matter with the Program Director, who will review the documentation and the surrounding circumstances and issue a written determination.

**Technology Resources.** Students who do not have access to camera-equipped technology may contact DACC Information Technology Services and the DACC Library regarding loaner equipment, Wi-Fi hotspots, and on-campus study spaces. The program is committed to ensuring that students who lack equipment have access to institutional resources.

## **Academic Integrity**

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Cheating and other forms of academic dishonesty are serious offenses because they present a safety risk for peers, faculty, and patients. Academic dishonesty also erodes the trust you need to establish nurse-client relationships and to establish teamwork and collaboration among your peers, faculty, and members of the community.

NMSU-DACC strives to cultivate an academic environment in which student scholarship thrives and is subject to rigorous academic standards. An expectation of academic integrity exists throughout the university system.

Each student is required to comply with the Student Academic Code of Conduct-Academic Integrity (ARP 5.10), applicable ethical and other standards required by the specific discipline, as well as the specific requirements stated on each course syllabus or program handbook. NMSU-DACC students are expected to maintain high academic, ethical, and professional standards of conduct, which requires honesty in all academic matters. Academic dishonesty may take a variety of forms, including but not limited to: Cheating or Assisting to Cheat.

Misrepresentation; Plagiarism; Unauthorized Access to or Alteration of Academic Records; and Unauthorized Possession of Academic Material. Confirmed lapses in Academic Integrity may result in Level I or level all sanctions imposed upon the student as defined in ARP 5.10.

(Hyperlink: <https://arp.nmsu.edu/5-10/>)

## **Nondiscrimination**

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Doña Ana Community College does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, pregnancy, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation, or protected veteran status in employment, admission, academic programs, or access to facilities.

## **Students with Disabilities**

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Disability statement: Dona Ana Community College is committed to providing education to all citizens of Dona Ana County. DACC'S faculty and staff are dedicated to the goal of providing equal access to individuals with disabilities in accordance with the Americans with disabilities Act (ADA) OF 1990. DACC's ongoing effort to reduce and remove physical and attitudinal barriers is designed to assist individuals with disabilities in enjoying DACC's facilities, programs, and services to the fullest extent. We are dedicated to developing an educational environment free of discrimination.

## **Policy of nondiscrimination on the basis of disability**

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Dona Ana Community College does not discriminate on the basis of disability in admission, access to, treatment, or employment in DACC programs or activities. The DACC oversees compliance with the nondiscrimination requirements contained in section 35.107 of the Department of Justice regulations.

Information about the Americans with Disabilities Act is available from the ADA coordinator. Additional information can be found at the Student Accessibility Services Office webpage.

## **Student Accessibility Services (SAS):**

The DACC SAS program provides specialized support services to fulfill our commitment to our students with disabilities. SAS may not be able to meet all needs, and students must be able to meet the minimum practice standards to enroll in the SAS program; however, a reasonable effort will be made to facilitate physical and programmatic access. SAS procedures include self-

identification as a person with a disability/disabilities and determination of eligibility for services. More information can be found at the [Student Accessibility Services Office](#).

## **Pregnancy, Lactation, and Parental Accommodations**

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The Nursing Program is committed to providing equal educational access for students who are pregnant, experiencing pregnancy-related conditions, parenting, or lactating. The program complies with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), its implementing regulations at 34 C.F.R. § 106.40, and the institutional pregnancy and parental accommodations framework administered by the NMSU Title IX Coordinator.

### **Pregnancy and Pregnancy-Related Conditions**

Students who are pregnant or experiencing pregnancy-related conditions (including but not limited to morning sickness, prenatal medical appointments, labor and delivery, miscarriage, recovery from childbirth, or related medical conditions) are entitled to reasonable accommodations to support continued participation in the program. Accommodations may include but are not limited to: excused absences for prenatal medical appointments; modifications to clinical-shift scheduling; alternative seating; access to food and water in classroom and clinical settings; and modifications to physical activities where appropriate.

Students seeking pregnancy-related accommodations should contact the NMSU Title IX Coordinator at [equity@nmsu.edu](mailto:equity@nmsu.edu). The Title IX Coordinator reviews the request and coordinates with the Nursing Program (typically through the Program Director or Clinical Coordinator) to implement approved accommodations. Pregnancy-related accommodations are not contingent on documentation through Student Accessibility Services, although students may also work with SAS for related disability accommodations if applicable.

### **Lactation Accommodations**

Lactating students are entitled to reasonable break time and access to a private, non-bathroom space for expressing milk or nursing. The Nursing Program will work with students to identify appropriate lactation spaces in didactic, lab, and clinical settings, and to schedule reasonable break time within clinical and academic schedules. Students seeking lactation accommodations may contact the Program Director or the NMSU Title IX Coordinator to initiate the accommodation.

### **Parental Status**

The Nursing Program does not discriminate against students on the basis of parental status. Students with caregiving responsibilities who experience scheduling or other conflicts with program requirements may consult with the Program Director, Clinical Coordinator, or NMSU Title IX Coordinator about accommodations or schedule modifications consistent with program requirements and clinical-site availability.

### **Non-Retaliation**

The program does not retaliate against students for requesting or using pregnancy, lactation, or parental accommodations. Students who believe they have experienced retaliation may file a concern with the NMSU Office of Institutional Equity.

## Testing Accommodations:

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Students seeking testing accommodations for nursing exams must obtain temporary accommodations and/or permanent accommodations from the Student Accessibilities Services (SAS).

1. Students with documented disabilities who wish to request accommodations must initiate the request through DACC Student Accessibility Services (SAS). Once SAS has reviewed the documentation and approved accommodations, the SAS Accommodation Letter is provided to the Nursing Program (typically via the Program Director, Clinical Coordinator, or relevant course instructor). The program then implements the approved accommodations in coordination with SAS.
2. Students are strongly encouraged to engage with SAS prior to beginning nursing coursework, or as soon as possible after a disability is identified or onset. Early engagement with SAS allows time to identify and implement accommodations before clinical settings or assessment thresholds are encountered. Late requests may limit available accommodations due to clinical-site logistics and assessment scheduling.

Doña Ana Community College (DACC) is committed to following Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) as amended in 2008 (ADAAA), and other applicable federal and state regulations and university policies which prohibit discrimination on the basis of disability. Under these laws, eligible students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws.

- a. Students with disabilities have the **right** to:
  - i. An equal opportunity to learn. If the building location, academic course materials, or instructional methodology limit access, participation, or the ability to benefit, students have a right to reasonable accommodations in those aspects of the course (or program). The accommodation(s) may not fundamentally alter the nature of the program or activity, lower academic standards, present an undue financial or administrative burden on the university, or pose a threat to others or public safety.
  - ii. An equal opportunity to participate in and benefit from the academic community. This includes access to services, extracurricular activities, and housing.
- b. Students with disabilities shall be **responsible** for:
  - i. Disclosing to DACC-SAS the need for accommodations by applying with the Student Accessibility Services (SAS) Office.

- ii. Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts the student in the academic or living/housing environment.
- iii. Participate in an interactive process with SAS to determine which necessary accommodations can be approved and provided.
- iv. Sending out their accommodation notifications prior to each semester through their profile in the Accessible Information Management (AIM) Case management system.
- v. Meeting with instructors to discuss accommodations as needed. Students should be aware that their information about their disability is confidential.
- vi. Notifying SAS of any issues, concerns, or delays in receiving requested accommodations in a timely manner.
- vii. Meeting and maintaining fundamental academic and technical standards.

**Information Release Consent:**

- c. DACC students actively registered with Student Accessibility Services must provide a Consent Form if they want SAS employees to release disability information to a family member, friend, spouse/partner, or by special request only to a third party or medical provider by logging into their AIM application, select "Information Release Consent" located on the left-hand side under "My Dashboard" and entering the name and email address of the person being provided consent.

Students may contact Nursing Student Navigator, Caroline Olivas at [CaOlivas@dacc.nmsu.edu](mailto:CaOlivas@dacc.nmsu.edu) for additional information.

## **Family Education Rights and Privacy (FERPA)**

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The Nursing Program complies with the Family Educational Rights and Privacy Act (FERPA) as implemented through NMSU's institutional policies. Students retain all FERPA rights — including the right to inspect and review their education records, the right to request amendment of records they believe are inaccurate, the right to consent to disclosure of personally identifiable information except as FERPA permits disclosure without consent, and the right to file a complaint with the U.S. Department of Education — as established by NMSU institutional policy. Information about exercising FERPA rights at NMSU is available through NMSU University Student Records.

Program-Specific Access Controls for Sensitive Records. The Nursing Program maintains records that contain particularly sensitive information, including drug-screening results, criminal-background-check information, clinical clearance documentation, and health-related disability information. Access to these records within the Nursing Program is limited to the Program Director, Clinical Coordinator, Department Chair, and designated administrative staff with a legitimate educational need to access the information for program operations. These records are stored separately from general academic records, and access is logged where the record system

supports it. Faculty members are not provided routine access to these sensitive records absent a documented legitimate educational need.

The Nursing Program maintains records of all communication from the Nursing faculty members to students, including but not limited to:

- Counseling forms given to a student for guidance following academic or nonacademic occurrences related to a student's performance in the Nursing Program.
- Clinical clearance documentation, including CPR certification, orientation materials, drug screening results, background check information, and immunization records.
- Samples of graded student work from each level.
- Nursing Program admission applications for students admitted into the program; and
- Advising records including Student Academic Requirements (STAR) audits, course substitution waiver forms, add/drop slips, and withdrawal slips.

DACC follows [NMSU policy](#) and FERPA regulations with regard to the release of student information. You as a student may request that information normally contained in the public student directory remains private by submitting this request in writing to the DACC Admissions Office.

## **Schedule Modifications**

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If changes are made (cancellations, adds, time/date changes), you will be notified through Canvas course, Canvas announcements, and verbal announcements.

## **Use of Electronic Devices in Class, Labs, and Clinical Classroom, skills laboratories, and exams:**

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Turn off your cell phone to silent mode while in class. Please keep all personal belongings such as purse, wallet in a stored location other than on the classroom's desks, use a backpack to secure valuables or leave valuable in your vehicle. Phones, tablets, or programmable calculators are not allowed during exams. You must not share calculators during an exam.

Note that instructors may have their own policies regarding electronic devices in the classroom.

Please abide by those policies so that there is no violation of the Student Academic Code of Conduct.

## **Clinical rotation**

If a student is on a clinical rotation, only use of a cell phone is allowed according to the clinical agency's policy/preference on electronic devices. If you are allowed to use cell phones, make sure they remain on silent or vibrate. If student is permitted to have these devices, student may not take personal calls while in the clinical area, if this happens student may be asked to leave the clinical site.

## Technological Requirements

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The Nursing Program recognizes the essential role of information technology in supporting academic success and program requirements. Nursing students are expected to demonstrate basic computer literacy and maintain access to the technology necessary to participate fully in all course activities, including in-person, hybrid, HyFlex, and virtual learning environments.

The Nursing Program notices and communications are delivered via NMSU email and/or Canvas. Students are responsible for checking these platforms daily.

You have access to DACC computer labs if you are currently enrolled, and Internet access and several software programs (including Microsoft Word) are available on computers in these labs. Make sure to check with the computer lab you want to use for hours that it's open. If you need Canvas support, including basic instruction, contact the DACC [Virtual Learning and Instructional Technology](#) center.

### Minimum Technology Requirements

Students must have access to the following:

- Laptop Computer
- Operating system: Windows 10 or newer (recommended) or Mac equivalent
- Hard drive: Minimum 10 GB available storage
- Monitor resolution: 1024 x 768 or higher
- At least one USB port
- High-speed internet access (strongly recommended)
- Access to NMSU email and Canvas
- Required Software
- Microsoft Office 365
- Web browser (Google Chrome, Microsoft Edge, or Mozilla Firefox)
- Adobe Acrobat Reader
- Antivirus software (recommended)
- iPad Requirement
- An iPad is required for classroom purposes as designated by the course faculty.
- iPad Air, Mini, or Pro (10th generation or newer recommended)
- Current iOS version supported by testing platforms
- Minimum 32 GB storage
- Device must not be jailbroken
- Reliable Wi-Fi access
- Optional Equipment
- Printer (laser or inkjet)
- Scanner or scanning capability (e.g., mobile device)

### Video and Audio Capability (Virtual Learning Requirement)

Students must have access to a functioning webcam and microphone to participate in synchronous virtual learning sessions (e.g., Zoom). These tools are required for:

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- Attendance verification
- Active participation
- Communication with faculty and peers

### **Internet and Connectivity**

Students are responsible for maintaining reliable internet access capable of supporting live video conferencing. Connectivity issues that prevent participation in synchronous sessions may impact attendance and course participation.

### **Camera Readiness**

Students must be prepared to be visibly present on camera during all synchronous virtual sessions. Camera use is required to verify attendance and engagement in accordance with Nursing Program expectations.

### **Virtual Learning Environment**

Students are expected to participate in virtual sessions from a safe, stationary, and appropriate environment that supports learning.

- The following are not permitted during synchronous class sessions:
- Participation while driving or operating a vehicle
- Participation while engaged in work or other distracting activities
- Environments that interfere with professionalism or learning

Students should present themselves in a manner consistent with classroom expectations and professional standards of the nursing program.

### **Technical Issues**

In the event of technical difficulties (e.g., camera malfunction, internet disruption), students must notify the instructor immediately

- Temporary issues may be addressed at instructor discretion
- Ongoing or unresolved issues may impact attendance unless an approved exception is granted

Students are responsible for resolving technology issues in a timely manner to meet course requirements

### **Official Communication**

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NMSU email and Canvas Messenger are the only official communication methods. Students are responsible for checking these daily. Information shared through other methods is not considered official. Do not use your personal email, group chats or social media to communicate with fellow nursing students, faculty members, or staff for Nursing Program business.

### **Written Work**

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Please adhere to the written work policies to avoid violating the [Academic Code of Conduct](#).

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## Literature Citing

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Your written work must demonstrate professionalism. The publication date for materials you reference must be no older than five years from the current date. Unless otherwise directed, you must use the current edition (7<sup>th</sup> as of Spring 2020) of the Publication Manual of the American Psychological Association (APA) style guide. If you have questions with regard to APA style, please see a campus tutor at one of the DACC or NMSU Writing Centers.

## Plagiarism

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Plagiarism is considered by many to be the worst form of academic dishonesty. It is defined as using work of others as your own. Examples include, but are not limited to:

- The use of another's words, facts, ideas, or information without acknowledgment of the source (i.e., reference and citation). All papers require documentation for source material in the form of references and citations using APA style (or as directed by your instructor). Instructions use a plagiarism detector called Turnitin through Canvas submissions.
- Parts of the work taken from another source without reference to the original author. Iii. The whole work/paper is copied from another source.
- Submissions and/or presentation of your work in one course that you also submitted in another course (even though it is your completely original work) without the permission of your instructor. This also applies to work you submitted at another college, university, or high school.

## Cheating

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Cheating is defined as intentionally using or attempting to use unauthorized materials, information, study aids, or electronic devices in any academic exercise. Examples include, but are not limited to:

- Copying from another student's paper or submitting another person's work.
- Allowing papers, tests, or other assignments to be copied by another.
- Knowingly using, buying, selling, offering, transporting, communicating, electronically, or soliciting any of the contents of a test or test bank.
- Collaborating with another student on any assignment without permission from the instructor; and
- Taking a test for another student or permitting someone else to take a test for you.

## Artificial Intelligence (AI)

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Artificial Intelligence (AI) is a rapidly changing technology that can transform nursing education, practice and research. While AI tools can support brainstorming, problem-solving, and clinical reasoning, they must be used responsibly and ethically, in compliance with academic integrity and regulatory standards. AI is a supportive tool, not a substitute for human thinking, decision-making,

and creativity. Students are 100% responsible for the accuracy and integrity of their work when AI is used.

## **General Guidelines for Student Use**

All students must adhere to the following guidelines when using AI in academic work:

**Instructor-Determined Use:** AI usage rules can vary by course and assignment. Students must always consult with the instructor and/or course syllabi for approved uses.

**Transparency and documentation:** All AI use must be clearly disclosed in a work statement that accompanies the assignment. The statement should include the tool used, how the output was edited, and if available, links to the AI conversation. If a student does not submit a statement, it will be treated as an attestation that they did not use AI tools at any stage of the assignment.

**Do not Input Confidential Information:** Generative AI does not assure privacy. Students are prohibited from sharing private, personal, or HIPAA-regulated data with public AI tools. This includes Protected Health Information.

**Understand the limitations:** AI can fabricate content, reflect biases, and misrepresent sources. Students must always verify the accuracy of any AI-generated material before using it. If a source is identified, they must find and attribute the original source. If they cannot locate the source, they should not use the content. They must also document their process by explaining how they used generative AI in a work statement.

### **Approved Uses (when permitted by an instructor)**

**Academic Support:** Examples of how AI can be used include topic selection, brainstorming, idea generation, outlining, planning, revising, and polishing written work.

**Clinical Practice:** AI can be a helpful tool in the clinical setting; however, it does not replace clinical judgment. Students must evaluate AI suggestions in the context of patient-specific data and evidence-based practice.

### **Prohibited Uses**

**Academic misconduct:** Submitting AI-generated content as a student's own work is prohibited. Unauthorized use of AI in assessments, clinical documentation, or graded work is considered academic misconduct.

### **Clinical Settings**

Students must not enter any Protected Health Information or health record data into generative AI tools like ChatGPT, Gemini, Claude etc., Doing so will result in disciplinary action.

Faculty have discretion to limit or prohibit the use of AI tools. Any unauthorized use of generative AI tools will be considered an instance of academic dishonesty. Students are responsible for how they use AI and must be aware of its limitations, risks, and ethical considerations.

