



## **NURS 4162 NCLEX-RN Preparatory Course**

COURSE SYLLABUS: Fall 2024

### **INSTRUCTOR INFORMATION**

Instructor: Jennifer Ashcraft, MSN Ed., RN

Office Location: NHS Building, Nursing Department # 230

Office Hours: Monday: By appointment only; Tuesday: 1600-1700; Wednesday: 0730-1130 & 1430-1700; Thursday: 0730-1000 & 1500-1700; Friday: By appointment only

Office Phone: **903-886-5315**

Office Fax: **903-886-5729**

University Email Address: [jennifer.ashcraft@tamuc.edu](mailto:jennifer.ashcraft@tamuc.edu)

Preferred Form of Communication: email

Communication Response Time: Two business days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### **Required Textbooks:**

Textbooks from previous nursing courses; Online resources and articles as directed.

#### **Required Textbooks and/or Materials:**

Texas Board of Nursing (BON) - Licensure by Examination

[https://www.bon.texas.gov/licensure\\_examination.asp.html](https://www.bon.texas.gov/licensure_examination.asp.html)

National Council of State Boards of Nursing (NCSBN)

- NCLEX-RN Text Plan  
<https://www.ncsbn.org/publications/2023-nclex-rn-test-plan>
- Nurse Licensure Compact  
<https://www.ncsbn.org/compacts.page>

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**Software Required:**

- Microsoft Office
- ExamSoft Exemplify
- Assessment Technologies Institute, LLC. (2021). <https://www.atitesting.com>

**Course Description**

Provides comprehensive virtual and face-to-face content review in preparation for successful completion of the NCLEX-RN. Focuses on content mastery; critical thinking and clinical judgment; test-taking skills; professional and ethical practice; communication and collaboration; health promotion and maintenance; leadership and management; cultural competence; safety; and infection control. Students also gain an understanding of the roles of the National Council of State Boards of Nursing (NCSBN) in developing and administering the RN licensing examination.

**Student Learning Outcomes**

By the end of the course, the student will be able to:

1. Compare and contrast the mission, vision, and values of the National Council of State Boards of Nursing (NCSBN) and the Texas Board of Nursing (BON). (PLO 5; AACN Essentials 1, 9)
2. Explain in detail how the NCLEX-RN test plan components measure and reflect professional nursing practice. (PLO 2, 5; AACN Essentials 1, 4, 9, 10)
3. Demonstrate comprehensive understanding of core nursing concepts across various content areas and practice settings. (PLO 1, 2, 3, 4, 5, 6; AACN 1, 2, 3, 4, 9, 10)
4. Utilize effective test-taking strategies to approach NCLEX-style questions. (PLO 5; AACN Essentials 1, 9)
5. Demonstrate clinical judgment required for the provision of safe, effective patient-centered care by successfully completing the Comprehensive Predictor Assessment with at least a 90% probability of passing the licensure examination. (PLO 1, 2, 3, 4, 5, 6; AACN Essentials 1-10)

**COURSE REQUIREMENTS****Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word, Microsoft Excel and PowerPoint.

**Instructional Methods**

This course requires students to complete reading assignments, online activities, and independent study to be successful. Course objectives may be met through individual study using suggested resources, active

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involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

### **Student Responsibilities or Tips for Success in the Course**

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)
- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours study/course credit hour per week). For example 3-credit course = 6 to 9 hours study time/week.
- Attendance at all class meetings, clinical, seminars and simulations
- Review and remediation of examinations.

### **Advising Statement**

Before being accepted and entering the nursing program, undergraduate students may have been advised by a pre-nursing advisor. However, once admitted into nursing, the nursing faculty become the student's advisor. The nursing department subscribes firmly to the chain of command because, as nurses, that is how most employers will require you to resolve issues. If you have a problem with a course, you should contact your instructor, then the course coordinator, then the department head for nursing. Therefore, any advisement questions or any other concerns you have should first be discussed with your clinical or course instructor. She/he is your advisor for that semester.

### **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%    B = 80%-89%    C = 75%-79%    D = 60%-74%    F = Below 60%

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## ASSESSMENTS

| Assignments                            | Weight |
|--|--------|
| Assignments                            | 30%    |
| Discussion Boards                      | 40%    |
| ATI Capstone/Virtual ATI Activities    | 10%    |
| ATI Comprehensive Predictor Assessment | 10%    |
| Attendance and Participation           | 10%    |
| Total                                  | 100%   |

### Assessments

#### Assignments (30%)

- Resume and Cover Letter
  - The purpose of this assignment is to create a professional resume' and demonstrate profession written communication.
  - Students will complete a professional resume and cover letter designed to apply for a nursing position after graduation.
  
