Texas A&M University-Corpus Christi  
College of Nursing and Health Sciences  

**NURS 4628: Care of the Adult II**  
Summer 2012  
Wednesdays 12:00 – 15:55pm  
Island Hall Room 267

**Faculty:** Course Coordinator  
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**Office Hours:** posted to Blackboard and select faculty office doors. Student/faculty conferences may be made by appointment. Individual instructors will give their clinical group(s) specific contact information.

**Credit Hours:** 6 semester hours (equal to 3 hours of class and 18 hours of lab/clinical per week)

**Prerequisites:** All first semester junior level courses. Co-requisite NURS 4318

**Course Description:** NURS 4628 presents to the senior student the use of nursing process in the care of adults with acute or complex illness and/or injury. The effects of acute illness are examined in relation to the individual’s developmental stage, culture, and gender. Building on junior level content, a systems approach is used to analyze and intervene in alterations to the health of the individual and family. The course includes the clinical setting to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse populations.

**Course Objectives:** At the end of this course the student will be able to:

1. Examine applicable nursing and non-nursing theories related to growth and development and transcultural nursing.
2. Give examples of relevant and recent research findings, particularly as they relate to nursing care of patients with disorders of physiological systems.
3. Discuss research topics that could improve the care of clients and their families.
4. Seek opportunities to acquire and apply new knowledge to practice.
5. Describe ethical and legal principles impacting health care across the age/health continua, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.
6. Analyze the use of the nursing process with individuals experiencing acute illness.
   a. Utilize critical thinking skills to assess adults and families responses to specific illnesses.
   b. Utilize the data collection process based upon Gordon’s functional health patterns to derive nursing diagnoses appropriate to the client and family.
   c. Describe appropriate nursing and medical interventions for health challenges common to adults.
   d. Demonstrate appropriate therapeutic nursing interventions to assist clients and their families to attain, maintain, or regain optimal health.
   e. Demonstrate safe, technically competent care of adults with common medical/surgical health challenges.
7. Describe patient teaching plans for selected physiological disorders.
8. Identify concepts related to the disruption of growth and development patterns across the lifespan
9. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.
10. Demonstrate professional role behavior.
11. Demonstrate accountability for own behavior in implementation of nursing care.
12. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care.
13. Describe caring behaviors to be utilized while providing nursing care to clients from diverse populations.

Clinical Objectives: At the end of this course the student will be able to:

1. Demonstrate critical behaviors of nursing psychomotor skills in a safe manner.
2. Apply therapeutic communication skills in the clinical area.
3. Utilize organizational skills and time management concepts in setting priorities for clinical performance.
4. Demonstrate critical thinking decision making skills based on standards of practice, theory, and research.
5. Apply theoretical content to the nursing care of the client in a clinical setting.
6. Implement plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
7. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural, and humanistic care needs.
8. Utilize the nursing process in the care of all clients.
9. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
10. Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.

Required Textbooks and Resources:

Suggested References:

THE UNIVERSITY CLASSROOM

1. Class attendance is mandated by current College of Nursing policy. Classes missed cannot be made up and the student is responsible for material covered in class. Three absences may result in the lowering of the
student's grade for the course by one letter grade. Roll will be taken throughout the semester and may be done at the beginning, during, or at the end of any class session. If you are not present when roll is taken an absence will be recorded. Punctuality is deemed to be as important as attendance. Tardiness is unacceptable for nursing practice. Because tardiness is a disruptive behavior for both the professor and classmates it is expected that the student will wait outside the class until the designated break. Students coming to class late are responsible for checking with the instructor to make sure they were not marked absent. Continued tardiness can result in dismissal from class or lab.

The student must inform the instructor of university-excused absences in advance of that absence. This will allow a reasonable opportunity for the student to make up work missed. If it is not feasible for the student to make up work, some allowance may be made in order that the student is not overly penalized.

Absences are counted from the first class session of the term. It is the student’s responsibility to approach the instructor regarding making up the work for any missed classes.

2. Exams will be given only on the day and time scheduled. If one scheduled exam is missed due to unforeseen illness or death within the student's immediate family, the percentage weight of the missed exam will be equally distributed in accordance with the percentage weight of the exams remaining. An unexcused absence for ANY exam will result in a zero for that exam. **ALL students will be required to purchase 2 of the 4 HESI exams administered during the course of the semester. The cost should be approximately $60 total for both exams. The College of Nursing & Health Sciences will purchase the remaining 2 exams. (Additional information to be provided in class regarding purchase date & times)**

3. 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 will be covered in class. Students are expected to come to class prepared. Preparation includes reading assignments and/or any assignment posted to Blackboard. Quizzes may be given at any time during class over the required reading and topic of the day. Quiz grades will count towards the final course grade. Quiz questions are NCLEX style and will assist in preparation for course exams, Exit HESI, and NCLEX examinations. **No make-up quizzes will be given.**

4. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a ten-point deduction. If assignment is not submitted within one week of the due date it will not be graded and a zero will be earned for that assignment.