## Student Services

The DACC [website](#) provides information on Financial Aid, withdrawing, changing your class schedule, services and facilities, and more.

### Health Care Insurance and Costs of Treatment

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The Nursing Program does require health insurance, medical costs related to illness, needle-stick, injury, or other types of injury are the responsibility of the student. DACC, the Nursing Program, and clinical agencies affiliated with the Nursing Program are not liable for health care costs associated with a student's illness or injury resulting from clinical or laboratory practice.

If you become ill, injured, or are exposed to infectious or communicable diseases while engaged in clinical or laboratory activities, you may require treatment that includes (but may not be limited to) counseling, prophylactic intervention, diagnostic procedures, and/or follow-up medical treatment.

**Student Health Insurance:** Students may purchase a health insurance policy to supplement [Aggie Health and Wellness Center](#) service if they have paid the health fee. Students may also purchase dependent coverage under this commercial insurance company policy; however, dependents of students are not eligible to use the Aggie Health and Wellness Center. Health insurance through Dona Ana Community College can be purchased at the DACC Cashiers Office, room DAMA-118, or at the NMSU Business Office no later than the last date for late registration (availability may change due to pandemic or health care orders).

**Clinical sites and insurance:** Certain clinical facilities used for clinical rotations may require anyone entering the facility providing patient care as a student to have personal health insurance coverage. In the event you participate in a clinical rotation requiring health insurance coverage, you will need to provide current proof of coverage, which will be kept on file. If you do not have health insurance and are assigned to a clinical facility requiring health insurance and no alternative placement is available or feasible, you will be required to purchase health insurance.

### Smoking

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You may not smoke tobacco products or vape in any building owned or leased by the university or within 25 feet of building entrances/exits, vehicles, and during some outdoor events on university property that are designated "no smoking. The Nursing Program is a non-smoking program, and you will not be allowed in classrooms or lab areas with the smell of tobacco smoke on your clothing. Many of our clinical sites are non-smoking, and students may not smoke while attending clinical at these locations:

The DACC policy can be found under [DACC Smoking Policy](#) in student Handbook.

Be aware that smoking is prohibited in or at the following locations unless there is signage specifically permitting smoking:

1. All enclosed buildings and facilities including classrooms, offices, food service, venues, and restrooms, and most residence halls (in accordance with Housing and Residential Life policies).

2. Within 25 feet of building entrances and exits (when reasonable) and fresh air intake grills unless there is a specially designated smoking area.
3. Partially or fully enclosed walkways, corridors, and elevators.
4. Vehicles owned, leased, or rented by the University,
5. Within 50 feet of any area where flammable materials are handled or stored, or where other significant fire hazards may exist.
6. Athletic or other University-sponsored or designated events.
7. At clinical sites during clinical rotations; and
8. While a student is wearing their clinical uniform.

## Emergency Evacuation Plan

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The Emergency Evacuation Plan for the Health and Public Services Building and the Nursing Program is posted in DAHL, Room 190. NMSU emergency phone numbers, weather, and other information can be found at [Emergency Planning and Preparedness | New Mexico State University](#).

## Standards of Nursing Care

As a student in the Nursing Program, you are responsible to provide competent nursing care and are held to the same legal standards of competent practice as found in the New Mexico Nursing Practice Act (NMNPA), the American Nurses Association (ANA) Standards of Practice, and the ANA Code of Ethics. Safe nursing practices are necessary to protect the health and welfare of clients cared for by you, the student.

**New Mexico Nurse Practice Act:** As a Nursing Program student, you are responsible to know the laws governing nursing practice in New Mexico. Breaking those laws leads to disciplinary actions by the New Mexico Board of Nursing. Note that when you are practicing either as a student or as a licensed nurse in any state, you are responsible for knowing the laws governing nursing practices in that state.

**Student unsafe practice or behavior, and/or incompetent nursing practice:** As a Nursing Program student, you must be aware of safe, competent nursing practices and comply with the policies of the Nursing Program. You also must practice nursing in accordance with your course/clinical objectives, requirements, and student scope of practice. Nursing Program course syllabi provide specific course objectives and practice skills to help you maintain a safe practice.

As a Nursing Program student, you are responsible for demonstrating safe and competent nursing care under the direction of your instructor and/or supervising nurse (preceptor). Your Nursing instructor is responsible for determining if you are applying safe and competent nursing care. If you choose not to comply with established policies, procedures, course objectives, clinical objectives, faculty instruction, supervising nurse direction, standards of practice, or student scope of practice, you may be considered to be displaying unsafe acts or behavior. An unsafe act and/or a display of unsafe behavior is defined as one that constitutes a threat to the physical, emotional, mental, or environmental safety of another person. If you commit an unsafe act or behavior and/or

engage in incompetent nursing care, you will be held accountable for your actions and face discipline according to Nursing Program policy guidelines.

## Grading and Scoring

Students in the Nursing Program are held to requirements that may differ or be higher than those of other programs at DACC. As a student in the Nursing Program, you are evaluated on your achievement of both didactic (classroom) and clinical competencies. Assignments not completed or submitted for grading or credit will receive a “0” or “U” for the grade per the course syllabus.

To pass a course, students must meet BOTH requirements:

- 1) A minimum exam average of 80%
- 2) A final course grade of 77% or higher (after exam requirement is met)

A minimum exam average of 80% is required to pass the courses. Until this threshold is met, assignment and other scores will not be included in the final grade calculation. Students who do not meet the 80% exam average will fail the course regardless of other grades.

Grades are not rounded up or rounded down and are calculated according to the percentages identified in your course syllabus, with the greatest percentage of the course total grade coming from your average exam score. The following scale is used to determine the final course grade:

A = 100% - 90%

B = 89% - 80%

C = 79% - 77%

D = 76% - 70%

F = 69% or below

**Educational Rationale.** The 80% exam-average threshold reflects the program’s alignment with the National Council Licensure Examination (NCLEX-RN and NCLEX-PN), which is the licensure assessment for nursing graduates and is itself an exam-based assessment of clinical competence. Course-level exam mastery correlates with NCLEX readiness, as documented in validity research from Assessment Technologies Institute (ATI) and the National Council of State Boards of Nursing (NCSBN). The threshold is also consistent with accreditation standards under the Accreditation Commission for Education in Nursing (ACEN). The threshold is non-negotiable and is not satisfied by performance in clinical, simulation, or assignment domains, because those domains assess different competencies and do not substitute for the exam-based mastery the licensure assessment requires.

## Exams, Academic Improvement Plan (AIP) and Remediation

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Students in the Nursing Program will be required to take a national standardized test. Currently, the nursing program is using ATI exams throughout the curriculum, including online practice assessments, in-person proctored assessments, and in-person proctored comprehensive predictor assessments. The exam tests mastery of course content for select nursing courses. Exams are administered as noted on the course syllabus. Exams are part of the nursing course grade and prove student's competency in core nursing concepts.

Practice and Proctored ATI Assessments will count towards the final grade in all courses that utilize standardized exams. Each nursing course may have one or more Practice or Proctored ATI assessments.

### Exam averages (Unit Exams)

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If you do not receive an 80% on any of your exams, you will be given an Academic Development Plan. A minimum exam average of 80% is necessary to receive a (passing) course grade. There is no rounding of grades. Once the minimum of 80% for exam average is met, scores from other course assignments will be calculated into the final course grade only after you have an 80% or higher exam average. Exam scores are not rounded up or rounded down.

### Student Academic Success Record

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A Student Academic Success Record is designed to provide structured support for students navigating challenges with grades, clinical paperwork, or national testing benchmarks. It represents our commitment to walk alongside you as you navigate the rigors of the curriculum and sharpen the clinical judgment needed to care for our community.

A Student Academic Success Record may be utilized in the following instances:

1. Strengthen exam performance
2. Enhance clinical paperwork and documentation
3. Master national standards to align with ATI benchmarks
4. Demonstrate consistent, satisfactory performance in the lab and skills settings to ensure the safety of the community and integrity of the profession

### Unit Examination Remediation:

After all unit examinations, failure to achieve an 80% or better (or at the discretion of the instructor) will result in mandatory unit examination remediation. The unit examination remediation will consist of completion of assigned ATI templates, assigned by course instructor. These templates must be handwritten and submitted by the specified due date. Failure to complete and upload the assigned remediation will result in a "0"

## Practice and Proctored ATI Examination Remediation:

Remediation for practice and proctored content mastery and comprehensive ATI examinations are based on the score received on the first attempt.

1. A score of 79.9 or less a minimum of 8 Active Learning Templates (chosen from lowest scoring areas) from the individual Focused Review plus documented Completion of Post Remediation Quiz.
2. A score 80 to 89.9 a minimum of 5 Active Learning Templates (chosen from lowest scoring areas) from the Focused Review and the focused review quiz or 1 student-generated 25-question Learning Systems Quiz based on a low content area.
3. Scores 90 to 94.9, complete 3 Active Learning Templates chosen from lowest scoring areas of the cohort report or 2 student-generated 25-question Dynamic Learning Systems Quiz based on 2 low content areas.
4. Scores 95 to 97. 9 complete 2 Active Learning Templates chosen from lowest scoring areas of the cohort report or 1 student-generated 25-question Dynamic Learning Systems Quiz based on 1 low content areas.
5. Practice assessment scores of 98(or greater) will not require remediation.

## Extra credit

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There are no extra credit assignments or extra credit points for any Nursing Program course, assignment, or exam.

## Grading ATI Assessments

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### Grading ATI Content Mastery Series Non-Proctored Practice\_Assessment Conversion Scores:

Obtain a minimum of 90% and complete focused online review/remediation assignments to take the Content Mastery Series Proctored Exam. Multiple attempts allowed. One attempt every 24 hours is allowed.

Failure to achieve a 90% and completion of on-line focused review/assignments by the specified course deadline, will render the student ineligible to take the ATI Proctored Assessment as scheduled and will result in the student receiving no additional points and a failing grade for the course. (see Appendices N and M for Remediation Plans). See Grading for ATI Exams

### Grading ATI Content Mastery Series Proctored Assessment: Conversion Scores

Attempts allowed = 1 or per course syllabi

Proctored assessments will be completed as per course schedule. Students must complete the ATI Practice Assessment with a 90% and complete an on-line focused review/assignment before the scheduled proctored assessment, failure to complete requirements for proctored assessment or failure to take exam as scheduled, will result in zero points awarded for the assessment. See Appendices N and M for Remediation Plans). See Grading for ATI Exams.

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1. Level 3 = 95%
2. Level 2 = 85%
3. Level 1 = 80%
4. Below Level 1 = 75%

Students must make a good-faith effort when completing all ATI assessments. A good faith effort is defined as actively engaging with the exam content, thoughtfully attempting all questions, and demonstrating reasonable time-on-task consistent with the length and complexity of the assessment. Simply logging into an exam without meaningfully attempting questions, rapidly selecting answers without consideration, or exiting the exam prematurely does not constitute a good faith effort.

Failure to demonstrate a good faith effort may result in the exam being invalidated, a grade of zero, and/or referral for review under the Nursing Program's Academic Integrity and testing policies.

### Grading ATI PN/RN Proctored Comprehensive Predictor Exams

The DACC Nursing Program employs the ATI PN/RN Comprehensive Predictor exam to evaluate student knowledge and forecast NCLEX-PN/RN success. For further details on the predictive value of the ATI score, please refer to the [information provided by ATI](#)

Attempts allowed = Per course syllabi

Students will be graded according to the following scale for the PN/RN Predictor.

PN/RN Comprehensive Predictor Individual Score	Predicted Probability of Passing the NCLEX	Assigned Grade in Canvas
Greater Than 85.3%	99%	100%
81.8 – 85.2%	98%	95%
76.2% - 81.7%	95% - 97%	85%
71.5% - 76.1%	90% - 94%	80%
Less Than 71.5%	Less Than 90%	75%

Students in NURS 1157: The PN Predictor score will be used for your assignment grade.

Students in NURS 2996: The RN Predictor score will be used for your exam scores. Consult the course syllabi for grading details. See Appendices N and M for Remediation Plans.

### Scoring Exam Items to Mirror NCLEX:

1. Questions that will follow the 0/1 scoring rule include:
  1. Traditional multiple-choice questions.
  2. Matrix multiple choice
  3. Multiple response 'select N'
  4. Drop-down cloze
  5. Drop-down table

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6. Bowtie
2. Questions that will follow the +/- rule include:
  1. Multiple response selects all that apply
  2. Matrix multiple response
3. Rationale scoring is used when both responses in the pair are correct and there is no partial credit.
4. Drag-and-drop questions which require items to be placed in a specific order do not receive partial credit.
5. \*Scoring will be revisited and revised as the NCSBN adjusts the scoring for the NGN questions and as technology develops.

## Testing Guidelines and Best Practices

### Scheduled tests

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Currently, all exams are administered on an approved DACC/NMSU campus or center and proctored by a nursing faculty or a nursing representative.

Any test the nursing student takes for the program is the property of the DACC Nursing Program. Copying or downloading exams may result in disciplinary action. Examinations are timed. Each course designates the time limit for the particular exam/quiz. If you arrive 15 minutes or more after the designated exam time, you will not be allowed to take the exam. Once exam time is up, access to the exam will be locked.

Currently, all exams are administered on approved DACC/NMSU campus or centers and proctored by a nursing faculty or a nursing representative.

If a student would like to test at a program-approved testing location closer than their designated campus, it is the student's responsibility to schedule and arrange an alternate testing location on the same date and time of the scheduled exam, at the beginning of the semester. Furthermore, students are responsible for providing the testing site information to the course instructor in advance of the exam, including the name, location, and contact information for an ATI-approved proctor. Once scheduled, students must get approval at least 48 hours (not including weekends or holidays) before the scheduled exams.

Alternate testing for students with an approved accommodation memo through Student Accessibility Services (SAS). Students are to work with the instructor to schedule the exams at the beginning of the semester (within the first two weeks of class) and submit the required forms to the SAS office for the entire semester with dates, locations, and times. Once scheduled students must get approval at least 48 hours (not including weekends or holidays) before the scheduled exams.

Students needing to change scheduling or location of testing requiring accommodations must be approved by course instructor prior to changing with Student Accessibility Services.

## Missed Tests/Exams

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It is the student's responsibility to contact the course instructor as soon as possible about missed exams, and, if the instructor wishes, provide appropriate documentation regarding reasons for missed exam. See policies in this handbook and course syllabi for information on makeup exams. Please see course lead instructors for more information on arranging tests using alternate testing centers.

### Prior to 1<sup>st</sup> Exam Administration

- Faculty will create a practice test with a few sample questions before the first official exam administration, though preferably within the first two weeks of each term.
- Students will log onto ATI and answer the practice questions by the assigned due date using their iPad, laptop, desktop, or the school's desktop.
  - a) This practice exam will ensure that all students can log in to future exams.
- Exam blueprints or study guides are not mandatory and are at the instructor's discretion.

## Exam Administration

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To ensure academic integrity and a standardized testing environment, all nursing program examinations are administered under the following conditions:

### General Testing Requirements

- All exams are administered on an approved DACC/NMSU campus or designated testing center and are proctored by nursing faculty or an approved representative.
- Exams are scheduled in advance and must be taken at the assigned date and time unless prior approval is granted.
- Students must arrive on time and be prepared to begin the exam at the scheduled start time.
- Students who arrive more than 15 minutes late will be denied entry into the exam and may:
  - Be required to take the exam later or
  - Receive a grade of zero, at the instructor's discretion

### Identification and Testing Environment

- Students must present a valid school or government-issued photo ID.
- Only the following items are allowed at the testing station:
  - Blank paper to be returned to the proctor at the end of the exam
  - Writing utensil
  - Foam earplugs (may request from the proctor)
- All personal belongings must be stored in a designated area away from the testing space

### Electronic Devices

- The following items are **strictly prohibited** during exams:
  - Cell phones
  - Smart watches
  - Earbuds/AirPods
  - Smart glasses

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- Tablets (unless specifically required for testing platform)
- Programmable calculators (unless approved)
- Any other electronic or recording device
- Devices must be:
  - Turned off (or placed in airplane mode if directed), and
  - Stored in the designated area or with the proctor

### **Violation – Electronic Devices**

- Possession of an electronic device during an exam (whether in use or not) constitutes a violation of testing policy
- If a student is found with an electronic device:
  - The device will be confiscated for the duration of the exam
  - The incident will be documented
  - The student may receive a **zero on the exam**
  - The incident may be referred for **academic misconduct review under NMSU/DACC Academic Integrity Policy (ARP 5.10)**

### **Academic Integrity and Cheating**

Students are expected to adhere to the highest standards of academic integrity during all examinations.

Prohibited Behaviors Include (but are not limited to):

- Using unauthorized materials or devices
- Copying from another student
- Allowing another student to copy your work
- Accessing or attempting to access exam content outside the testing platform
- Communicating with others during the exam
- Reproducing, recording, or sharing exam content

### **Violation – Cheating**

If a student is suspected of cheating:

- 1) The exam may be immediately terminated
- 2) The student will be dismissed from the testing environment
- 3) The incident will be formally reported under the Academic Integrity Policy (ARP 5.10)
- 4) Additional sanctions may include:
  - a) Receiving a zero for the exam
  - b) Course failure
  - c) Program disciplinary action
  - d) Possible dismissal from the Nursing Program

### **Exam Conduct**

- 1) Exams are timed and must be completed within the designated time limit
- 2) Students may not access notes, books, or outside resources
- 3) No guests (including children or family members) are allowed in the testing area

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- 4) Students may not leave the testing area without a proctor's approval
- 5) Restroom breaks:
  - a) Not permitted for exams under 2 hours
  - b) Allowed for longer exams at proctor's discretion (exam time continues unless otherwise specified)

## Testing Conditions

- 1) Exams are:
  - a) Randomized in question order and answer choices
  - b) Configured to restrict backward navigation
- 2) Students are responsible for:
  - a) Ensuring the exam is properly submitted before leaving
  - b) Confirming submission with the proctor
- 3) Instructors will seat students in a randomized order
- 4) Students will be provided with one (1) piece of blank paper and a writing utensil or a dry-erase board and a dry erase marker. Students will return the blank paper or dry-erase board to the instructor. Students are not allowed to use their own paper.