- NCLEX-RN Test Plan Quiz
  - The purpose of the NCLEX-RN Test Plan quiz is to familiarize the student to the content categories along with new details about administration of the exam as well as clinical judgment.
  - Students may refer to the 2023 NCLEX-RN Test Plan during the quiz.
  - Item types include:
    - Multiple choice
    - Multiple select (Select All That Apply)
    - Fill-in-the-blank
    - True/False
    - Matching
  - Grading criteria
    - Percentage correct.
  
- Nurse Licensure Compact (NLC) Quiz
  - The purpose of the Nurse Licensure Compact (NLC) quiz is to familiarize the student with the NLC.
  - Students may refer to NLC resources during the quiz.
  - Item types include:
    - Multiple choice
    - Multiple select (Select All That Apply)
    - Fill-in-the-blank
    - True/False
    - Matching
  - Grading criteria
    - Percentage correct.

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## Discussion Boards (40%)

- **NCSBN vs TEXAS BON: Mission, Vision, & Values**
  - The purpose of this discussion is to compare the mission, vision, values of the NCSBN and Texas BON and delineate the roles and influence of each organization on nursing licensure.
  - You will be assigned an additional state to evaluate that State Board of Nursing Mission, Vision, & Values. How does your assigned state board of nursing align with the NCSBN? What are the major differences/similarities between the state you were assigned and the Texas BON.
  - Discussion topic will open on the scheduled Sunday and remain opened until 2359 the following Sunday. You will need to make an initial post and respond to a minimum of 3 fellow student's initial post.
  
- **NCLEX-RN Study Tips**
  - The purpose of this assignment is to investigate and incorporate NCLEX-RN study tips in preparation for the licensure exam.
  - Discussion topic will open on the scheduled Sunday and remain opened until 2359 the following Sunday. You will need to make an initial post and respond to a minimum of 3 fellow student's initial post.
  
- **ATI Capstone/Virtual ATI**
  - Percentage of points earned out of 405 possible points. (See ATI letter to students posted in the LMS.)
  
- **ATI Predictor Exam**
  - Probability of passing score earned on initial or retake exam, whichever is higher.
  
- **Attendance and Participation (10%)**
  - The majority of this course will be completed online, but there are some face-to-face/Zoom requirements for this course. You will be expected to attend the entire time of any face-to-face/Zoom activity and fully participate in the activity. For Zoom activities, fully participate includes student video being on during the entire session.
    - ATI Capstone Proctored Comprehensive A – Monday, August 26 (on campus in person)
    - Course Orientation – Wednesday, August 28 0900 – 1100 (via Zoom)
    - ATI Capstone Proctored Comprehensive B – Monday, October 21 (on campus in person)
    - ATI Live Review Monday, Tuesday, and Wednesday, November 18, 19, and 20 (on campus in person)
    - ATI RN Comprehensive Predictor – Monday, December 2 (on campus in person)

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## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email regularly for communication from the instructor(s). Be sure to check the night before class/clinical. A response to any email or message will occur within two (2) business days.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via cell-phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

Faculty will make every effort to return class assignments within two weeks of submission and feedback on clinical work before subsequent work is due.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Nursing Student Guide**

Specific information regarding the nursing program and current policies and procedures can be found in the current BSN Student Guide found in the Student Success Coaching Course in D2L.

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor(s) to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

#### **Class**

1. **Class Cancellation:** In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. **Class attendance** is expected. The students should notify course coordinator in advance of any absence.
3. **Exam dates** are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the BSN Student Guide for the exam absence process.

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4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

### **Medication Administration**

Medication Calculation content and quizzes will be covered in multiple courses throughout the curriculum. Medication calculation exam(s) will occur in the following nursing courses: NURS 3620, 3630, 3531, 4541, and 4650. The number of items may range from 5 to 20 to establish competency. Other courses may choose to incorporate medication calculation in class, clinical, or exams as identified in the course syllabus.