5. Students will adhere to dress codes at all times. Refer to the student handbook for specific guidelines.

6. Students are responsible for assigned readings in textbooks and completing case studies and other assignments prior to class. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the didactic portion of the class.

7. This is a web-assisted course. Messages, updates and important information will be posted to Blackboard. **It is the responsibility of all students to stay up to date on this information with at least daily logging on to Blackboard.**

THE CLINICAL ROTATION

8. For students to be able to attend clinical at the assigned clinical location:
(a) skills must be demonstrated at a satisfactory level in the Nursing Learning Resource Center
(b) 90% competency must be earned on a math calculation exam
(c) CPR certification is for Health Care Providers and current
(d) immunization records must be completed per admission criteria
(e) required student information MUST be uploaded into MAGNUS prior to beginning of clinical
(f) all certifications and immunizations must remain current while taking clinical courses offered in the College of Nursing.
8. Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website (http://conhs.tamucc.edu/nursingstuhandbook/index.htm) under Nursing Undergraduate Curriculum for clinical objectives.

a. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

b. Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. In the majority of cases, an absence will be counted as a clinical warning, but each situation will be evaluated with your clinical instructor having the final say. A “No Call No Show” is defined as failure to notify the clinical instructor prior to an absence. This behavior will result in a clinical failure for that day due to unprofessional behavior. If you are sent home for any reason, it is counted as an absence.

c. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
   • Absences
   • Tardiness
   • Illness
   • Violation of dress code
   • Incomplete health immunization records
   • Expired CPR certification
   • Failure to turn in written assignments on time
   • Incomplete hospital orientation via Blackboard
   • Lack of preparation

d. Accumulation of three (3) clinical warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

e. Other offenses, which depending on severity, may lead to immediate failure of the course, including but are not limited to:
   • A PATTERN OF the lack of accountability for class, clinical and lab skills preparation
   • Unsafe or unprofessional practices or behaviors
   • HIPPA violations
   • Inability to pass required clinical assignments
   • Falsification of records
   • Inability to achieve 90% on one of the two math exams provided

f. Based on student learning needs, pattern of unprofessional behavior, and nature of precipitating event(s), the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.

g. Students are required to achieve a minimum score of 75 on the two required care plans, which includes the nursing database, medications, patho tree, concept map, and weekly self-evaluation. Additional care plans/concept maps and other assignments may be assigned at the discretion of the clinical instructor and must also be completed.

9. Each student must pass a math calculation test with 90% or greater prior to administering medications in the clinical setting. There will be two opportunities to achieve 90% or greater. After two math exams have been taken with the grade of less than 90%, the student will need to drop/withdraw from this course.

10. Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses.

11. Students are expected to demonstrate growth in clinical practice as they progress through the courses and to meet clinical expectations outlined in the clinical evaluation tool.
12. Students are expected to prepare for clinical practice in order to provide safe, competent care.

13. Students are not allowed in clinical agencies during non-clinical hours when the instructor is not present.

14. Clinical assignments must be handed in on time to the clinical instructor. Assignments submitted late without prior arrangement with the clinical instructor will receive a ten-point deduction. If the assignment is not submitted within one week of the due date it will not be graded and a zero will be earned for that assignment.

**ACADEMIC HONESTY**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Ethical Behavior, including honesty and confidentiality, is an expected professional behavior in the classroom or clinical setting. Refer to the College of Nursing policy for definitions of these expected behaviors (see the College of Nursing Student Handbook, Policies and Regulations, Academic Honesty and Professional Integrity Policy).

At the university level of the student’s education, honesty and integrity are expected in all approaches to learning. In order to maintain academic honesty and integrity two primary areas must be addressed.

**Plagiarism** (exemplified by but not restricted to):
- The offering of any work done by another as your own work.
- Using quotations or the paraphrase of a quote within your work without citing the source.
- Using a paper for one course that was prepared for another course without both instructors’ knowledge and permission.
- Collaborating with others on an assignment/quiz/exam without the instructor’s permission.