## Technical Issues

- 1) Any technical issue must be reported immediately to the proctor
- 2) Failure to report issues during the exam may forfeit eligibility for review or retake consideration

## Exam Security

- 1) All examinations are the property of the DACC Nursing Program
- 2) Students may not:
  - a) Copy, photograph, or reproduce exam content
  - b) Retain written notes that replicate exam questions or answers

Violation of exam security policies will be treated as academic misconduct.

## Exam and Test Bank Review

Following the exam, instructors will analyze question statistics. Questions that are determined to perform poorly will not be deleted, but adjustments will be made regarding the acceptance of answers. These adjustments will be made at the instructor level only after a thorough analysis. An adjustment will only take place if questions are found to perform poorly statistically (i.e., test item analysis and distractors).

Students may make an appointment with the instructor to review the exam in person. Instructors must complete this process before the next exam is scheduled. Further review will be done during office hours, referral to a faculty coach or a faculty tutor. No pictures or copies of the exam are allowed. The student may take notes but may not copy or duplicate any part of the question or answers.

Students who have an inquiry about an exam question and believe it is incorrect should email the instructor who administered the exam. Include the question, student reasoning with the citation including page number of where the alternate information was found i.e., textbook, or reputable source (Scholarly, peer-reviewed articles and books, professional articles or books, professional health care websites i.e., American Heart Association, CDC) within 7 days of the exam.

## **Retaking Exams**

In rare instances, and at the discretion of the lead course instructor, a student may be permitted to retake an examination if a documented issue—such as a verified internet or system malfunction (e.g., hardware or software failure)—occurs during the scheduled exam. Students experiencing an internet or system malfunction must immediately notify the proctor and communicate with the lead instructor. If concerns remain unresolved after this communication, the matter will be referred to the Program Director and the Chair of the Allied Health Department for a comprehensive review and holistic consideration. An exam retake will not be granted in the event that a student received a zero as a result of a sanction from the Academic Conduct Officer. Such determinations reflect a formal finding of academic misconduct and are final, rendering the student ineligible for any exam retake under this or related course policies.

## **Alternative Exams**

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The Alternative Nursing Examination Policy provides eligible nursing students the opportunity to improve their standing in a single nursing course by petitioning to take a Comprehensive or RN Content Mastery Examination for the specific course content. This examination may be used to replace one unit exam score within the course, subject to the guidelines outlined below.

A student who does not attain a passing grade in a single nursing course may submit a formal petition to the Academic Progression and Grievances (AP&G) Committee to take an alternative nursing examination. The request must be based on a mathematical possibility of earning a passing final course grade if the alternative exam grade is factored in.

If approved, the alternative examination will replace the grade of one unit exam within the specific course for which the petition is submitted. The alternative examination will assess current course objectives and content mastery equivalent to the unit or final exam being replaced. This policy is intended to support academic recovery while ensuring that course objectives are met.

An alternate exam cannot be granted in the event that a student received a zero as a result of a sanction from the Academic Conduct Officer. Such determinations reflect a formal finding of academic misconduct and are final, rendering the student ineligible for any exam retake under this or related course policies.

## Eligibility Criteria

- 1) One-Time Use: The alternative examination option may be used only once during a student's enrollment in the program.
- 2) Course-Specific Application: The policy applies to a single nursing course in which the student is currently enrolled.
- 3) Mathematical Possibility of Passing:
  - a) A quantitative analysis must demonstrate a clear potential to achieve a course exam grade average of 80% or higher, contingent on a successful outcome of the alternative examination. This will be documented by the lead instructor and communicated to the student prior to the final exam.
- 4) **Formal Petition Submission:** A formal written petition must be submitted to the AP&G Committee by the posted deadline within the same trimester of enrollment.
  - a) Students are required to submit the following documents for official review when petitioning for an alternative exam:
    - (i) A complete record of all exam scores
    - (ii) Exam average
    - (iii) Overall course grade
    - (iv) All academic improvement plans (AIPs) for that course
    - (v) Current degree audit
    - (vi) Additional documentation may be included, such as emails, faculty communications, or other relevant records

## Remediation Requirement

If the petition is approved, the student must complete structured remediation before attempting the alternative examination. The following remediation requirements apply:

- 1) Completion of all course assignments as outlined in the student's Academic Improvement Plan (AIP)
- 2) Full compliance with the ATI Remediation Policy
- 3) Additional remediation activities at the discretion of the course instructor, which may include:
  - a) Tutoring sessions
  - b) Dynamic quizzing
  - c) Rewatching course lectures
  - d) Other instructor-guided review methods

Remediation must be completed to the satisfaction of the course instructor. Failure to do so will result in ineligibility to take the alternative exam, and the original course grade will remain in effect.

## Grading and Academic Outcome

- 1) The alternative examination will replace one unit exam score in the final grade calculation.
- 2) Exam policy will apply as stated in the student handbook.
- 3) *To successfully benefit from the replacement, the alternative exam grade must improve the student's overall exam average to 80% or higher.*
- 4) If this threshold is not achieved, the student will receive a failing grade for the course.

## Timing and Completion

- 1) The alternative examination must be completed within the same trimester in which the student is enrolled in the course.
- 2) No extensions, deferrals, or exam completions outside the current enrollment period are permitted.
- 3) The timeline for exam completion will follow recommendations set forth by the AP&G Committee.

## Dropping or Replacing Exam Grades

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Dropping or replacing a grade is at the discretion of the course instructors. Each instructor is responsible for establishing and clearly outlining the guidelines for dropping or substituting examination grades. These policies must be explicitly communicated in the course syllabus.

## Academic Standing

Nursing students must remain in good standing academically, maintaining a cumulative grade point average (GPA) according to [DACC](#). Any Nursing student who is placed on academic probation by DACC must petition the admission, progression, and graduation (AP&G) committee for permission to continue to enroll in Nursing courses while working to improve their GPA.

1. **In good standing** is when you maintain a C or better in all courses and are not on academic or clinical probation. Please note that an 80% (or better) for exam averages is required in order to pass nursing courses.
2. **Not in good standing** is when you do not maintain a C or better in all courses and/or are on academic and/or clinical probation. You are not in good standing academically within the Nursing Program upon failing a second course in the Nursing Program or if you twice fail a single course, and must petition to continue progression in the Nursing Program (please note this is not a guarantee of progression)

If a student receives an incomplete (I) grade in a Nursing course and is unable to complete the requirements for removal of the incomplete before the beginning of the next semester, the student will not automatically be allowed to continue in the Program. If you do not complete the requirements within the designated timeframe, you will receive a failing grade for the course. Depending on your previous academic history in the Nursing Program, you may need to refer to request to repeat a Nursing course requirement, if you wish to continue in the program.

## Pinning Celebration

The Pinning Celebration is a long-standing tradition in the nursing profession, marking the completion of formal nursing education and readiness to enter professional practice. The Celebration is held at the end of the LPN and ADN semester tracks. Participation is optional.

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## Costs

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The Pinning Committee seeks sponsorships to support the Celebration. Depending on the level of sponsorship obtained, some costs associated with the Celebration may be the responsibility of participating students or the graduating class. Students participating in pinning will comply with the Pinning Club Celebration By-Laws, which can be found on the Pinning Canvas course.

## Opt-In Registration

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Students who wish to be fully included in the Pinning Celebration — including having their name in the printed program, receiving the nursing pin and graduation stole, and accessing other items prepared by the Pinning Committee — must affirmatively opt in by registering with the Pinning Committee by the deadline set each semester. Registration confirms the student's intent to participate and is the basis for ordering individual items and finalizing event planning.

Students who do not opt in by the deadline may still attend and participate in the Celebration but will not appear in the printed program, will not receive a pin or stole through the program, and will not have access to other items the Pinning Committee has prepared for registered participants. Because vendor production timelines and event logistics do not accommodate late additions, the deadline for inclusion in materials and planning is firm.

## Sponsorship and Fund

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Monies raised by or on behalf of the Pinning Celebration through sponsorships are deposited in the DACC Nursing Graduation Fund and used to support the Celebration consistent with the Pinning Club Celebration By-Laws.

## Remediation After Graduation/Licensure Attempt

Students who have graduated from the DACC Nursing program but do not pass their NCLEX-RN or NCLEX-PN exam(s) will need to follow the state Board of Nursing's requirements for attempting the exam again. At this time, no formal remediation program is in place for Nursing Program graduates. However, students who do not pass are encouraged to contact the Nursing Program to establish an informal post-graduation remediation plan.

## Employment after Graduation

Completing the Nursing Program does not guarantee you will be hired as a nurse, and completing clinical rotations at a specific institution does not guarantee an agency will hire the student. Students will need to research and understand the employment policies of places wishing to work upon graduation and licensure. Employers may change their employment policies without any notice to the Nursing Program.

## HIPAA And Confidentiality

Working in the healthcare industry includes compliance with the federal regulations of the Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA).

- It is a serious breach of confidentiality to discuss client information outside of the appropriate clinical/educational setting (for example, clinical workplaces or the classroom).
- Discussions related to clients must not include their names or initials. Clinical paperwork must not contain any information that could identify the client, and paperwork must be securely maintained at all times.
- You may not photocopy or print any portion of a client's hard copy or electronic health record for use outside of the clinical site. You may not take any document containing patient information used for hand-off communication or the assignment of a patient load away from the unit in which the patient is admitted.
- Taking photographs of patients, records, or clinical areas is also a breach of HIPAA regulations. You may not take photographs at any clinical site for any reason without the express written permission of the clinical site.
- Failure to maintain confidentiality may result in disciplinary action and may also affect your eligibility to apply to other healthcare programs. Discussing your fellow nursing student's information is also a serious breach of confidentiality. Information includes, but is not limited to, grades, Level progression, and/or competency. Failure to maintain confidentiality may result in disciplinary action. If you have concerns about a fellow student related to academic dishonesty, health status, competency, or another related item, you should speak privately with an appropriate faculty member or the Nursing Program director.

## Student Representatives, Nursing Clubs and Committees

Student representatives on the Nursing Student Affairs Committee participate in the establishment and revision of Nursing Program policies and are the liaison between each cohort and the Nursing Program. Students participating in nursing program clubs or committees will comply with the club or committee bylaws.

Representatives must be in good academic standing.

Students are allowed to hold a maximum of one leadership position e.g. cannot be Vice-President for Future Healthcare Professional Association and OADN Honor Society

### Nursing Student Affairs Committee

Addresses academic standards, student rights and responsibilities, and general concerns regarding the Nursing Program. Reports from the Nursing Faculty Council, Nursing Advisory Council, Nursing Curriculum Committee, and AP&G Committee will be provided to student representatives at Nursing Student Affairs Committee meetings. Currently, four students representing each Level of the program and the Student Nurses Association president are part of the committee. If students do not choose a representative, the faculty will make the selection.

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Student representatives must attend at least 80% of scheduled meetings. Responsibilities include bringing forth general student concerns related to agenda items, communicating program decisions and responses to fellow students, attending meetings, supporting Nursing Program decisions and actions even when in disagreement, maintaining professional standards while participating in meetings or in interactions with students or the public, and maintaining an unbiased approach to presentation of information both to and from students. Choosing not to comply with any of these responsibilities may result in removal from the position of representative at the discretion of the Nursing Program director.

## **Future Healthcare Professionals Association**

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Nursing students are strongly encouraged to become members of a professional organization. These organizations provide valuable information about the profession, opportunities to network, and opportunities to learn new skills through leadership training and community health projects. Our Future Healthcare Professional Organization offers opportunities to participate in local, state and national activities.

## **Organization of Associate Degree Nurses (OADN): Zeta Delta Chapter**

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DACC has a chapter for the national honor roll society for associate degree nurses (Zeta Delta). As a nursing student, you are encouraged to become a member of a professional organization. The honor society chapter provides valuable information about the profession, opportunities to network, and opportunities to learn new skills through leadership training and community health projects. Our DACC Zeta Delta chapter offers opportunities to participate in local, state, and national activities.

## **Students with Health Restrictions**

Americans with Disabilities Act guidelines apply to all qualified disabled persons. A qualified disabled person is a person with a disability who, with or without (1) reasonable modifications to rules, policies, or practices, (2) the removal of architectural, communication or transportation barriers, or (3) the provision of auxiliary aids and services, meets essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity and who can perform the essential functions of the position.

Any student who may require special arrangements to meet course requirements because of a disabling condition should contact [Student Accessibility Services](#) at DACC as soon as possible.

If you have a condition that might limit your ability to perform essential functions should obtain a physician's notice that outlines your specific restrictions. The Nursing Program cannot accommodate medical restrictions that inhibit students from performing essential functions because of potential risk to the client and the student. If you have, or think you may have, a condition hindering your ability to perform any essential function or activity safely (with risk to either the client or yourself) please contact [Student Accessibility Services at DACC](#).

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## Clinical Site Assignments

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As a Nursing Program student, you are responsible for knowing and following the policies and procedures for each clinical agency/facility at which you practice. Orientation requirements for each clinical agency/facility vary, and it is important that you meet clinical agency/facility requirements prior to the first day of your clinical. If you don't, it may result in your being involuntarily withdrawn for the semester and necessitate your reapplication for admission to the Nursing Program.

Students' clinical site assignments are provided prior to the beginning of their clinical experience. Please carefully note the report time for your assignment. Clinical group assignments may change to accommodate faculty, clinical facilities, or the needs of the Program, and it is your responsibility as a Nursing Student to monitor your course schedules, clinical grids, and Canvas email for any changes.

## Conflict of Interest and Student Clinical Experiences

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To provide students adequate and impartial supervision, evaluation, and experience at clinical sites, conflicts of interest are avoided. A conflict of interest exists when a student is placed in an environment in which clinical supervision is provided by anyone who may not be able to provide objective feedback and evaluation due to financial or emotional investment in the student's success or failure.

Clinical assignments for students will be made with every effort to not place students in clinical health care settings where there is a potential or actual conflict of interest. It is recognized that in some situations, conflicts can be difficult to avoid, if such an occurrence occurs, neither the work supervisor, nor any individual with financial or personal stake in the student's success, may be the student's clinical teaching associate or instructor.

Students may not complete more than 50 percent of their student clinical experience in a setting in which there is an actual or potential conflict of interest. Requests to this exception are determined by the program Clinical Coordinator, Program Director, and Allied Health and Nursing Chair.

## Clinical and Simulation Lab Attendance and Preparation

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### Attendance/absences

Attendance is mandatory. Any absence from a clinical assignment compromises your ability to meet clinical and course objectives. Clinical make-up opportunities are not guaranteed and depend on faculty availability, clinical site capacity, and the reason for absence (e.g., medical, military, emergency).

Clinical absence is defined as arriving at the assigned meeting place (lab, simulation or clinical) fifteen (15) or more minutes late and or unable to perform patient care due to the lack of

preparation and or lack of demonstration or required professional behaviors, and or leaving the lab, simulation or clinical site more than fifteen (15) minutes prior to the end of the clinical day without course instructor permission. Students attending conferences or clinical activities such as OADN patient care activities must coordinate with the clinical coordinator and the course instructor for make-up assignments

If an emergency or illness prevents attendance, the student should:

- 1) Personally notify the clinical instructor by phone prior to the start of the clinical day. You may be asked to provide supporting documentation and or a return-to-work release from your primary care provider.
- 2) Email and use the Canvas messenger to send a message to both the clinical and course lead instructor.

Please make sure to follow both steps of this procedure—otherwise, you will be designated as a no call-no show (NCNS) and risk failing the course.

### **Missed clinical hours**

If a student misses clinical hours, there is no guarantee that a clinical make-up will be available. Except for documented medical excuses and military service, you cannot have more than one absence per clinical per semester. If required clinical hours are not completed, the student will either receive an incomplete (if eligible) or a failing grade, based on program policy and instructor determination. In the event of absences, course instructor may administratively withdraw the student.

Clinical make-up days will be scheduled according to the availability of a clinical instructor. This could mean a different day of the week, time, or location. The course lead instructor or clinical instructor will coordinate the make-up of missed clinical hours and is not guaranteed. If you do not make up clinical hours, you risk failing the course. All issues with regard to missing clinical hours are reviewed on a case-by-case basis. If a student misses a clinical rotation for vacation, family events, or other non-emergency reasons, understand that student may not be allowed to make-up missed clinical time.

### **Preparation**

As a Nursing student, you must be prepared to provide direct client care. If the clinical instructor believes you are not prepared and could compromise client safety, you will be sent home and be marked absent. Continued lack of preparation for clinical experiences can result in failure of the clinical portion of the course.

Inadequate preparation includes, but is not limited to: (1) not bringing appropriate tools to the clinical site (for example, pen light, stethoscope, blood pressure cuff); (2) incomplete pre-clinical paperwork; (3) inability to respond appropriately to an instructor's clinical questions regarding the assigned client; (4) inability to safely perform clinical skills; (5) not wearing the prescribed uniform; (6) not wearing the appropriate identification materials (Program name badge, facility badge); (7) failure to follow infection control protocols, and; (8) medication errors.

## Drug Dosage Examination

To ensure patient safety and clinical competency, all nursing students are required to demonstrate proficiency in medication dosage calculations. This policy outlines expectations, procedures, and remediation steps related to the Drug Dosage Exam.