1. A medication calculation quiz will be given prior to the start of clinical rotations. Students must achieve 100% on the quiz to administer medications.
2. In addition to being unable to administer medications, students not achieving 100% on the medication calculation exam will be required to complete mediation.
3. Scheduling of remediation is the student's responsibility. A general remediation plan is located in the course syllabus. A specific remediation plan may be created between the student and course faculty at the discretion of the course faculty.
4. Students may remediate with their clinical faculty, course faculty, skills lab coordinator or with tutor depending on availability. The student must email in advance to schedule remediation and receive a confirmation response.
5. Students not achieving 100% on the medication calculation quiz will have the opportunity to take another medication calculation quiz at least weekly until 100% is achieved or until the 4<sup>th</sup> week of clinical.
6. In lieu of a separate medication calculation quiz, a student who achieves 100% on medication calculation questions on a course exam will have demonstrated sufficient knowledge of mediation calculation and will be taken off of remediation. After being removed from remediation, students will be allowed to administer medication in clinical. Clinical faculty will be notified once a student can administer medications.
7. Students who fail to achieve 100% on the medication calculation quiz by the fourth week of clinical will be suspended from all clinical activities for inability to meet minimum patient care safety requirements. Clinical hours missed during suspension must be completed before the semester's end.
8. While on suspension, it is the student's responsibility to set up and attend remediation. Medication calculation quizzes will be set up at the discretion of the course coordinator.
9. A student may miss no more than 2 clinical experiences due to suspension before failure of the clinical portion of the course. A student must make a 100% on the medication calculation quiz during this time in order to pass the clinical portion of the course.

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## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

### Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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## Department or Accrediting Agency Required Content

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you remain in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows:

[https://www.bon.texas.gov/licensure\\_eligibility.asp](https://www.bon.texas.gov/licensure_eligibility.asp)

## COURSE OUTLINE / CALENDAR

|        |                   |  |
|--------|-------------------|--|
| Week 1 | Aug 26 – Sept 1   | <p>August 26 <b>(IN PERSON)</b></p> <ul style="list-style-type: none"> <li>• ATI Capstone Proctored Comprehensive Assessment A @ 1500</li> </ul> <p>August 28 <b>(VIA ZOOM) 0900 – 1100</b></p> <ul style="list-style-type: none"> <li>• Course Orientation Via Zoom</li> <li>• Enroll in ATI Capstone Due @ 2359</li> <li>• Complete Orientation Module Due @ 2359</li> </ul> <p>August 29 Online</p> <ul style="list-style-type: none"> <li>• Fundamentals Content Module Opens</li> </ul> |
| Week 2 | Sept 2 – Sept 8   | <p>September 4 Online</p> <ul style="list-style-type: none"> <li>• Fundamentals Assessment Due @ 2359</li> </ul> <p>September 5 Online</p> <ul style="list-style-type: none"> <li>• Pharmacology Content Module Opens</li> </ul> <p>September 8 Online</p> <ul style="list-style-type: none"> <li>• Fundamentals Post Assignment Due @ 2359</li> </ul> <p>September 8 Online</p> <ul style="list-style-type: none"> <li>• Resume and Cover Letter Due @ 2359</li> </ul>                      |
| Week 3 | Sept 9 – Sept 15  | <p>September 9 Online</p> <ul style="list-style-type: none"> <li>• Pharmacology Assessment Due @ 2359</li> </ul> <p>September 12 Online</p> <ul style="list-style-type: none"> <li>• Medical Surgical Content Module Opens</li> </ul> <p>September 15 Online</p> <ul style="list-style-type: none"> <li>• Pharmacology 1 and 2 Post Assignment Due @ 2359</li> </ul>   |
| Week 4 | Sept 16 – Sept 22 | <p>September 16 Online</p> <ul style="list-style-type: none"> <li>• Medical Surgical Assessment Due @ 2359</li> </ul> <p>September 19 Online</p> <ul style="list-style-type: none"> <li>• Maternal Newborn Content Module Opens</li> </ul> <p>September 22 Online</p> <ul style="list-style-type: none"> <li>• Medical Surgical 1 and 2 Post Assignment Due @ 2359</li> </ul>  |
| Week 5 | Sept 23 – Sept 29 | <p>September 23 Online</p> <ul style="list-style-type: none"> <li>• Maternal Newborn Assessment Due @ 2359</li> </ul> <p>September 26 Online</p> <ul style="list-style-type: none"> <li>• Nursing Care of Children Content Module Opens</li> </ul> <p>September 29 Online</p> <ul style="list-style-type: none"> <li>• Maternal Newborn Post Assignment Due @ 2359</li> </ul>  |