**Academic Honesty** (exemplified by but not restricted to):
- Providing your fair share of input and effort for all group work that is required in a course.
- Preparing for every class that you attend. This includes careful reading of assignments, being prepared to participate in discussions and completing any mini-assignments.
- Preparing the answers for take home exams using the appropriate materials but without the assistance of any other person or persons (this means NO GROUP TESTING for individual assignments)
- Refraining from giving, receiving, or downloading exam information unless authorized by the instructor.
- Refraining from using any materials during exams that have not been approved by the instructor.
- Refraining from consulting with others (including IM: instant messages) during exams or classroom discussions unless explicitly authorized to do so by the instructor.

All acts of Plagiarism or violations of Academic Honesty are considered serious offences and may result in failure of the assignment and/or the course.

**ACADEMIC DECORUM**

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.
Supportive actions include:
- Coming to class prepared including reading all assignments.
- Being attentive and responsive in class.
- Respecting fellow student’s opinions and ideas.
- Contributing to the class by making topic specific comments.
- Offering critiques and alternative ideas in a non-condescending manner.
- Providing a fair share of work to group projects and team activities.
- Supporting the rights of classmates to contribute, even when disagreeing with content.
- Challenging or questioning the instruction in a non-threatening/non-demanding manner.

Examples of disruptive behaviors to avoid include:
- Consistently coming to class late.
- Sleeping in class.
- Talking in class while the instructor is teaching.
- Answering e-mail and text messaging while class is in session.
- Using your laptop computer for anything other than work for the class.
- Using cell phone or beepers while in class.
- Walking in and out of class during instruction instead of waiting for breaks.
- Monopolizing instruction by the professor during class. (Request appointment with professor for out of class individualized explanation and/or instruction.)

EXAMINATION GUIDELINES

- Students must achieve a combined average of 75% on all exams to pass the course.
- The final exam is comprehensive.
- Students must pass a math competency exam with a 90% or greater to successfully pass course.
- Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on examinations.
- All exam dates and times are printed on the course schedule.
- Exam dates, times and locations are subject to change.
- Students who are late for exams will not be given extra time.
- No examination or test material is to leave the classroom.
- Any student determined by faculty to have cheated on the exam will receive a score of zero for that exam, may be subject to failure from the course and dismissal from the nursing program.
- Exams will be given only on the date and time scheduled.
- Cell phones, PDAs and beepers are not allowed during exams and must be turned off.
- All books, bags, notebooks, and purses will be left at the front of or outside the room.
- A brief examination blueprint will be provided on Blackboard.
- Medication math problems will be included on each exam. Calculators may be used and will be provided on the computer exam interface.
- Course Coordinator will review the exam and grades will be posted on Blackboard. Those students scoring below 75 on any exam are encouraged to make an appointment with the faculty/course coordinator to review their exam and address their concerns.

EVALUATION

Evaluation is an ongoing process that provides students with information about their progress in meeting course objectives. Conferences with faculty allow opportunities to discuss progress. A final clinical performance evaluation will be provided for each student by his/her clinical instructor. Students with unsatisfactory performance at mid-term or during any time of clinical performance will be notified in writing to schedule a conference with their clinical instructor and/or the course coordinator. Students will participate in performance evaluation during mid-term evaluation and final evaluation, and the evaluation will become part of the student record. Students will provide weekly journals with self-evaluations to assist clinical faculty in identifying areas of need or strengths. Students may make appointments with faculty to discuss their progress at any time during the semester. Care plans will be returned with written feedback.
EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. All nursing courses will require a 70% return of evaluations before final grades are released. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Undergraduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

GRADING CRITERIA

Grading is a process of comparing a student's performance (the outcome of learning) against a designated standard, or set of criteria, and assigning a symbol to the level of performance achieved. Current College of Nursing and Health Sciences policy stipulates the following grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>below 67</td>
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</tbody>
</table>

The Course grade will be earned as follows:

Exam #1 .......................................................... 15%
Exam #2 .......................................................... 15%
Exam #3 .......................................................... 15%
Comprehensive Final Exam ..................................... 10%
Simulation ........................................................ 5%
Math Competency ............................................... 10%
Case Studies/Modules ......................................... 10%
Quizzes ................................................................ 10%
NCLEX Questions ................................................ 10%
Total ................................................................. 100%

In order to pass the didactic and clinical portion of NURS 4628, the student must achieve: a combined average of 75% on all exams. Students who do not achieve a 75% exam average will receive a D or F for the course based on their exam average. Completion of all required clinical paperwork, including concept mapping and additional assignments required by clinical faculty

Criteria will be based on outcome objectives noted in the Evaluation Tool; daily performance; demonstration of skill achievement during clinical; safe and ethical behavior; and written clinical documents (the Critical Thinking Tool). Requirements for clinical documentation are posted in NURS 4628 Blackboard.