### Policy Overview

- 1) Level I
  - a) Students will take a drug dosage exam at the completion of their clinical rotation. A minimum score of 80% on the Drug Dosage Examination is required.
  - b) The first attempt will be recorded in the gradebook
  - c) The exam will be conducted in person
- 2) Levels II, III, IV
  - a) Students in levels II, III, or IV must achieve a minimum of 80% on the Drug Dosage Examination prior to the second clinical day of the course.
  - b) The first attempt will be administered during the scheduled Clinical Readiness Day and recorded in the gradebook(s) for the clinical courses the student is enrolled in
  - c) The exam will be conducted in-person

### Examination Attempts and Remediation

- 1) First attempt
  - a) Administered on Clinical Readiness Day (Levels II, III, IV) or at the end of the clinical rotation (Level I)
  - b) Score is recorded in the clinical course gradebook(s)
  - c) Students scoring below 80% are required to remediate and take an alternative exam
- 2) Second Attempt
  - a) May be taken only after documented remediation
  - b) Must occur before the second clinical day (Levels II, III, or IV) or finals week (Level I)
  - c) Failure to achieve 80% will prompt a final opportunity to demonstrate competency
- 3) Third (Final) Attempt
  - a) May be taken only after documented remediation.
  - b) Must occur before the second clinical day (Level II, III, IV) or finals week (Level I)

If a student is unsuccessful after the third attempt at the Drug Dosage Exam the student will be administratively withdrawn from the course and/or program, or the student may receive a failing grade due to an inability to meet the required competencies

The students are allowed to take all three attempts at the drug dosage calculation exam. All attempts will be averaged.

### Content Areas by Program Level

To reflect increasing clinical responsibility and scope of practice, dosage exam content is structured by student level:

- 1) Level I (Fundamentals)
  - a) Route: PO, IM, SQ, Intradermal and Suppositories routes.
  - b) Tablets per dose
  - c) mg/dose
  - d) mL/dose (Intake and Output calculations)

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- 2) Level II (Adult Health and Mental Health Clinical Courses)
  - a) Route: IV, PO, IM, SQ, Intradermal and Suppositories routes.
  - b) Tablets per dose
  - c) mg/dose
  - d) mL/hour (IV fluids)
  - e) Intake and output calculations
  - f) Reconstitution problems
  - g) Weight-based calculations (e.g. mg/kg)
- 3) Level III (Mother-baby, Pediatrics, Adult Health II)
  - a) Route: Route: IV, PO, IM, SQ, Intradermal and Suppositories routes.
  - b) Weight-based calculations (e.g., mg/kg)
  - c) Drip rate in drops per minute (gtts/min)
  - d) Pediatric maintenance fluid rates (weight-based)
- 4) Level IV (Critical care)
  - a) Route: IV, PO, IM, SQ, Intradermal and Suppositories routes.
  - b) Complex titration calculations (e.g., Heparin, Dopamine)
  - c) Interpretation of dosage protocols from clinical orders

The instructor may test on previous knowledge taught as deemed appropriate.

Students are encouraged to use available resources such as tutoring, open skills lab, and ATI modules for preparation and remediation.

Students in level (II, III, IV) who do not successfully pass the drug dosage exam cannot give medications during on-site clinical. This may affect the student's clinical performance as reflected in the student's weekly evaluation.

## **Clinical Preceptorship**

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Clinical site assignments are determined by several factors including site, unit, preceptor, and shift availability as well as student performance. Before the start of the term, students will receive a survey from the clinical coordinator requesting information about shift preference, location preference (i.e. Las Cruces, El Paso, etc.), and current employment status, if applicable. Every attempt will be made to accommodate the student's shift and location requests; however, due to the availability of site and preceptors, these requests may not always be honored. Students cannot contact clinical sites or potential preceptors to choose their own site and/or preceptor. Students are expected to maintain a professional demeanor regarding their clinical assignment and should at no time shop around the facility for an alternative placement.

If the student is employed by a clinical site, notification to the clinical coordinator will be made prior to the assignment of students to sites.

Students in precepting or clinical assignments shall not receive financial incentives from the healthcare agency for completion of clinical hours.

## Uniforms and Personal Appearance

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Students must wear the DACC Nursing Program uniform for all clinical, community, and simulation experiences. You must have kept hygiene, grooming, and appropriate and modest dress at all class and clinical experiences. Nursing faculty may dismiss you from a clinical or simulation lab setting if you are not dressed according to the uniform policy and regulations. In addition, clinical facilities may have their own policies regarding dress, piercings, tattoos, and jewelry that are different from Program policies, and those must be followed. You may request exceptions to the uniform policy based on documentable religious or cultural beliefs.

Student clinical dress policies and regulations include but are not limited to the following.

### Uniform and Hygiene Regulations

Nursing students are to follow guidelines to dress in a professional manner. Nursing student uniform must be worn while you go to and from the clinical areas, when participating in education-related activities at which you represent the nursing profession or DACC, and when participating in simulation activities.

1. Students may not wear your student uniform to any event or site not related to the DACC Nursing Program, including bars or adult clubs.
2. Your entire uniform must fit correctly and appropriately. Uniform must be wrinkle-free and in good repair.
3. Uniform top or shirt can have short or long sleeves, but not be sleeveless.
4. Students cannot wear sunglasses, visors and/or hats or caps in a clinical area.
5. Students should be clean and free of offensive body odor.
6. Tobacco products, including electronic cigarettes, should not be visible or carried in the uniform.

If you visit a clinical agency at times other than your assigned clinical hours (for example, to verify assignments), wear a white lab coat and Nursing Program student identification badge over appropriate business attire. Your shoes must cover your entire foot for safety purposes. Examples of non-professional attire include denim, skirts with a hemline above the knee, heels over one inch, tee shirts, tube tops, shorts, low-cut tops, Capri pants, or tank tops when visiting a clinical agency for Program business. The clinical agency can ask you to leave if your clothing is inappropriate according to facility standards and you will be denied access if you are not wearing the Nursing Program identification badge.

### Official Program Student Uniform

1. Your DACC Nursing Program Identification Badge and clinical site badge must be worn on your left side and always be visible.
2. White or Galaxy Blue scrub top with DACC Nursing Program patch on the right sleeve 2.5 inches down from the shoulder seam and centered

3. Tops must not be see-through, and undergarments must not be visible through your uniform. A solid black or white, short or long-sleeved tee shirt may be worn under your uniform top.
4. An optional collared white lab coat with DACC insignia patch sewn neatly on the right sleeve, 2.5 inches down from the shoulder seam and centered may be worn in addition to the scrub top and bottom.
5. Galaxy Blue scrub pants, may be jogger style pants
6. Footwear should be clean, protective, and fit securely:
7. Shoes should be non-permeable and entirely white or black
8. Shoes must have a closed toe and closed heel
9. Canvas shoes or “Crocs” are permitted at clinical sites as long as they are a fully closed shoe.
10. Shoes and shoelaces must be kept clean. Shoelaces must match shoes. must be all white or all black and closed toe. No boots, sandals, Crocs, or high-heeled shoes are allowed. Shoes must be clean and in good repair for all clinical experiences.
11. Hosiery or socks must match shoes and be worn with uniform shoes.

## Personal appearance

The following criteria apply to each Nursing student.

1. Strong scents are not appropriate in the clinical setting.
2. Chewing gum is not appropriate in the clinical setting.
3. Fingernails must be neatly groomed, clean and not extend beyond the tip of the finger (shorter than .25 inches). Artificial nails and fingernail polish are not allowed.
4. A beard, mustache, and/or sideburns must be neat, trimmed, and well-groomed.
5. Jewelry should be conservative, as determined by the clinical instructor.
6. No facial jewelry is permitted.
7. Earrings may not extend past the earlobe. For safety purposes, necklaces, hoops, open discs, spike, and dangle earrings cannot be worn in any clinical area. The number of earrings in each ear is limited to two.
8. One plain band-style ring may be worn.
9. Tattoos, hickies, and body art must be covered while you work in a clinical setting.
10. Head coverings may be worn in a clinical setting. Please discuss with your clinical lead faculty member for more information.
11. Hair must be clean and secured in a manner that prevents interference with clinical care and infection control. Protective hairstyles and natural hair textures — including but not limited to braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps — are accepted in professional, lab, and clinical settings. Students whose protective hairstyles, natural hair textures, or hair-related medical conditions cannot be pulled back at collar length may coordinate with the Clinical Coordinator to establish a safe alternative that meets the underlying clinical-safety purpose (e.g., a secured headwrap, lower-collar tie-back, or other arrangement). The coordination is operational and does not require justification beyond the practical implementation question.

Please follow these policies to avoid being unable to participate in your clinical rotation with no chance to make up missed hours.

## Badges

### Healthcare Agency badges:

Agency badges are distributed per each agency's policy. They are required to collect badges at the end of clinical rotations to comply with safety standards set by the Joint Commission and Center for Medicare Services. You must have returned your badge in order to receive your final grades for all courses with a clinical component. Please turn in your badge by the date requested to avoid a grade reduction. The Nursing Program Clinical Coordinator can answer any questions about when and how to obtain and turn in badges.

### DACC Student identification badges:

Your student identification badge must be completely visible. You will receive your badge at the start of each semester—if lost, a charge of \$10 for a replacement will be assessed. Badges expire at the end of each semester and are specific to the Level at which you are enrolled. Badges must be returned to the Nursing Program Clinical Coordinator at the end of each semester or clinical rotation to avoid course failure or disciplinary action.

## Required supplies

You must arrive to your clinical site prepared for practice with the following supplies:

1. Bandage scissors with protected tips,
2. Good quality stethoscope,
3. Two blue or black ballpoint pens with non-erasable ink,
4. One black Sharpie,
5. A penlight,
6. A watch with a second hand,
7. An iPad (see technology requirements)
8. A drug reference book or resource published within the past year.

If you arrive at the clinical site without these supplies, you may not be able to participate in clinical that day and will be counted as an unexcused absence.

## Clinical Experiences

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Students will receive clinical assignments and learning objectives prior to the start of each clinical experience.

## Clinical Evaluation

An instructor or preceptor will always be present in a clinical setting as you are providing care. Your clinical practice will be evaluated weekly, at mid-term, and at the end of the semester. If it is determined you have areas of concern, your instructor will address them with you at mid-term

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and/or the end of the semester. In this case, your instructor will identify strategies for improvement to help you meet clinical objectives. In a course in which preceptors are utilized, the assigned clinical instructor will review the preceptor's input, but the instructor has the final authority on grade assignment.

If unable to perform skills at an appropriate level during your clinical, you will receive a remediation slip from your clinical instructor, which you will give to the skills lab instructor to arrange additional practice as directed. When you can perform the skill satisfactorily, you will return the remediation slip, signed by the skills lab instructor, to your clinical instructor.

If at any point in your clinical experience you do not receive a passing score in any area of evaluation or if you do not demonstrate satisfactory progress for your current Level, an Academic Development Plan (AIP) will be initiated by your instructor. An overall score of 77% or higher is required to pass the clinical component of a course, includes virtual simulation and in person simulation experiences. An overall score of less than 77% will result in failure of the clinical component and a failing grade for the course. There is no rounding of grades.

### Clinical Incidents

If your action results in an error/incident (for example, a medication error or needle-stick injury), it is your responsibility as a Nursing Program student to report the incident immediately to the clinical faculty. If the incident posed a significant health or safety hazard to patients, staff, faculty, or other students, you may be dismissed from the clinical site.

Faculty will help you complete and file the appropriate occurrence or incident report for the specific clinical institution, and it will be taken into consideration for that week's student evaluation, possibly resulting in the need for remediation.

In addition to remediation, the clinical instructor will create a written Academic Development Plan (AIP) or Student Improvement Plan (SIP) for any clinical incident and/or occurrence. You will be required to meet with the clinical instructor and determine corrective action applicable to the incident. You must follow any assignment/corrective actions as directed. If you do not complete the assignment/corrective actions prior to the last day of the course, you will fail the course.

### Student error

An Academic Development Plan (AIP) or Student Improvement Plan (SIP) identifies the specifics of the error, the consequences of the error, and the date by which you must take corrective action. Other disciplinary action may result from the incident, and faculty will use the Student Complaint Form to support decision-making regarding the need for additional disciplinary action. The associated AIP, SIP, and Student Complaint Form become a part of the student's record and are used in the assessment of the student's clinical performance.

After the AIP/SIP has been completed, the clinical faculty has the option of dismissing the student from the assignment or reassigning the student.

**Disciplinary action associated with a student error:** Continued issues with medication, safety, or failure to meet the terms of the AIP/SIP may result in:

1. Withdrawal of the student's medication administration privileges for a specified time, as determined by the clinical faculty member,
2. Dismissal from the clinical rotation for that scheduled day,
3. A grade of F for the Nursing clinical, regardless of the theory grade, and/or
4. Disciplinary action.

### **Needle-stick injury**

If a student receives a needle-stick injury in the Nursing Skills Laboratory or a clinical site, you must report the incident to the supervising faculty member within 24 hours of the needle-stick injury. If you are injured as a result of failing to follow safety procedures and/or nursing standards of practice, you will be placed on a SIP. Repeated incidents may lead to disciplinary action. The supervising faculty member will follow DACC protocol regarding reporting of injuries to the Nursing Program student population.

If a needle-stick injury occurs at a clinical agency or facility, you may be required by the agency to have HIV and Hepatitis B blood tests following the incident. You as a Nursing student are responsible for the costs of the laboratory tests and any subsequent treatment. DACC assumes no responsibility for costs incurred because of student error. You must follow current Centers for Disease Control (CDC) recommendations for needle-stick injuries and/or contact your health care provider for further information.

### **Accident, Injury, or Illness**

Any accident, injury, or illness occurring on DACC property during Nursing Program educational activities must be reported immediately, following DACC policy regarding injury to students. If more than first aid is required, the instructor will call 911.

DACC or any associated clinical practice site is not responsible for expenses related to accidents/injuries/illnesses occurring during clinical, class, or laboratory experiences. Accidents or injuries that occur at a clinical site shall be reported per the clinical institution's policy.

If you have an (a) accident, (b) injury, (c) illness, (d) develop a physical or emotional problem, (e) and/or take medication(s) that could alter decision-making that could interfere with safe nursing practice, you have the responsibility to notify all appropriate Nursing faculty so that appropriate measures can be taken to protect you, the public, and DACC.

If you as a Nursing student present at a clinical site or class with a physical or emotional health issue that inhibits your ability to perform essential functions safely (as determined by the instructor), you may be sent home until the issue has been resolved or be withdrawn from the Nursing Program. If you demonstrate unsafe behavior, you will be sent home immediately from the activity, class, clinical, or lab. Behavioral incidents will be documented in writing on the clinical evaluation form, and involved Nursing faculty will provide verbal counseling. You may be required to meet with the Nursing Program director for further evaluation of your behavior and to determine your status in the Nursing Program. Any incident that risks the safety of the student, faculty, other Nursing students, facility staff, the public, or patients will be reviewed immediately and may result

in you being barred from attending class or clinical while the investigation. Please refer to NPSH section 3.11 for additional information regarding this process.

## **Nursing Skills Lab**

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The Nursing Skills Lab has many resources for student learning, including mannequins, models, assessment equipment, supplies for practicing basic nursing procedures, instructional videos, a computer lab with medical-surgical simulation software, computer-assisted instructional software, and Internet access. The Nursing Program Lab Coordinator will set open lab times each semester and post hours Nursing Program Full Academic Year Student Canvas site. The Lab will be locked when unoccupied.

Students are allowed to use the Lab only when a Nursing Program faculty member is present. DACC is not responsible for damage to or loss of personal property in any building or on the grounds of the College. Do not leave valuables in the Lab.

Lab Safety rules: Please always follow these rules. Failure to follow any of these rules may result in being sent home from the Lab. A copy of the lab and simulation lab rules are in the Allied Health and Nursing Information. Canvas Course

1. No food or drinks may be taken into the Nursing Skills Lab, DAMA 103, DASH 71, DAHL 283, or DAHL 285.
2. Work quietly and calmly in the Lab.
3. No unauthorized visitors are permitted in the Lab (anyone who is not currently enrolled in the Nursing Program, any other person not staff or faculty of DACC).
4. Wash your hands before and after procedures.
5. Dispose of sharps and potentially sharp items (glass, scalpels, blades, syringes, needles, and vials) in an approved puncture-resistant container (sharps containers). Try to avoid using containers more than 3/4 full. Dispose of a used needle in a sharp's container—do not recap it.
6. If you receive a needle-stick or other injury in the Lab, report it immediately to the supervising faculty member. Injuries requiring more than general first aid will result in a call to 911. DACC is not responsible for incurred costs related to an incident.
7. Take standard precautions during all procedures that hold a risk of contact with bodily fluids.
8. Nursing student is responsible for keeping the practice area clean and to put equipment away after use. This includes disposal of sharps and trash, replacing equipment to its appropriate storage location, returning the bed area to a clean working environment (that is, bed in the lowest position, call bell secured to side rail, over-bed table at the end of the bed, and bed linens clean and neat)
9. Due to changing needs e.g. COVID-19, other rules and guidelines will be in place and communicated via CANVAS and course information.

## **Student Scope of Practice in Clinical or Lab Facilities**

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## Preclinical Competency Skills

Nursing students must successfully complete assigned sets of clinical skills competencies prior to attending clinical activities to ensure minimum competency. All course skills must be successfully completed prior to performing the skills in the clinical setting.

Skills: Students in Levels II, III, and IV must maintain competencies appropriate to their level, and faculty members may do skills “spot checks.” If student fails a skills competency spot check, student will be assigned to additional skills practice sessions in the nursing skills laboratory and have one additional opportunity to successfully demonstrate the skill on a spot check on a different day. If student does not complete the required skills practice sessions within the required period or fail a second spot check, you may fail the course.