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|         |                 |  |
|---------|-----------------|--|
| Week 6  | Sept 30 – Oct 6 | <p>September 30 Online</p> <ul style="list-style-type: none"> <li>• Nursing Care of Children Assessment Due @ 2359</li> </ul> <p>October 3 Online</p> <ul style="list-style-type: none"> <li>• Mental Health Content Module Opens</li> </ul> <p>October 6 Online</p> <ul style="list-style-type: none"> <li>• Nursing Care of Children Post Assignment Due @ 2359</li> </ul> |
| Week 7  | Oct 7 – Oct 13  | <p>October 7 Online</p> <ul style="list-style-type: none"> <li>• Mental Health Assessment Due @ 2359</li> </ul> <p>October 10 Online</p> <ul style="list-style-type: none"> <li>• Leadership/Community Health Content Module Opens</li> </ul> <p>October 13 Online</p> <ul style="list-style-type: none"> <li>• Mental Health Post Assignment Due @ 2359</li> </ul>          |
| Week 8  | Oct 14 – Oct 20 | <p>October 14 Online</p> <ul style="list-style-type: none"> <li>• Leadership/Community Assessment Due @ 2359</li> </ul> <p>October 20 Online</p> <ul style="list-style-type: none"> <li>• Leadership/Community Post Assignment Due @ 2359</li> <li>• Discussion Board NCSBN vs Texas BON: Mission, Vision, &amp; Values Opens</li> </ul>                                     |
| Week 9  | Oct 21 – Oct 27 | <p>October 21 (<b>IN PERSON</b>)</p> <ul style="list-style-type: none"> <li>• ATI Capstone Proctored Comprehensive Assessment B @ 1330</li> </ul> <p>October 27 Online</p> <ul style="list-style-type: none"> <li>• NCSBN vs Texas BON: Mission, Vision, &amp; Values Discussion Posts Due @ 2359</li> </ul>   |
| Week 10 | Oct 28 – Nov 3  | <p>October 29 Online</p> <ul style="list-style-type: none"> <li>• Begin work on Virtual ATI</li> </ul> <p>November 3 Online</p> <ul style="list-style-type: none"> <li>• NCLEX-RN Test Plan Quiz Due @ 2359</li> <li>• Discussion Board NCLEX Study Tips Opens</li> </ul>  |
| Week 11 | Nov 4 – Nov 10  | <p>November 5 Online</p> <ul style="list-style-type: none"> <li>• Virtual ATI Activities NCLEX Strategies Due @ 2359</li> </ul> <p>November 10 Online</p> <ul style="list-style-type: none"> <li>• NCLEX Study Tips Discussion Posts Due @2359</li> </ul>  |

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|         |                 |  |
|---------|-----------------|--|
| Week 12 | Nov 11 – Nov 17 | November 12 Online <ul style="list-style-type: none"> <li>• Virtual ATI Activities Fundamentals Due @ 2359</li> <li>• Virtual ATI Activities Pharmacology Due @ 2359</li> </ul>  |
| Week 13 | Nov 18 – Nov 24 | November 19 (IN PERSON) <ul style="list-style-type: none"> <li>• ATI Live Review 0900 – 1600 in Room</li> </ul> November 20 (IN PERSON) <ul style="list-style-type: none"> <li>• ATI Live Review</li> </ul> November 21 (IN PERSON) <ul style="list-style-type: none"> <li>• ATI Live Review</li> </ul>                  |
| Week 14 | Nov 25 – Dec 1  | November 26 Online <ul style="list-style-type: none"> <li>• Virtual ATI Activities Medical Surgical Due @ 2359</li> <li>• Virtual ATI Activities Maternal Newborn Due @ 2359</li> </ul>  |
| Week 15 | Dec 2 – Dec 6   | December 4 (IN PERSON) <ul style="list-style-type: none"> <li>• RN Comprehensive Predictor @ 0800 – 1100 Room 160</li> </ul> December 2 Online <ul style="list-style-type: none"> <li>• Virtual ATI Activities Nursing Care of Children Due @ 2359</li> <li>• Virtual ATI Activities Mental Health Due @ 2359</li> </ul> |
| Week 16 | FINAL WEEKS     | December 11 (IN PERSON) <ul style="list-style-type: none"> <li>• RN Comprehensive Predictor #2 @ 1300 – 1600 Room 160</li> </ul>   |