Students must receive a satisfactory grade in the clinical portion of NURS 4628 in order to progress in the College of Nursing and Health Sciences. Satisfactory behavior is based on the demonstration of critical thinking and safe practice during all clinical sessions and reflected in the outcome behaviors designated in the total evaluation tool (this tool is presented in the Student Handbook). It is the student’s responsibility to review these criteria prior to the lab clinical rotation to assure understanding of these requirements. An unsatisfactory grade in clinical performance will override any numerical grade earned in the theory (didactic) component of the course and will result in a failure for the course.
In order to pass the course the student must achieve an average of 75 or greater on exams and have satisfactory clinical performance. If any one of these components is not attained the student will not receive a passing grade for the course.

**Late Work & Make-up Examinations:**
No make-up examinations will be administered. If a student misses either Exam 1, 2, or 3, the percentage weight of the missed exam will be equally distributed in accordance with the percentage weight of the exams remaining. Late assignments will not be graded unless there are extenuating circumstances. If your faculty is not notified prior to or on the date the assignment is due, the grade will be 0 regardless of circumstances.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with Professor Fomenko before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Faculty cannot drop you from a course. Friday, June 17, 2011 is the last day to drop a class with an automatic grade of “W” this term.

**Assignments:**
Learning module assignments, Evolve Apply Case Studies, and NCLEX-RN CD-ROM assignments may not be submitted late. Students will receive a score of zero for learning module assignments and case studies not completed by 10:00 p.m. the date they are due. Additional homework may be assigned at the discretion of the faculty.

**Math Competency:**
Students must pass a math competency exam with a 90% or greater to successfully pass course. There will be 2 opportunities to take the exam. If the student requires a second attempt at the course, both scores will be averaged for the final grade with the maximum score being a 90%. If students pass the exam on the first attempt, they will not be allowed to retake the exam for a higher score.

**Case Study Analysis:**
Three Medical-Surgical case studies from the Evolve HESI website (http://evolve.elsevier.com/staticPages/s_index.html) have been selected by the faculty for student analysis. Case study grades will be registered on the Evolve HESI website, but it is strongly recommended you print your score sheet. The most recent highest score for the case study, within the due date and time, will be the grade recorded; you may repeat the case study for a higher grade as desired. Scores/assignments submitted after 10:00 p.m. on the date due will not be accepted. Case study grades count toward the assignment average. Case studies and due dates are listed on the course syllabus.

You may refer to the HESI review manual, your textbooks, and class notes to complete the case studies.

You may complete an additional case study (listed on the course calendar) to replace your lowest case study grade. Please see the course calendar for details.

**Learning Modules:**
See the course schedule for due dates. Scores submitted after 10:00 p.m. on the date due will not be accepted. All learning module/CD-ROM Assignments count toward the assignment grade.

**End of Life Module:** Available online (http://nursingceu.com/courses/204/index_nceu.html). Read the content and then take the exam. Certificates should be scanned and uploaded to Blackboard by 10:00 p.m. on the date due. You can take the exam and view your score without paying a fee. If you wish to pay for a certificate, you may do so, but it is not required for this course. This is to be completed as an individual assignment.
EKG Module: Available online (http://rnceus.com/course_left.asp?exam_id=16). Read the content and then take the exam. Certificates should be scanned and uploaded to Blackboard by the due date. You can take the exam and view your score without paying a fee. If you wish to pay for a certificate, you may do so, but it is not required for this course. This is to be completed as an individual assignment.

Bioterrorism Module/Quiz: Available on Blackboard. There is a reading assignment and an online quiz. There is no time limit for taking the quiz, but you can only access the quiz one time and questions will be presented one at a time and cannot be revisited. This is to be completed as an individual assignment.

NCLEX Questions: There are 2 versions of NCLEX questions available to you. You can choose to use the Evolve Reach comprehensive review for the NCLEX-RN® examination (2nd ed.) – 120 questions or the Silvestri version Saunders comprehensive review for the NCLEX-RN® examination (5th ed.) – 100 questions. It is highly recommended you begin working on this assignment at the beginning of the semester. Take test as many times as you like until due date to achieve desired score.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account. Students are also expected to request a Novell account through the University to be able to access Blackboard via the TAMUCC campus computers. This MUST be done prior to the first unit exam. This course is a web assisted course using Blackboard.

SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall and advisors are Rachel Verhayden 825-3748 and Angelica Santillan 825-2461.

STUDENTS WITH DISABILITIES

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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to
demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.