## Nursing Student Practice Standards

There are reasonable expectations for you as a student in the Nursing Program about performance of common nursing functions. Students must be able to apply your knowledge and skills in the classroom, lab, and/or clinical situations in accordance with the essential competencies of the Nursing Program. The Nursing Program Student Practice Standards (Appendix F) lists the minimum essential functions you must demonstrate. Any change that affects any essential functions must be reported to the Nursing Program director immediately.

Students must notify the clinical instructor prior to performing any procedures or treatments in a clinical area. You must not perform a skill in clinical that you have not performed in the Nursing Skills Lab and for which you received a passing grade on a skills performance exam. Additionally, you must perform any skill not listed as being within your Level scope of practice.

The first time a student performs a skill in a clinical setting, it must be under the direct supervision of the clinical instructor. Once the clinical instructor has verified your competency to perform the skill, the instructor may allow you to perform the skill independently.

All procedures or treatments must be within the scope of practice. The administration of blood and blood products is restricted to students at Level IV who have successfully passed the blood administration skills performance exam, and blood and blood products may only be administered under the direct supervision of the preceptor. For purposes of the Nursing Program, albumin is not considered a blood product and falls within normal medication administration protocols.

As a Nursing student, students must review and understand the following scopes of practice allowed at each nursing Level and may not perform a skill not in your Level scope even if you have been “checked off” for that skill in the Skills Lab. For each Level, you may only perform nursing skills or interventions after you have received instruction and demonstrated basic competency in the Nursing Skills Lab. All skills checks must be appropriately documented on the course platform e.g. Lippincott Skills and course CANVAS course prior to performance in the clinical setting.

### Level I

- Practice focused and comprehensive e.g. bedside/head to toe assessment.

- Patient care skills e.g. vital signs, bathing, and peri care
- ADLs e.g. transferring, moving, ambulating.
- Simple dressings changes (non-sterile less than 10 minutes)
- Glucose checks *After successfully passing check-off in skills lab.*
- Ostomy care *After successfully passing check-off in skills lab.*
- Medications administered by PO, IM, SQ, Intradermal and Suppositories routes. *After successfully passing check-off in skills lab.*
- No IV medications, No IV push, No TPN/PPN, No blood products.

## Level II

- All Level I skills
- Intravenous Therapy (Insertion; Rate calculation)
- Insertion and discontinuing of an indwelling urinary catheter.
- Medium dressing changes (Sterile less than 20 minutes without complications)
- Tracheostomy Care, and Suctioning
- Phlebotomy
- Change IV fluid bags.
- Enter data into an EHR
- All medications except IV push, TPN/PPN, blood products. **No IV push, No TPN/PPN, No blood products**

## Level III

- All Level II skills
- Insertion and discontinuing of an enteral tube.
- More complex dressing changes i.e. longer than 20 minutes
- Care and management of chest tube.
- Initiate IV drip (routine fluids)
- IV piggyback
- TPN/PPN
- Assist with setup for invasive procedures.
- Assist with admission paperwork and drafts of discharge instructions.
- Prioritization of patient care plan
- Patient teaching
- All medications *except moderate sedation medications*

## Level IV

All nursing skills appropriate for a graduate nurse including supervised administration of blood and blood products

**\* "this is not an all-inclusive list of skills per level. Please see your clinical instructor or your course syllabus for a complete list of skills"**

## Clinical Transportation

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- Students must provide their own transportation to and from clinical sites.
- Students may not transport patients/clients.
- Faculty may not transport students in their personal vehicles.
- Clinical sites will vary and may be held outside of Las Cruces and Dona Ana County e.g. El Paso Texas, Alamogordo.
- Clinical times may vary from published times, and may include days, evenings, nights, holidays, or weekends.

## Unsafe Clinical or Lab Practice Determination

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Unsafe clinical behavior includes, but is not limited to, any behavior that:

1. Violates or threatens the physical safety of the patient (examples: medication errors, failure to use side rails or restraints, lack of preparedness for clinical);
2. Violates or threatens the psychological safety of the patient (examples: use of non-therapeutic techniques, attacking an individual's beliefs or values);
3. Violates or threatens the microbiological safety of the patient (Examples: unrecognized violation of aseptic technique, failure to perform sterile preps or dressings appropriately)
4. Violates or threatens the chemical safety of the patient (Examples: violates the "Six Rights in Administering Medications," failure to monitor IV infusions safely, including counting drops and knowing the micro-macro drip ratio).
5. Violates or threatens the thermal safety of the patient (Examples: burns patient with hot pack, heating lamp, etc. or fails to observe safety precautions during O2 therapy).
6. Violates or threatens the environmental safety of the patient (Examples: failure to leave patient's room in order, failure to remove harmful objects from room when appropriate, including personal medications).
7. Inadequately and/or inaccurately utilizes the nursing process (Examples: failure to observe and/or report critical data relating to patients/clients/families, repeated faulty judgments or decisions in nursing situations)
8. Violates previously mastered principles/learning/objectives in carrying out nursing care skills and/or delegated medical functions (Examples: failure to seek guidance or instructions in the performance of previously mastered but forgotten procedures).
9. Assumes inappropriate independence to act or make decisions (Examples: performs competencies not tested or failure to seek help in emergency situations).
10. Failure to recognize one's own limitations, areas of incompetence, and/or legal responsibilities (Examples: refuses to admit errors noted by the instructor/nursing staff, inability to identify one's legal responsibilities about nursing, defensiveness when corrected, or placing blame on others for personal actions)
11. Failure to accept legal responsibility for one's own actions (Examples: covering up one's own errors or those of another or failure to report errors, sharing confidential information inappropriately); and

12. Failure to interact effectively with health team (Examples: an attitude that adversely affects the patient, failure to recall or share necessary information with the health team, personality conflicts that interfere with the efficient functioning of the unit/team).

## Fitness for Clinical, Lab, and Class Participation

Students must arrive to clinical, simulation, lab, and class settings rested, alert, and unimpaired. Impairment includes fatigue affecting clinical judgment or reaction time, sleep deprivation, the effects of medication or substances, or any other condition that may compromise patient safety, student safety, or the student's ability to participate meaningfully in the educational activity.

Instructors who observe signs of impairment in a student may dismiss the student from the clinical day, simulation, lab, or class session. A dismissal under this provision results in a clinical absence (where applicable) and a Student Improvement Plan addressing the underlying cause of the impairment and steps to prevent recurrence.

**Recommended Practice.** Students who work shifts in healthcare or other physically demanding settings should ensure adequate rest before clinical assignments. The Nursing Program recommends that students avoid scheduling work shifts within eight hours of a clinical assignment to reduce the risk of fatigue-related impairment. This is a safe-practice recommendation; the operative standard is fitness for duty as described above.

## Bloodborne Pathogens and Universal Precautions

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Blood borne pathogens are pathogenic microorganisms present in human blood that can cause disease. In the practice of nursing, students are at risk of occupational exposure. As a Nursing student, you will encounter and be exposed to blood, bodily fluids, contaminated articles, and other potentially infectious materials. It is your responsibility to be aware of safety precautions and to use safe nursing practice techniques.

The following terms describe contamination, exposure, and potentially infected materials:

- **Contaminated:** The presence or reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.
- **Contaminated laundry:** Laundry that has either been soiled with blood or another potentially infectious materials or that may contain sharps.
- **Contaminated sharp:** Any contaminated object that can penetrate the skin, including but not limited to needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.
- **Occupational exposure:** Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of duties.
- **Parenteral exposure:** The piercing of mucous membranes or the skin barrier through events such as needle sticks, human bites, cuts, or abrasions.
- **Potentially infectious materials:** These include: (1) human bodily fluids including semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid,

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peritoneal fluid, amniotic fluid, saliva in dental procedures, any bodily fluid contaminated with blood, and all bodily fluids in situations in which it is difficult or impossible to differentiate between bodily fluids; (2) Any unfixed tissue or organ (other than intact skin) from a human (living or dead); (3) HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and (4) blood, organs, or other tissues from experimental animals infected with HIV or HBV (hepatitis B virus).

- Additional definitions:
  - **Exposure incident:** A specific situation in which blood or other potentially infectious material encounters one's eye, mouth, other mucous membrane, non-intact skin, or in parenteral contact during the performance of duties.
  - **Standard precautions:** This is the concept that all human blood and certain human bodily fluids are treated as if known to be infectious for HIV, HBV, or other blood-borne pathogens. In practice, standard precautions are those that prevent contact with blood and other potentially infectious materials.
  - **Personal protective equipment:** Personal protective equipment is specialized clothing or equipment worn for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) are not intended to function as protection against hazards and are not considered to be personal protective equipment. Personal protective equipment includes but is not limited to, gloves, gowns, laboratory coats, face shields, masks and eye protection, mouthpieces, resuscitation bags, pocket masks, and other ventilation devices. Personal protective equipment appropriates only if it does not permit blood or other potentially infectious materials to pass through to a student's work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time for which the protective equipment is used. When removed, personal protective equipment must be placed in an appropriately designated area or container for storage, washing, decontamination, or disposal. For more information, see the [OSHA website](#).

## Clinical Compliance Documentation

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Each clinical agency/facility has specific requirements and require compliance with the Centers for Disease Control (CDC) before being allowed to use the facility. You must provide all requested documentation by designated dates. Failure to do so may result in failing the course or not being permitted to attend scheduled clinical rotations. There is no guarantee that you will be allowed to make up missed hours. If you do not keep your documentation current while in the Program, the Nursing Program director may place an advising hold on your registration and/or administratively dis-enroll you from the Program. For a copy of the Nursing Program immunization sheet, see Appendix J.

Student is financially responsible for all expenses related to clinical documentation and clearance. Additionally, it is student's responsibility to maintain copies of current clearance documentation with the Nursing Program or the designated compliance coordinator's office. As a student in the Nursing Program student is required to submit the following documentation prior to admission and ensure they are kept current annually:

- Annual Tuberculin Test or Symptoms Assessment Form with x-rays done within the past 10 years
- Measles/Mumps/Rubella (MMR), HEP B and Varicella titers done within the past 10 years
- Negative titers will require booster vaccines
- Current American Heart Association Basic Life Support Cardiopulmonary
- Resuscitation for Health Care Providers (CPR) card (must attend a refresher course every two years)
- Proof of Annual Seasonal Flu Vaccine
- Drug Screen (repeated annually)
- NM Department of Health Caregiver Criminal Screening (repeated annually)

## **TB Test Report**

All nursing students will be required to undergo a TB initial testing, either a blood or skin test, upon admission. If your TB skin test is positive, negative chest x-rays results less than 10 years old, and an annual symptoms assessment must be provided (see Appendix K). If you have a newly positive TB skin test, you must present evidence of a negative chest x-ray form within the past 12 months, adhere to your health care provider's follow-up/therapeutic regime, and submit written documentation of adherence to your health care provider's follow-up/therapeutic regime from your health care provider to the Nursing Program office.

Subsequent annual TB surveys will be required based on individual risk factors and potential exposures. This policy is designed to align with the latest evidence-based guidelines, including those set forth by the Centers for Disease Control and Prevention (CDC) and other relevant public health authorities.

## **Measles/Mumps/Rubella (MMR), Varicella, and Hepatitis B**

You must provide documented evidence of reactive (+) titers for MMR, Varicella and Hepatitis B from within the past 10 years. If you receive a negative titer for any of the 3 you will be required to follow up with a complete vaccine series and then complete a second titer to reconfirm immunity. You will still be marked as compliant even if second titer is still negative as long as we have documentation for all previous requirements.

## **Influenza Vaccine**

You must provide annual documentation of receipt of a dose of the influenza vaccine (unless contraindicated upon a health care provider's documented advice submitted to the Nursing Program office). Faculty/students who cannot receive the flu vaccine for medical reasons must comply with facility requirements for protective equipment during the designated flu season (face mask).

## **COVID-19**

*COVID-19 vaccination is no longer mandated, but it is advisable to follow CDC guidelines for COVID-19 prevention. If you have already received the COVID-19 vaccine, you can provide*

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documentation. Please be aware that this policy may change if clinical partners update their requirements in the future. If you choose, you may still get vaccinated voluntarily.

## **Cardiopulmonary Resuscitation (CPR)**

The student must provide documentation of current CPR certification and maintain a copy on file with the Nursing Program. American Heart Association (AHA) Basic Life Support (BLS) CPR certification is required.

## **Drug Screen: SUBSTANCE ABUSE/DRUG/ALCOHOL TESTING**

DACC and the DACC Nursing Program are committed to maintaining a drug and alcohol-free workplace and academic environment; therefore, the use of illegal drugs and the unauthorized use of alcohol by members of DACC community will not be tolerated. Accordingly, the DACC Nursing Program has adopted a Drug Free Campus and Workplace Policy that requires students attending or participating in DACC sponsored activities to do so free from the presence of illegal drugs and or the unlawful possession or use of alcohol. The DACC Nursing Programs Substance Abuse Policy and Drug/Alcohol Testing Policy, as described below is intended to complement the NMSU/DACC Drug-Free Campus and Workplace Policy.

Purpose of Adherence to DACCs Drug Free Campus and Workplace Policy:

- Identify students in the DACC Nursing Program who may have a drug or alcohol related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for DACC or clinical agencies in which students have clinical experiences
- Cooperate with affiliated clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily to drug tests in accordance with policy and disclose any drug testing results to the nursing AP&G committee for further recommendations and outcomes, including advising holds or dis-enrollment from the Nursing Program.
- Require all students enrolled in the DACC Nursing Program to submit to mandatory drug testing based upon reasonable suspicion of substance abuse.
- See Appendices in the Nursing Program Student Handbook for a complete list of requirements for clinical clearance

Definitions of Terms Used in Policies:

1. Drug Testing//Drug Screen – the scientific method of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.
2. Illegal drug/s- any drug which is not legally obtainable, any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose

intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs

3. Although recreational and medical cannabis use is legal in New Mexico under the Cannabis Regulation Act (NMSA 1978 §§ 26-2C-1 et seq.) and the Lynn and Erin Compassionate Use Act (NMSA 1978 §§ 26-2B-1 et seq.), clinical-placement agencies set their own substance-screening requirements independent of state law. Many clinical placement sites require negative testing for THC as a condition of clinical placement, regardless of whether the use was legal under state law. A verified positive drug screen for THC that results in loss of clinical placement eligibility constitutes an administrative-disenrollment matter under Track 3 of this handbook.
  - Industrial-hemp-derived CBD products containing less than 0.3% THC by dry weight are legal under federal law per the Agriculture Improvement Act of 2018 (Pub. L. 115-334, the 2018 Farm Bill). Students who use CBD products assume the risk of cross-contamination with THC sufficient to produce a positive drug screen. The program does not adjudicate CBD-related positive screens differently from any other positive screen; a verified positive screen is a verified positive screen.
  - The New Mexico Board of Nursing has issued guidance treating cannabis use in a manner analogous to alcohol: legal personal use is not categorically prohibited, but impairment while in a professional or clinical role is a violation of the Nursing Practice Act and may result in disciplinary action. (Source: New Mexico Board of Nursing, “Frequently Asked Questions — Cannabis Use,” <https://www.bon.nm.gov/faq/>.) Students should be aware that, regardless of state law, clinical-placement agencies set their own substance-screening requirements and the program cannot override those requirements.
4. Impaired – means that a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addition to and or physical dependence upon chemical substances
5. Nursing student – means any individual formally enrolled in the DACC Nursing Program, including Licensed Practical Nurses pursuing a registered nurse’s degree, and student taking courses via distance education, students enrolled either solely in the nursing program or in combination with any other degree, regardless of the specific location of the student.
6. Reasonable suspicion – means that evidence which forms a reasonable basis for concluding that it is more likely than not that a person has engaged in substance abuse. Facts which could give rise to reasonable suspicion include but are limited to the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintain balance, marked changes in personality or job performance, and

unexplained accidents. Such evidence may come from a profession or expert opinion, layperson opinion, scientific tests, or other sources or methods.

7. Substance abuse – means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on DACC or affiliated site premises or while participating in any DACC or affiliated clinical site sponsored or related activity including any nursing related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol while on DACC or affiliated clinical sites or while participating in any DACC or affiliated clinical site sponsored or related activity, including any nursing related course or clinical training activity, and (c) a nursing students use of alcohol or any drug in such a way that threatens the student's performance in any nursing course, including activities at any clinical, is impaired.

#### Student's Agreement to Submit Testing by and Consent to Release of Drug Testing/Screening Results to College Officials

1. For all affiliating clinical agencies which require nursing students to be subject to the agency's drug/alcohol testing policies, the student may be tested in accordance with affiliating agency's policies.
2. Prior to being assigned to an affiliating clinical agency and as a prerequisite for placement at any affiliating clinical agency, a) the nursing student shall sign a consent a; abide by the drug/alcohol policies and drug testing policies of each affiliating clinical agency; b) submit to any drug/alcohol testing required by the clinical agency; c) release a copy of any and all drug/alcohol test results to the DACC Nursing Program and or other appropriate DACC officials (see attachment for consent). Failure to sign such consent shall be grounds for non-placement at an affiliating clinical agency and may result in a dismissal from the program.
3. The cost of all drug/alcohol testing required shall be borne by the student. Neither DACC nor the DACC Nursing Program shall absorb drug/alcohol testing costs arising out of any nursing student's placement at an affiliating clinical agency.
4. A positive substance abuse test shall result in dismissal from the program on the basis that the student is not able to meet the course objectives for classroom and or clinical experiences. The DACC Nursing Program will notify nursing student who has a positive drug test. If a student test positive for a prescribed drug, however, the person must obtain a written statement from a qualified physician stating the drug level is within prescribed limits and that the level does not indicate abuse. The physical must indicate the drug will not interfere with safe practice in the clinical area.
5. All drug screens for clinical placement eligibility are conducted through the program's contracted external testing vendor. The Medical Review Officer (MRO) is a physician contracted by the testing vendor (not an internal program reviewer). The MRO reviews any non-negative screen and provides the program only one of two determinations: "verified positive" or "negative-explained" (the latter where the MRO has determined that a non-negative initial screen has a legitimate explanation, such as a prescribed medication).
  - a. Confirmatory testing of any non-negative initial screen is conducted using gas chromatography–mass spectrometry (GC-MS) before the MRO determination is issued. A student who disputes a verified-positive determination has the right to request a retest at a SAMHSA-certified laboratory at the student's expense within

72 hours of receiving notice of the verified-positive determination. The retest is conducted on the original split specimen.