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## Rubrics

### Job Application Resume & Cover Letter

| Criteria/Points                | Excellent<br>(4 pts)   | Good<br>(3.5 pts)  | Fair<br>(3 pts)  | Unsatisfactory<br>(0-1 pts)   |
|--------------------------------|--|--|--|---|
| <b>Resume</b>                  |  |  |  |   |
| <b>Function</b>                | Audience & purpose of the resume are strong & clear.   | Audience & purpose are present but could be stronger.  | Audience & purpose are less clear, & weak parts remain.  | Audience & purpose are not clear.   |
| <b>Form &amp; content</b>      | Format of the resume is clear. Each major section includes required information (objective statement, names, dates, locations, etc.).      | Format is mostly clear. Each major section includes most of the required information (objective statement, names, dates, locations, etc.). | Format is somewhat clear. Each major section includes some of the required information (objective statement, names, dates, locations, etc.). | Format is unclear. Each major section includes little of the required information (objective statement, names, dates, locations, etc.). |
| <b>Effectiveness</b>           | Resume is consistently professional in appearance, tone, & style.  | Resume is mostly appropriate in appearance, tone, &/or style.  | Resume is less than professional in appearance, tone, &/or style.  | Resume is unprofessional in appearance, tone, or style.   |
| <b>Grammar &amp; mechanics</b> | Writer follows all guidelines for grammar & mechanics. Sentences clear, concise, & varied in structure.                                    | Writer follows most guidelines for grammar &/or mechanics. Most sentences are clear, concise, &/or varied in structure.                    | Writer follows some guidelines for grammar &/or mechanics. Some sentences are clear, concise, &/or varied in structure.                      | Writer follows few guidelines for grammar &/or mechanics. Few sentences are clear, concise, &/or varied in structure.                   |
| <b>Cover Letter</b>            |  |  |  |   |
| <b>Function</b>                | Audience & purpose of the cover letter are strong & clear.   | Audience &/or purpose of the cover letter are present but could be stronger or clearer.  | Audience &/or purpose are weak &/or unclear.   | Audience & purpose are weak & unclear.  |
| <b>Form &amp; content</b>      | Format of the letter is clear. Each major section includes all required information (address, date, salutation, body, closing, signature). | Format is mostly clear. Each major section includes most required information (address, date, salutation, body, closing, signature).       | Format is confusing. Major sections are missing information (address, date, salutation, body, closing, signature).                           | Format is hard to see. Major sections are missing information (address, date, salutation, body, closing, signature).                    |
| <b>Effectiveness</b>           | Letter is professional in appearance, tone, & style.   | Letter is mostly professional in appearance, tone, &/or style.   | Letter is somewhat professional in appearance, tone, &/or style.   | Letter is unprofessional in appearance, tone, &/or style.   |
| <b>Grammar &amp; mechanics</b> | Writer follows all guidelines for grammar & mechanics. Sentences clear, concise, & varied in structure.                                    | Writer follows most guidelines for grammar &/or mechanics. Most sentences are clear, concise, &/or varied in structure.                    | Writer follows some guidelines for grammar &/or mechanics. Some sentences are clear, concise, &/or varied in structure.                      | Writer follows few guidelines for grammar &/or mechanics. Few sentences are clear, concise, &/or varied in structure.                   |

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## Discussion Board Rubric

| <b>Criteria/Points</b>                        | <b>Excellent<br/>(4 pts)</b>   | <b>Good<br/>(3.5 pts)</b>  | <b>Fair<br/>(3 pts)</b>   | <b>Unsatisfactory<br/>(0-1 pts)</b>   |
|---|--|--|---|---|
| <b>Relevance of Initial Post</b>              | Post demonstrates a thorough understanding of how the material relates to nursing practice.                          | Post demonstrates a moderate understanding of how the material relates to nursing practice.                          | Post demonstrates a basic understanding of how the material relates to nursing practice.                        | No post or post demonstrates a lack of understanding of how the material relates to nursing practice. |
| <b>Contribution to the Learning Community</b> | Multiple replies are posted for 3 or more classmates throughout the discussion period.                               | Replies are posted for at least 2 classmates on separate days during the discussion period.                          | Replies are posted for at least 2 classmates on one day during the discussion period.                           | No replies or only replies to 1 classmate on the first or last day during the discussion period.      |
| <b>Quality of Responsive Posts</b>            | At least 3 posts include substantial, well-supported opinions, observations, questions, experiences, critiques, etc. | At least 2 posts include substantial, well-supported opinions, observations, questions, experiences, critiques, etc. | Only 1 post includes substantial well-supported opinions, observations, questions, experiences, critiques, etc. | No post or posts are not substantial or limited to "I agree" types of replies.                        |
| <b>Mechanics</b>                              | Writing is free of grammatical, spelling, & punctuation errors.  | Writing includes fewer than 5 grammatical, spelling, &/or punctuation errors.  | Writing includes 5 grammatical, spelling, &/or punctuation errors.  | Writing contains more than 5 grammatical, spelling, &/or punctuation errors.                          |

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