## **Background Status & Criminal Screening Policy**

The DACC Nursing Program requires all students to maintain current clinical clearance throughout enrollment. Clinical agencies and regulatory bodies require assurance of student eligibility to participate in clinical experiences. Criminal background screening and ongoing monitoring of background status are required conditions of admission and continued enrollment in the program.

### **Background Check Policy**

All students admitted to the DACC Nursing program are required to complete a criminal background check, including the New Mexico Department of Health Caregiver Criminal Screening, as a condition of admission.

Students are required to undergo a criminal history screening through the New Mexico Department of Health, which includes state and federal felony background checks with fingerprints, before starting their program. Prospective students must also complete digital fingerprinting and obtain a clearance letter from the Department. A history of criminal offenses may disqualify students from certification, clinical clearance, enrolling in courses, or securing employment in the field. Students with a disqualifying conviction may appeal through the New Mexico Department of Health; however, depending on the program, they may or may not be allowed to remain in the program during the appeal process. Students who do not successfully appeal a disqualifying conviction will not be permitted to start or continue in the program. Even if an appeal is successful, it does not guarantee eligibility for licensure in professions that require it after graduation. Please note: A Social Security number or ITIN number is needed to complete the background check.

Following admission, students may be required to complete an updated or additional criminal background check if:

- A clinical partner or clinical facility requests updated screening
- There is a reported or discovered change in the student's background status
- A regulatory agency or the Nursing Program determines that updated verification is necessary to maintain clinical eligibility

Failure to complete required background checks within established timelines may result in loss of clinical clearance and administrative action, up to and including removal from clinical courses or administrative disenrollment from the program.

**Please note:** A State of New Mexico legislative update introduces new screening procedures for caregivers, effective July 1, 2025, aiming to enhance the safety of care recipients.

Implementation Date: July 1, 2025

Legislative House Bill 131

Screening Details: Disqualification Criteria for Caregiver Employment Based on Criminal History and Unreasonable Risk Assessment

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"Unreasonable risk" is defined as a level of risk a reasonable person would not accept regarding the safety or welfare of a care recipient.

Certain felony convictions automatically disqualify applicants from caregiver roles, including crimes of (1) homicide; (2) trafficking controlled substances; (3) kidnapping, false imprisonment, aggravated assault or aggravated battery, including aggravated battery of a household member; (4) rape, criminal sexual penetration, criminal sexual contact, incest, indecent exposure or other related sexual offenses; (5) crimes involving adult abuse, neglect or financial exploitation; (6) crimes involving child abuse or neglect; (7) robbery, larceny, burglary, fraud, extortion, forgery, embezzlement, credit card fraud or receiving stolen property; (8) an attempt, solicitation or conspiracy involving any of the felonies in this subsection; (9) human trafficking; (10) assault of a peace officer; (11) identity theft; or (12) cruelty to animals.

Additional disqualifying offenses include human trafficking, aggravated assault on a peace officer, identity theft, and animal cruelty.

The health care authority can disqualify applicants if they pose an unreasonable risk, determined by assessing all relevant circumstances using reliable information like court records.

An applicant may be found to pose an unreasonable risk if there is a preponderance of evidence, such as:

- Two or more convictions for abuse, neglect, or exploitation within the past ten years.
- A single conviction or pending charge related to abuse, neglect, exploitation of a care recipient, human trafficking, sexual offenses, battery of a household member, or child abuse.

The assessment process involves verifying if charges are within the past ten years and analyzing the number and nature of convictions or charges. Decisions are based on evidence from rap sheets or court documents.

### **CHANGE IN BACKGROUND STATUS**

A change in background status includes, but is not limited to, any event or legal action that may appear on a criminal background check or affect eligibility for clinical placement, including:

- NMDOH Caregiver Criminal Screening status changes
- Arrests
- Criminal charges filed
- Convictions (felony or misdemeanor)
- Deferred adjudication or diversion agreements
- Plea agreements
- Any other legal action that may impact clinical clearance or licensure eligibility

### **STUDENT NOTIFICATION REQUIREMENT**

Students are required to notify the Nursing Program in writing using their NMSU email within five (5) business days of any change in background status occurring after admission to the program.

Notification must be submitted to the Clinical Coordinator or Nursing Program Director and should include:

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- Date of the incident or legal action
- General nature of the charge or action (detailed legal documentation is not required unless requested)

Failure to disclose a change in background status in a timely manner may result in administrative action, including but not limited to removal from clinical rotations or administrative disenrollment.

### **DISCLOSURE CONSIDERATIONS:**

**Convictions:** Any criminal offense resulting in a conviction, whether a felony or misdemeanor, may affect clinical clearance and must be disclosed unless otherwise exempt.

**Expunged or Sealed Records:** Records that have been sealed, expunged, or made non-public under the New Mexico Criminal Records Expungement Act (NMSA 1978 §§ 29-3A-1 et seq., enacted 2019) are not required to be disclosed on program forms. Students who have obtained sealing, expungement, or non-disclosure orders may exclude those records from their disclosures consistent with the statute. Where a background-check vendor reports such records, the student may provide documentation of the sealing/expungement order and the program will consider the record consistent with the statute.

**Orders of Non-Disclosure:** Criminal matters subject to an order of non-disclosure are not required to be revealed. However, such matters may still be considered a character and fitness issue by the Nursing Program. If the Nursing Program becomes aware of a criminal matter subject to a non-disclosure order, the student may be required to provide additional information regarding conduct that raises concerns about licensure or clinical eligibility.

**Disclosure Is Not Adverse Action.** Disclosure of criminal history on a program form or in response to a background-check inquiry does not itself constitute or trigger adverse action. The program evaluates disclosed criminal history through an individualized assessment that considers: (a) the nature and seriousness of the offense; (b) the time elapsed since the offense; (c) the relationship of the offense to clinical practice and patient care; and (d) the requirements of the clinical-placement agencies where the student is or may be placed.

No adverse action will be taken on the basis of an arrest-only record (an arrest that did not result in conviction). Adverse action requires either a conviction or a disposition that creates clinical-placement ineligibility under applicable law or clinical-site requirements.

### **PROCEDURES:**

How to complete the process of your required Background Check:

- 1) Email or call Celia Amaya and Patricia Martinez to schedule an in-person or Zoom appointment to start the process of your background check.
  - a. For all in-person appointments, here is the location: DACC Espina Campus Health and Public Services Building (DAHL), Room 190, 3400 S. Espina Street, Las Cruces, NM 88003.
  - b. For all Zoom appointments: An email link will be sent to you once your appointment is made.
- 2) Items to bring to your appointment:

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- a. Valid ID: Driver's license or Current Passport
  - b. Debit/Credit card (NO CASH), a \$88.30 fee is required at the appointment.
- 3) Once the appointment is completed, you will be provided with a hard copy of your Fingerprinting authorization forms and a receipt of your payment, and an appointment will be made for your fingerprinting. Also, if you complete your Background check via Zoom, all documents will be emailed.
- a. If you need it printed, please be sure to let them know at the time of your meeting, and they will be able to provide a date/time when you can come in and pick up the paperwork from the Espina Campus office in Las Cruces.
- 4) Please take your Fingerprinting authorization forms and receipt documents (all documents must be printed) with you to complete your fingerprinting.
- 5) Lastly, NMDOH will provide the department with a clearance letter once you are cleared. There is no estimated time when we will receive your clearance letter. All clearance letters vary.

*Procedural steps are subject to change based on NMDOH or institutional requirements. Students will be notified of any changes.*

### **BACKGROUND CHECK AND REVIEW PROCEDURES:**

Upon notification or discovery of a change in background status, or upon request by a clinical partner or regulatory body, the Nursing Program may require the student to complete an updated criminal background check, including but not limited to NM Department of Health Caregiver Criminal Screening.

The purpose of an updated screening is to:

- Verify continued eligibility for clinical placement
- Ensure compliance with clinical partner and regulatory requirements
- Assess the potential impact on clinical clearance

Requests for updated background checks are compliance measures and are not disciplinary in nature.

### **CLINICAL CLEARANCE DETERMINATION**

Continuation in clinical courses and rotations is contingent upon the student maintaining required clinical clearance as determined by:

- The DACC Nursing Program
- Clinical partner agencies
- Applicable state or regulatory bodies

If a student is unable to maintain or obtain required clinical clearance, the Nursing Program may:

- Temporarily suspend clinical participation
- Require additional review
- Administratively disenroll the student if clinical requirements cannot be met

## **CONFIDENTIALITY**

All information related to criminal background screening and changes in background status will be handled in accordance with FERPA and institutional confidentiality policies. Information will be shared only with individuals who have a legitimate educational or administrative need to know.

## **STUDENT RESPONSIBILITY:**

Students are financially responsible for all costs associated with required criminal background checks or screenings, including those required at admission or as subsequently directed by the Nursing Program or clinical partners.

Students are responsible for understanding that:

- Admission to or continuation in the Nursing Program does not guarantee eligibility for clinical placement
- Clinical partners may impose requirements beyond those of the Nursing Program
- Failure to comply with background screening or disclosure requirements may result in delayed progression, loss of clinical placement, or administrative disenrollment

## **APPEALS AND REVIEW**

Students may request clarification or review of decisions related to criminal background screening or clinical clearance through established Nursing Program or institutional procedures. Disclosure of a background status change does not automatically result in disciplinary action or removal from the program.

**Important Note:** The Board of Nursing (BON) of any state operates independently of the Nursing Program and may require additional criminal background screening and review for licensure. Graduates are responsible for meeting all BON requirements; successful completion of the program does not guarantee eligibility for licensure.

## APPENDIX A

### DACC NURSING End of Program Student Learning Outcomes (EPSLOs)

1. Patient Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
2. Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Evidence Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

#### Level Student Learning Outcomes (LSLOs)

	Level 1	Level 2	Level 3	Level 4
Patient Centered Care	Describe personally held values, attitudes, and beliefs related to health and wellness.	Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs.	Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for acute and chronically ill patients.	Integrate the values, preferences, attitudes, and expressed needs of the acutely ill patient into the plan of care.

<b>Teamwork and Collaboration</b>	Describe scopes of practice, roles, and values of health care team members	Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly occurring chronic and acute health care problems throughout the lifespan.	Evaluate ability to function within own scope of practice as a member of the healthcare team to deliver care to individuals and families across the lifespan with complex health alterations.	Integrate the contributions of other members of the healthcare team into the delivery of nursing care for individuals across the lifespan with complex or multi-system health alterations.
<b>Evidence Based Practice</b>	Describe an evidence-based approach to provide patient and professional nursing practice across the lifespan.	Compare an individualized patient care plan utilizing an evidence-based approach for patient(s) across the lifespan to outcomes for the patient(s).	Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan.	Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences in the creation of a plan of care for delivery and evaluation of care for patients across the lifespan.
<b>Quality Improvement</b>	Identify policies, procedures, standards of care, and nursing leadership and management skills related to the provision of professional nursing care.	Demonstrate adherence to policies, procedures, standards of care for the provision of care nursing leadership and management skills related to healthcare delivery systems.	Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures, standards of care, nursing leadership and management skills.	Evaluate the use of policies, procedures and standards of care, and nursing leadership and management skills in healthcare delivery systems and adapt the care as appropriate.
<b>Safety</b>	Describe strategies that reduce the risk of harm to self and others and create a culture of	Apply strategies to reduce the risk of harm to self or others while	Interpret effective use of strategies to reduce risk of harm to self or others while providing professional	Interpret and analyze effective use of strategies to reduce risk of harm to self or others while providing professional nursing care, creating a structure for

	safety while providing professional nursing care.	providing professional nursing care.	nursing care including evidence-based practice, national patient safety goals, and core measures.	implementation of evidence-based practice, national patient safety goals, and core measures.
<b>Informatics</b>	Identify essential information that must be available in a common database to support patient care for health and wellness across the lifespan.	Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan.	Utilize information management tools to monitor outcomes of care processes and deliver nursing care to patients with chronic or acute illness across the lifespan.	Integrate use of appropriate technology and information management tools to support safe delivery of care to acutely ill patients.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131.

Institute of Medicine. Health professions education: A bridge to quality. *Washington DC: National Academies Press*; 2003.

## APPENDIX B

### LICENSED PRACTICAL NURSE CERTIFICATE DEGREE PLAN

2026-2027 CATALOG (57 credits)

PREREQUISITE COURSES	CLASS	CREDITS 27	Theory Hours	Lab Hours
ENGL 1110G	Rhetoric and Composition	4	50	
BIOL 2210	Anatomy and Physiology, I	4	38	45
MATH 1130G or higher	Survey of Mathematics or higher	3	38	
PHIL 2110G	Introduction to Ethics	3	38	
CEPY 1120G	Human Growth & Behavior	3	38	
BIOL 2225	Anatomy and Physiology II	4	38	45
PSY 1110G Or SOC1 1110G	Introduction to Psychology OR Introduction to Sociology	3	38	
HLSC 1510	Medical Terminology	3	38	
<b>LEVEL ONE</b>	<b>CLASS</b>	<b>CREDITS - 14</b>	<b>Theory Hours</b>	<b>Lab Hours</b>
NURS 1121	FOUNDATIONS OF NURSING PRACTICE	4	50	
NURS 1121L	FOUNDATIONS OF NURSING PRACTICE LAB CLINICAL	2 (6P)		90
NURS 1131	FOUNDATIONS OF PHARMACOLOGY	5	38	0
NURS 1134	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT	1	13	
NURS 1134L	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT LAB	2 (6P)		90
<b>LEVEL TWO</b>	<b>CLASS</b>	<b>CREDITS - 10</b>	<b>Theory Hours</b>	<b>Clinical/Lab Hours</b>
NURS 1125	MEDICAL SURGICAL NURSING I	4	50	

NURS 1125L	MEDICAL SURGICAL NURSING I CLINICAL	2 (6P)		90
NURS 2214	PSYCHIATRIC MENTAL HEALTH NURSING THEORY	3	25	
NURS 2214L	PSYCHIATRIC MENTAL HEALTH CLINICAL	1 (3P)		45
LEVEL THREE	CLASS	CREDITS 6	Theory Hours	Clinical/Lab Hours
NURS 1157	MATERNAL/CHILD HEALTH DEVIATIONS LECTURE	5	50	
NURS 1157L	MATERNAL/CHILD HEALTH DEVIATIONS LABORATORY	2 (6P)		90

## APPENDIX C

### APPLIED ASSOCIATE DEGREE (ADN) DEGREE PLAN

#### 2026-2027 CATALOG (72 credits)

NOTE: New degree plan begins Summer 2025. All students enrolled prior to Summer 2024 follow the previous degree plan.

PREREQUISITE COURSES	CLASS	CREDITS 27	Theory Hours	Lab Hours
ENGL 1110G	Rhetoric and Composition	4	50	
BIOL 2210	Anatomy and Physiology, I	4	38	45
MATH 1130G or higher	Survey of Mathematics or higher	3	38	
PHIL 2110G	Introduction to Ethics	3	38	
CEPY 1120G	Human Growth & Behavior	3	38	
BIOL 2225	Anatomy and Physiology II	4	38	45
PSY 1110G Or SOC 1110G	Introduction to Psychology Or Introduction to Sociology	3	38	
HLSC 1510	Medical Terminology	3	38	
LEVEL ONE	CLASS	CREDITS - 14	Theory Hours	Lab Hours
NURS 1121	FOUNDATIONS OF NURSING PRACTICE	4	50	
NURS 1121L	FOUNDATIONS OF NURSING PRACTICE LAB CLINICAL	2 (6P)		90
NURS 1131	FOUNDATIONS OF PHARMACOLOGY	5	38	0
NURS 1134	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT	1	13	
NURS 1134L	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT LAB	2 (6P)		90
LEVEL TWO	CLASS	CREDITS 10	Theory Hours	Clinical/Lab Hours

NURS 1125	MEDICAL SURGICAL NURSING I	4	50	
NURS 1125L	MEDICAL SURGICAL NURSING I CLINICAL	2 (6P)		90
NURS 2214	PSYCHIATRIC MENTAL HEALTH NURSING THEORY	3	25	
NURS 2214L	PSYCHIATRIC MENTAL HEALTH CLINICAL	1 (3P)		45
<b>LEVEL THREE</b>	<b>CLASS</b>	<b>CREDITS 12</b>	<b>Theory Hours</b>	<b>Clinical/Lab Hours</b>
NURS 1157	MATERNAL/CHILD HEALTH DEVIATIONS LECTURE	5	50	
NURS 1157L	MATERNAL/CHILD HEALTH DEVIATIONS LABORATORY	2 (6P)		90
NURS 2225	MEDICAL SURGICAL NURSING II	4	60	
NURS 2225L	MEDICAL SURGICAL NURSING II	2 (6P)		90
<b>LEVEL FOUR</b>	<b>CLASS</b>	<b>CREDITS 9</b>	<b>Theory Hours</b>	<b>Clinical/Lab Hours</b>
NURS 2235	MEDICAL SURGICAL NURSING III	3	30	
NURS 2235	MEDICAL SURGICAL NURSING III CLINICAL	3 (9P)		180
NURS 2996	NURSING TOPICS	3	45	

## APPENDIX D

### LPN to ADN Bridge Degree Plan (admitted as an Advanced Placement)

#### 2026-2027 CATALOG (Minimum 18cr)

NOTE: New degree plan begins Summer 2025. All students enrolled prior to Summer 2024 follow previous degree plan.

PREREQUISITE COURSES	CLASS	CREDITS 27	Theory Hours	Lab Hours
ENGL 1110G	Rhetoric and Composition	4	50	
BIOL 2210	Anatomy and Physiology, I	4	38	45
MATH 1130G or higher	Survey of Mathematics or higher	3	38	
PHIL 2110G	Introduction to Ethics	3	38	
CEPY 1120G	Human Growth & Behavior	3	38	
BIOL 2225	Anatomy and Physiology II	4	38	45
PSY 1110G Or SOCI 1110G	Introduction to Psychology  Or Introduction to Sociology	3	38	
HLSC 1510	Medical Terminology	3	38	
LEVEL ONE	CLASS	CREDITS 14	Theory Hours	Lab Hours
NURS 1121	FOUNDATIONS OF NURSING PRACTICE	4	Must take or have prior credit	

NURS 1121L	FOUNDATIONS OF NURSING PRACTICE LAB CLINICAL	2 (6P)		
NURS 1131	FOUNDATIONS OF PHARMACOLOGY	5	Must take or have prior credit	
NURS 1134	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT	1	Required to complete for all LPN to RN students	
NURS 1134L	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT LAB	2 (6P)		
<b>LEVEL TWO</b>	<b>CLASS</b>	<b>CREDITS 10</b>	<b>Theory Hours</b>	<b>Lab Hours</b>
NURS 1125	MEDICAL SURGICAL NURSING I	4	Must take or have prior credit	
NURS 1125L	MEDICAL SURGICAL NURSING I CLINICAL	2 (6P)		
NURS 2214	PSYCHIATRIC MENTAL HEALTH NURSING THEORY	3	Must take or have prior credit.	
NURS 2214L	PSYCHIATRIC MENTAL HEALTH CLINICAL	1 (3P)		
<b>LEVEL THREE</b>	<b>CLASS</b>	<b>CREDITS 12</b>	<b>Theory Hours</b>	<b>Lab Hours</b>
NURS 1157	MATERNAL/CHILD HEALTH DEVIATIONS LECTURE	5	Must take or have prior credit	
NURS 1157L	MATERNAL/CHILD HEALTH DEVIATIONS LABORATORY	2 (6P)		
NURS 2225	MEDICAL SURGICAL NURSING II	4	60	90
NURS 2225L	MEDICAL SURGICAL NURSING II	2 (6P)		
<b>LEVEL FOUR</b>	<b>CLASS</b>	<b>CREDITS 9</b>	<b>Theory Hours</b>	<b>Lab Hours</b>
NURS 2235 NURS 2235	MEDICAL SURGICAL NURSING III	3	45	

	MEDICAL SURGICAL NURSING III CLINICAL	3 (9P)		180
NURS 2996	NURSING TOPICS	3	45	

## APPENDIX E

### Part-time Career Ladder Degree Plan (ADN and LPN)

NOTE: New degree plan begins Summer 2025. All students enrolled prior to Summer 2024 follow previous degree plan.

PREREQUISITE COURSES	CLASS	CREDITS 27	Theory Hours	Lab Hours
ENGL 1110G	Rhetoric and Composition	4	50	
BIOL 2210	Anatomy and Physiology, I	4	38	45
MATH 1130G or higher	Survey of Mathematics or higher	3	38	
PHIL 2110G	Introduction to Ethics	3	38	
CEPY 1120G	Human Growth & Behavior	3	38	
BIOL 2225	Anatomy and Physiology II	4	38	45
PSY 1110G Or SOC1 1110G	Introduction to Psychology  Or Introduction to Sociology	3	38	
HLSC 1510	Medical Terminology	3	38	
SEMESTER ONE	CLASS	CREDITS 8	THEORY HOURS	CLINICAL OR LAB HOUR
NURS 1131	FOUNDATIONS OF PHARMACOLOGY	5	38	0

NURS 1134	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT	1	13	
NURS 1134L	FOUNDATIONS OF NURSING SKILLS AND ASSESSMENT LAB	2 (6P)		90
<b>SEMESTER TWO</b>	<b>CLASS</b>	<b>CREDITS</b> 6	<b>THEORY HOURS</b>	<b>CLINICAL OR LAB HOUR</b>
NURS 1121	FOUNDATIONS OF NURSING PRACTICE	4	50	
NURS 1121L	FOUNDATIONS OF NURSING PRACTICE LAB CLINICAL	2 (6P)		90
<b>SEMESTER THREE</b>	<b>CLASS</b>	<b>CREDITS</b> 10	<b>THEORY HOURS</b>	<b>CLINICAL OR LAB HOUR</b>
NURS 1125	MEDICAL SURGICAL NURSING I	4	50	
NURS 1125L	MEDICAL SURGICAL NURSING I CLINICAL	2 (6P)		90
NURS 2214	PSYCHIATRIC MENTAL HEALTH NURSING THEORY	3	25	
NURS 2214L	PSYCHIATRIC MENTAL HEALTH CLINICAL	1 (3P)		45
<b>SEMESTER FOUR</b>	<b>CLASS</b>	<b>CREDITS</b> 6	<b>THEORY HOURS</b>	<b>CLINICAL OR LAB HOUR</b>
NURS 1157	MATERNAL/CHILD HEALTH DEVIATIONS LECTURE	5	50	
NURS 1157L	MATERNAL/CHILD HEALTH DEVIATIONS LABORATORY	2 (6P)		90

\*\*\*\*\*

Options upon successful completion of four nursing semesters:

- Exit with LPN certificate
- Continue in Career Ladder Program for ADN

SEMESTER FIVE	CLASS	CREDITS 6	THEORY HOURS	CLINICAL OR LAB HOUR
NURS 2225	MEDICAL SURGICAL NURSING II	4	60	
NURS 2225L	MEDICAL SURGICAL NURSING II	2 (6P)		90
SEMESTER SIX (Special Petition to take one course during 6 <sup>th</sup> semester required from AP&G)	CLASS	CREDITS 9	THEORY HOURS	CLINICAL OR LAB HOUR
NURS 2235 NURS 2235	MEDICAL SURGICAL NURSING III	3 4 (12P)	45	
	MEDICAL SURGICAL NURSING III CLINICAL			180
NURS 2996	NURSING TOPICS	3	45	

## APPENDIX F



### Minimum abilities: Nursing Program Student Practice Standards

*Students are expected to perform the Essential Functions below:*

The following technical standards and essential functions outline reasonable expectations of a student in the Career Ladder Program for the performance of common nursing functions. The ADN student must be able to apply the knowledge and skills necessary to function in a variety of classroom, lab, clinical, or simulation situations while providing the essential competencies of the Career Ladder program.

Categories of Essential Functions	Definition	Example of Technical Standard
<b>Observation</b>	Ability to participate actively in all demonstrations, laboratory exercise, and clinical experiences in the professional program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observation and information usually require functional use of visual, auditory, and somatic sensations.	<ul style="list-style-type: none"> <li>· Visually discriminating incremental readings on syringes, sphygmomanometers and other various medical equipment</li> <li>· Visually discriminating between different colored objects</li> <li>· Discriminating between auditory stimuli</li> <li>· Perform a comprehensive assessment on patients</li> </ul>
	Must be able to communicate effectively in English in both verbal and written form sufficient to engage in clinical, academic, and professional interactions, including communicating with patients, families, and members of the healthcare team. Reasonable accommodations are available through Student Accessibility Services (SAS) to support effective communication in accordance with	<ul style="list-style-type: none"> <li>· Patient teaching</li> <li>· End of shift reports</li> <li>· Documentation in legal records/ charts, medication records</li> <li>· Transcribe doctors' orders from medical chart</li> <li>· interpret, and implement</li> <li>· Testing within the ADN program without assistance to read</li> </ul>

<b>Communication</b>	the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.	(except for those students with accommodations) <ul style="list-style-type: none"> <li>· Collaborates with members of healthcare team</li> </ul>
<b>Categories of Essential Functions</b>	<b>Definition</b>	<b>Example of Technical Standard</b>
<b>Motor</b>	Must be able to apply the principles of safe patient handling and mobility, including: lifting up to 35 pounds of inanimate objects without mechanical assistance; sustained standing and walking during clinical shifts with reasonable rest breaks; transferring and repositioning patients using mechanical lift devices and assistive equipment in accordance with safe-patient-handling protocols. Manual lifting of patients is not a routine clinical expectation; mechanical assistive devices are the standard of care.	<ul style="list-style-type: none"> <li>· Standing for long periods of time (8-12 hrs./day)</li> <li>· Performing one person and two-person transfers</li> <li>· Turning, log-rolling and ambulating another person</li> <li>· Manipulating equipment</li> <li>· Performing patient care procedures with finger and manual dexterity (i.e., starting IVs, phlebotomy, dressing changes, catheterization)</li> </ul>
<b>Intellectual</b>	Ability to collect, interpret and integrate information and make decisions.  Ability to read and interpret the English language without assistance.	<ul style="list-style-type: none"> <li>· Transcribe orders from chart, interpret the orders and intervene</li> <li>· Display critical thinking abilities in planning patient care – analyze data, formulate nursing diagnosis, and prioritize care</li> </ul>
<b>Categories of Essential Functions</b>	<b>Definition</b>	<b>Example of Technical Standard</b>

<p style="text-align: center;"><b>Behavioral and Social Attributes</b></p>	<p>Must be able to demonstrate sustained performance, sound clinical judgment, adaptability to changing patient conditions and clinical environments, receptiveness to feedback and supervision, professional interaction with patients, families, faculty, and colleagues, and adherence to nursing ethical standards. Reasonable accommodations for documented disabilities are available through Student Accessibility Services.</p> <p>Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities and the development of mature, sensitive, and effective relationships with clients and other members of the health care team.</p> <p>Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical settings with patients.</p> <p>Possess compassion, integrity, concern for others, and motivation. • Possess the ability to demonstrate professional behaviors and a strong work ethic.</p>	<ul style="list-style-type: none"> <li>• Utilize intellectual abilities</li> <li>• Exercise good judgment and complete tasks within required time limits</li> <li>• Demonstrate the emotional health required for full utilization of intellectual abilities and exercise of good judgment</li> <li>• Show integrity, ethics, and concern for others,</li> <li>• Demonstrate interpersonal skills, interest and motivation that will not cause harm to others</li> </ul>
--	---	--

The student must be able to meet the following requirements to apply for admission and continuation in the program: In general, successful applicants possess qualities such as:

- Interest and aptitude for math and science
- A strong motivation to learn and Well-developed study skills
- Good problem-solving and decision-making skills
- An ability to work with people with diverse backgrounds, be conscientious, courteous, and polite to others

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

## APPENDIX G

**Doña Ana Community College**  
**Health Sciences Division**  
**Allied Health & Nursing**  
**Student Academic Success Record**

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Purpose: To provide structured support for students navigating challenges with grades, clinical paperwork, or national testing benchmarks. It represents our commitment to walk alongside you as you navigate the rigors of the curriculum and sharpen the clinical judgment needed to care for our community.

DACC Student Success Vision Statement

*“DACC will actively support students to be agents of their own learning in an inclusive, culturally responsive, and equitable environment. Students will explore, establish, navigate through, and achieve their personal, academic, and professional goals to enrich their lives, the lives of their families, and their communities.”*

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### Section 1: Administrative Record and Student Information

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- Student Name:
  - Student Email:
  - Course:
  - Semester/Year:
  - Faculty Name:
  - Background: (State the reason for the plan, e.g., exam # and grade, clinical issue, etc.)
- 

### Section 2: Performance Objectives & Benchmarks

We are creating this space for focused support to help you:

- Strengthen your exam performance to reach your full potential(e.g., Targeting exam average > 80%).
  - Enhance clinical paperwork and documentation (Targeting > 80%).
  - Master national standards to align with ATI benchmarks (Targeting > 80%).
  - Demonstrate consistent, satisfactory performance in the lab and skills settings to ensure the safety of the community and the integrity of the profession
  - Other (e.g., Personal Goals)
-

### Section 3: Institutional Support & Referral Pathways

The following are selected support resources that can help you navigate through hurdles and maintain a balance of mind, body, and spirit.

Pathway	Focus Area
Alerts (Student initiated Navigate 360 and faculty referrals)	Early-action system to catch hurdles before they become obstacles.
Department Chair	Support for students and help address any barriers to student success
Program Director	Support for students and help address any barriers to student success
Student Navigator	Your personal guide for the nursing curriculum.
Academic Resource Center	Strengthening study and writing skills essential for nursing.
Accessibility Services	Ensuring necessary accommodations and tools for effective learning.
Advising or APG	Your resources for questions related to nursing courses (e.g., registration), and program progression
Avanza Student Services, VLIT, Excelencia	Specialized support for first-generation and underrepresented students.
Career & Tech	Guidance on career paths and technology/equipment needs.
Student Groups & Belonging Spaces	Student Engagement, e.g., SGA, Health Professionals, Honor Society, Access and Belonging Council Space, etc.
Thrive Social Services	Support for food, housing, transportation, Veterans, and immigration/legal needs.
Wellness & Care	Access to DACC Counseling, Medical Based Care, Family support, & Timely Care.

### Section 4: Collaborative Intervention Strategies

Actions to take to support your goals:

- Faculty-led skills lab practicum
- National licensure-style questions. Target: \_\_\_\_\_ (number) questions
- Faculty Coaching
- Success Tutoring (Collaborative learning sessions with the program/course tutors)

- AI-Driven Remediation (using AI generative study as directed by your course faculty)
  - ATI focused reviews:  hours) and/or  templates
  - Scheduled follow-up meetings with your course instructor to celebrate progress and adjust our approach. My Follow-up scheduled meeting with course instructor is on: \_\_\_\_\_
  - Other \_\_\_\_\_(specify)
- 

### Section 5: Student Reflection (*To be completed by Student*)

Student Reflection: What do you need most right now to feel supported? What obstacles are you facing, and what unique cultural or community strengths (assets) do you bring to this journey?

Student Action Steps: Select at least one resource you will connect with to support your goals:

- I will contact: \_\_\_\_\_
  - I will: \_\_\_\_\_
- 

### Section 6: Signatures

By signing below, we commit to this partnership. Meeting these objectives is essential for progressing in the program and ensuring community safety.

1. Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. Faculty Routing: Please select your clinical or course coaching/tutoring faculty member and Navigator from the list below so this document can be routed for the final signatures:

- Student Navigator
- Department Chair
- Program Director
- Faculty Member A
- Faculty Member B
- Faculty Member C

3. Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

4. Navigator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix H

Doña Ana Community College  
Health Sciences Division  
Allied Health & Nursing Program  
**Student Conduct Observation Record**

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Purpose: This document provides a structured record to document behavioral incidents and/or professional concerns that impact the learning environment or community safety. Our commitment is to provide a timely, supportive response that upholds the integrity of the health profession while safeguarding the due process and individual rights of every student.

---

### SECTION 1: Administrative Record and Student Information

- Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_
  - Date/Time of Incident: \_\_\_\_\_
  - Location of Incident:
    - College District Property: (Campus buildings, grounds, or vehicles)
    - College Sponsored Activity: (Clinical/practicum sites, health fairs, or off-campus events)
    - Electronic/IT: (Email, Canvas, or College telecommunications)
    - Other \_\_\_\_\_
  - Reporting Individual \_\_\_\_\_
  - Role of Reporter:
    - Faculty Member
    - Program Director
    - Staff Member (e.g., Lab Coordinator)
    - Administration (e.g., Department Chair, Dean)
    - Clinical Site Preceptor/Staff
    - Other \_\_\_\_\_
  - Witness name(s) \_\_\_\_\_
- 

### SECTION 2: Description of the Incident

- Objective description of observed conduct (behavior specific and factual based on a preponderance of the evidence) \_\_\_\_\_
  - Impact on the learning environment, clinical setting, or community safety \_\_\_\_\_
  - Was the student asked to leave the site immediately to maintain safety?
    - Yes  No
-

### SECTION 3: Policy/Standard Implicated

- Observed Incidents (*Select all that apply*)
  - NMSU/DACC Student Social Code of Conduct (ARP 5.22)
  - NMSU Academic Integrity Policy (ARP 5.10)
  - NSNA Code of Professional Conduct
  - ANA Position on Incivility
  - New Mexico Board of Nursing (NMBON)
  - Other \_\_\_\_\_

---

### SECTION 4: Progressive Discipline and Action Track

- A. Action Track (Check one):
  - Track 1: Academic Progression
  - Track 2: Professional Conduct
  
- B. Disciplinary Step
  - Step 1: Verbal Counseling (Proceed to “Verbal counseling” form)
  - Step 2: Written Warning (Proceed to the “Student Improvement Plan” form)
  - Step 3: Program Dismissal

---

### SECTION 5: Signatures

- 1. Reporting Party Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- 2. Student Acknowledgment: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Signature indicates receipt only)*
  
- 3. Program Director (or designee): \_\_\_\_\_ Date: \_\_\_\_\_

---

*A student's declination to sign does not negate the contents of this form or any associated program decision*

## APPENDIX I

**Doña Ana Community College  
Health Sciences Division  
Allied Health & Nursing Program  
Student Verbal Counseling Record**

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**Purpose:** Documents verbal counseling meeting and provides a written summary of expectations and corrective actions. (Use for Step 1 of the Progressive Discipline process) Any verbal counseling issued by a faculty member must be submitted to the Nursing Program Director within two (2) business days

---

### SECTION 1: Administrative Record and Student Information

- Student Name:
  - Student ID #:
  - Date of Meeting:
  - Meeting Format (In-person/Zoom):
  - Issued by (Name and Role):
- 

### SECTION 2: Standards & Conduct Review

- Primary Issue (Check all that apply):
    - NMSU/DACC Student Social Code of Conduct (ARP 5.22)
    - NMSU Academic Integrity Policy (ARP 5.10)
    - NSNA Code of Professional Conduct
    - ANA Position on Incivility
    - New Mexico Board of Nursing (NMBON)
    - Other \_\_\_\_\_
  - Summary of Conduct: (Describe the specific incident and the applicable standard) \_\_\_\_\_
- 

### SECTION 3: Expectations & Corrective Actions

- Expected Behavior: (State the standard of behavior the student must uphold)
  - Required Corrective Actions: (List specific steps the student must take to align with community expectations)
  - Timeline for Improvement: (Specify dates for reassessment)
  - Student Response Summary:
-

## SECTION 4: Signatures

By signing, I acknowledge that the above information was discussed with me and that I have received a copy of this record.

- Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- Issuing Party Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX J

Doña Ana Community College  
Health Sciences Division  
Allied Health & Nursing Program  
**Student Improvement Plan (SIP): Written Warning**

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The purpose of this plan is to facilitate a formal, collaborative process to address behavioral concerns and professional conduct, while establishing a clear, signed agreement for professional accountability (Use for Step 2 of the Progressive Discipline process)

---

### SECTION 1: Administrative Record and Student Information

- Student Name: \_\_\_\_\_
  - Date: \_\_\_\_\_
  - Notice Level:
    - Written Warning
  - Track:
    - Track 1 (Academic Progression)
    - Track 2 (Professional Conduct)
  - Policy/Standard Implicated
    - NMSU/DACC Student Social Code of Conduct (ARP 5.22)
    - NMSU Academic Integrity Policy (ARP 5.10)
    - NSNA Code of Professional Conduct
    - ANA Position on Incivility
    - New Mexico Board of Nursing (NMBON)
    - Other \_\_\_\_\_
- 

### SECTION 2: Specific Conduct & Corrective Actions

- Basis for Warning: (Summarize dated incidents from Conduct Observation Records) \_\_\_\_\_
  - Behavioral Goals: (Clear expectations for professional boundaries/conduct) \_\_\_\_\_
  - Required Assignments: (Workshops, research, or seminars required for growth) \_\_\_\_\_
  - Student Reflection:
    - What is your response to the concerns raised, and what specific resources or support systems do you need to successfully navigate this plan?
    - What unique personal or community strengths will you leverage to achieve these goals?
-

### SECTION 3: Support & Resources

To support you, the following pathways are available.

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Pathway	Focus Area
Wellness & Care	Access to DACC Counseling, Medical Based Care, & Timely Care.
Thrive Social Services	Support for food, housing, transportation, and legal needs.
Avanza / Excelencia	Specialized support for first-generation and underrepresented students.
Accessibility Services	Ensuring necessary accommodations and tools for effective learning.
Belonging Groups and Spaces	Student Engagement, e.g., Health Professionals, Support groups, etc.

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### SECTION 4: Timeline

Completion Deadline: \_\_\_\_\_ Follow-up Meeting date (see Section 6): \_\_\_\_\_

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*Note: Failure to comply with this SIP or engaging in further violations may result in immediate dismissal from the Nursing Program.*

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### SECTION 5: Signatures

- Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_
  - Program Director: \_\_\_\_\_ Date: \_\_\_\_\_
  - Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_
  - Dean of Health Sciences (or designee): \_\_\_\_\_ Date: \_\_\_\_\_
- 

### SECTION 6: SIP Follow-up

Upon completion of the designated timeline, a follow-up meeting will be conducted to assess progress and verify the completion of all remediation requirements. This record serves as the final administrative determination for this Student Improvement Plan.

Status of Remediation:

- Completed: The student has successfully met all requirements and corrective actions of this plan.
- Not Completed: The student has failed to comply with the plan. This case will be referred for further disciplinary action, up to and including program dismissal.

Close-out Notes: \_\_\_\_\_

Signatures:

- Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_
  - Nursing Program Director (or designee): \_\_\_\_\_ Date: \_\_\_\_\_
  - Dean of Health Sciences (or designee): \_\_\_\_\_ Date: \_\_\_\_\_
- 

*A student's declination to sign does not negate the contents of this form or any associated program decision  
Records stored and maintained in accordance with FERPA and NMSU records and retention g*

Clinical Requirements

Castlebranch: Go to <https://mycb.castlebranch.com> and Place Order:

Code **DK56im** for the Nursing Program Package -the fee is \$43.00, once you complete this profile & are logged in you proceed to "place an order" for the 10-Panel Drug Screen using code **DK56dt** -the fee is \$37.00 making your total amount: \$80.00.

Background Check:

To complete you must make an appointment with:

Nursing Admin Asst.

Office Number: 575-527-

Email:

Location: DAHL Office 190 Front Desk

A New Mexico Department of Health Caregiver's Background Check is required by the State of New Mexico, \$88.30 fee to be paid with the student's personal credit/debit card or money order. (No other forms of payment accepted). Please bring your credit/debit card or money order and Driver's License with you at time of appointment.

Clinical Site Packets: Filled out each semester

Espina Campus

Levels with additional paperwork

requirements along with the required paperwork for all students:

Level 2 Students:

- Mesilla Valley Hospital (MVH)
- Department of Health (DOH)

Level 3 Students

- Providence Transmountain

Level 4 Students:

- Providence Transmountain
- Other possible options (Gerald

◆

◆

Sunland Park Campus

Levels with additional paperwork

requirements along with the required paperwork for all students:

Level 1 Students:

- Providence Transmountain

Level 2 Students:

◆

- The Peak
- Providence Transmountain
- Department of Health (DOH)

Level 3 Students:

- Providence Transmountain

Level 4 Students:

- Providence Transmountain
- Other possible options (Gerald Champion in Alamogordo)

For Questions About This Process:

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**Clinical Coordinator: Victor Medina**

Office Number: 575-527-7094  
Email: medina23@nmsu.edu  
Location: DAHL Office 190 Q

**Nursing Admin**

Office Number: 575-527-7735  
Email: DACCNurs@nmsu.edu  
Location: DAHL Office Front Desk

# NM STATE DACC Incoming Nursing Student Clinical Requirements

## Check List: CastleBranch Requirements

Vaccination Records Needed:

■ **MMR**  
MMR, HEP B, & Varicella Titers:

Positive Titer

■ **Varicella**

Positive Titer

■ **HEP B**

Positive Titer

■ **TB** (annually)

■ **TB Questionnaire**

\*Required if using X-Ray

■ **Tdap**

\*10yrs thru semester

■ **Influenza** (annually)

■ **COVID**

COVID-19 vaccination is no longer mandated, but it is advisable to follow CDC guidelines for COVID-19 prevention. If you have already received the

COVID-19 vaccine, you can provide documentation. Please be aware that this policy may change if clinical partners update their requirements in the future. If you choose, you may still get vaccinated

Other Required Items:

■ **AHA Certified BLS CPR**

■ **Health Insurance**

Work Med Clearance Letter (instruction found on clinical

canvas page)

Titers are a blood test to confirm immunity. A positive titer is required. If you receive a negative titer begin the booster series immediately. We do not accept vaccines unless it is for the boosters.

**CONGRATULATIONS** for getting into the Nursing program at DACC

**By now you should have:**

**Notified the advisors of your acceptance!**

In the process of setting up a meeting with the Nursing Admin

◆ **Espina Campus Students**

◆ **Sunland Park Campus Students**

**How to prepare for Welcome Meeting!**

1. Gather **ALL items** to the **LEFT** to have ready when you meet with the Nursing Admin
  - a. Each of those items need to be **good through \_\_\_\_\_** so if you already have a TB Test or CPR certification (AHA Approved) you can use those but just make sure they won't expire before the end of July. Titers must be positive so if you receive a negative titer make sure you immediately get your first dose of the subsequent booster.
2. Be prepared to pay for:
  - a. Background Check (\$88.30)
  - b. Castle Branch (\$43.00)
  - c. Drug Screen (\$37.00)

i. For Castle Branch sign up only using your NMSU email.

**\*\*\*NOTE**  
you will

**purchase these items when onboarding, do not worry about this  
until you meet**

# APPENDIX L

## DACC Health Sciences Division Annual TB Health Questionnaire Form

All Students/employees with positive TB skin test must complete and sign the questionnaire annually. The question relates to signs and symptoms of Tuberculosis. Please check "yes" or "no" to each symptom.

If you check "yes" to any item, in the comment section below, describe the symptom, including when it started. You may need to follow up with your MD if you have any of the following symptoms to be screened for active TB.

Should you have question, please contact **Victor Medina @ [medina23@nmsu.edu](mailto:medina23@nmsu.edu)**

Or **Patricia Martinez @ [PMartinez@dacc.nmsu.edu](mailto:PMartinez@dacc.nmsu.edu)**

SYMPTOM	YES	NO
1. Fatigue		
2. Loss of Appetite		
3. Unexplained Weight Loss		
4. Low Grade Fever		
5. Coughing Up Blood		
6. Night Sweats		
7. Cough Lasting More Than Three (3) Weeks		
8. Cough Combined with Fever, Chills, Sweating, and Weakness (Not Responsive to Treatment)		
9. Shortness of Breath		
10. Dull Aching or Tightness in Chest		

COMMENTS:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX M

### DOÑA ANA COMMUNITY COLLEGE NURSING PROGRAM

#### Student Acknowledgement Form

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**DIRECTIONS:** Please click on the box to place an “x” or your initials before each statement and sign at bottom of form to indicate you have read and understand the following statements. You can electronically sign and date the form by clicking on the appropriate boxes and click the email button to submit it or you may print it out, sign and date it and turn in a hard copy to the nursing office (Note: This form will become a part of your nursing program student record.)

- I understand nursing job opportunities could be limited within the geographical area surrounding Las Cruces, New Mexico at the completion of the Nursing Program and relocation to another area may be necessary for employment in nursing.
- I understand that licensing is required to practice as a Registered Nurse in the United States and that rules and regulations regarding issuance of licenses is governed by individual state boards of nursing.
- I understand that admission to or graduation from the DACC Nursing Program does not guarantee the graduate will be able to obtain a license to practice nursing.
- Full disclosure of real or potential conflicts of interest shall be always communicated with program clinical coordinator and program director
- I acknowledge that I have read and understand the Artificial Intelligence Policy and pledge to abide by its guidelines regarding responsible and ethical use of AI.
- I understand that the state approval and national accreditation status of the DACC Nursing Program is not guaranteed and that I am responsible for reviewing information available from the NM Board of Nursing and any national accrediting agencies and for understanding the implications of the DACC Nursing Program’s status at the time of entry to the program or with any subsequent changes in status. In addition, I acknowledge that this information has been provided to me by the program.
- I understand that confidentiality regarding patient medical or personal information is mandatory during the nursing education process. I agree to maintain patient confidentiality throughout the nursing education process. I will not purposely communicate patient information to any unauthorized person.
- I have read and understand all policies and information contained in the DACC nursing program handbook, Health Sciences Division Handbook, and the DACC student handbook, and agree to abide by them.
- I acknowledge and understand that Doña Ana Community College does not provide insurance coverage for medical care I may need as a result of my participation in DACC’s Nursing Program.
- I acknowledge that clinical, lab, and simulation activities in nursing education involve inherent risks, including, but not limited to: exposure to bloodborne pathogens and infectious diseases; needlestick and sharps injuries; exposure to combative or distressed patients; ergonomic stress from clinical activities; and the emotional or psychological impact of patient care. I assume the inherent risks of participation in these educational activities.
- I acknowledge that any claims for damages against Doña Ana Community College officers or employees and/or contract facilities, offers or employees for death, personal injury or property damage which may occur as a result

of my participation in the above-mentioned activity would be governed by the New Mexico Tort Claims Act which imposes limitations on the recovery of damages from state institutions and their public employees. For more information, please contact the NMSU's Procurement Services at (575) 646-2916, or visit <https://purchasing.nmsu.edu/>.

**Note:** It is the student's responsibility to seek clarification on any information he or she does not clearly understand.

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Signature

Date

## APPENDIX N

### DOÑAANA COMMUNITY COLLEGE NURSING PROGRAM

#### Release of Information Form Publicity

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*Please Choose One Option:*

- I hereby **grant** permission to the DACC Nursing Program to release my name or picture for publicity purposes. I understand that my picture or name may appear in the newspaper or other materials, such as college slide presentations or advertisements.
- I hereby **deny** permission to the DACC Nursing Program to release my name or picture for publicity purposes. I understand that my picture or name will not appear in the newspaper or other materials, such as college slide presentations.

#### **Please Initial the Statement Below:**

\_\_\_\_\_ I acknowledge that as part of the DACC Nursing Program, simulation activities, Zoom sessions, and other educational experiences may be recorded for learning, debriefing, and program improvement purposes. By participating in program activities, students agree to being recorded. All recordings are confidential, securely stored, and accessed only by authorized faculty and staff within the nursing program or other academic programs participating in the simulation or educational activity. Recordings will not be shared beyond these programs or used for non-educational purposes.

#### **Potential Employers**

Potential employers often contact the DACC Nursing Program for a list of graduates eligible for nursing employment opportunities. By law, the college or its representatives may not disclose student information without prior approval.

*Please Choose One Option:*

- I hereby **grant** permission to the DACC Nursing Program to release information about me to employment recruiters.
- I hereby **deny** permission to the DACC Nursing Program to release information about me to employment recruiters.

---

Signature

---

Date

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Print Name

## APPENDIX O

### ATI REMEDIATION EXAMPLE

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#### NURS 201 ATI TESTING & REMEDIATION CRITERIA

1. Students in NURS 201 will take a total of 2 ATI un-proctored practice attempts and 2 proctored ATI Comprehensive exit Predictor exams.
2. A benchmark score of 90% (in NUR201) is the standard requirement for ATI exams.
3. The Practice exams are worth 100 points each and fall under category 3 of course grades.
4. The ATI Comprehensive Predictor exit (RN) exams are worth 100 points each and will be counted as 60% of the total course grade.
5. The Proctored Assessments are to be taken as scheduled, or zero points will be awarded.
6. A focused remediation packet (worth 100 points) is required for all ATI exams on content areas on which the student scores below a 90%. These focused remediation packets fall under category 2 of the NURS 201 grade.
7. A focused remediation packet includes a complete HANDWRITTEN active learning template for each topic missed in major content areas scoring less than 90% on the ATI. The templates used are based on the topic missed. For example, a 'medication' template will be used for pharmacology topics missed, a 'system disorder' template for body system missed, etc.
8. In NURS 201, students will complete a total of 4 focused remediation packets (100 points each) for NURS 201 (i.e., 2 for the practice assessments and 2 for the proctored assessments).
9. Once all the required templates have been completed, students will upload these to the appropriate CANVAS assignment location by the assigned due date. Failure to upload completed assignments by the required due date will prohibit the student from progressing to the next examination.
10. This is an 'all or none' assignment', i.e., if all components are not completed the student receives a zero for the assignment, leading to a non-progressing, non-active student status.
11. Students' focused remediation will be graded according to the following grading conversion chart:

ATI EXAM	NURS 201 GRADE	
	100%	0%
<p>Remediation Practice Assessment A</p> <hr/> <p>Students will complete a HANDWRITTEN active learning template for each topic missed in major content areas scoring less than 90% on the ATI Assessment A exam. Students will scan in templates and upload to appropriate CANVAS assignment on or before the required due date.</p>	<p>Student submits the entire number of required templates with matching labels to the appropriate CANVAS assignment location or before the due date.</p>	<p>Student submits less than 100% of the required templates with matching labels to the appropriate CANVAS assignment location on or before the due date.</p>
<p>Remediation Practice Assessment B</p> <hr/> <p>Students will complete a HANDWRITTEN active learning template for each topic missed in major content areas scoring less than 90% on the ATI Practice Assessment B exam. Students will scan in templates and upload to appropriate CANVAS assignment on or before the required due date.</p>	<p>Student submits the entire number of required templates with matching labels to the appropriate CANVAS assignment location or before the due date.</p>	<p>Student submits less than 100% of the required templates with matching labels to the appropriate CANVAS assignment location on or before the due date.</p>

<p>ATI Comprehensive Predictor #1</p> <hr/> <p>Students will complete a <b>HANDWRITTEN</b> active learning template for each topic missed in major content areas scoring less than 90% on the ATI Comprehensive</p>	<p>Student submits the entire number of required templates with matching labels to the appropriate CANVAS assignment location or before the due date.</p>	<p>Student submits less than 100% of the required templates with matching labels to the appropriate CANVAS assignment location on or before the due date.</p>
<p>Predictor #1 exam. Students will scan in templates and upload to appropriate CANVAS assignment on or before the required due date.</p>		
<p>ATI Comprehensive Predictor #2</p> <hr/> <p>Students will complete a <b>HANDWRITTEN</b> active learning template for each topic missed in major content areas scoring less than 90% on the ATI Comprehensive Predictor #2 exam. Students will scan in templates and upload to appropriate CANVAS assignment on or before the required due date.</p>	<p>Student submits the entire number of required templates with matching labels to the appropriate CANVAS assignment location or before the due date.</p>	<p>Student submits less than 100% of the required templates with matching labels to the appropriate CANVAS assignment location on or before the due date.</p>

Sources: ATI Grading Rubric. (n.d.).

[https://www.etsu.edu/nursing/documents/2020\\_fl\\_ati\\_remediation\\_grading\\_rubric\\_a\\_af.pdf](https://www.etsu.edu/nursing/documents/2020_fl_ati_remediation_grading_rubric_a_af.pdf)

**Student Signature and Date:**

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**Faculty Signature and Date:**

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**Student Success Coordinator Signature and Date:**

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**Student Follow up Signature and Date:** \_\_\_\_\_