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

NURS 4370.001 Nurse Coordinating Care

Syllabus

Fall 2015

FACULTY: Diana (Dee) Martinez Dolan PhD, MSN, RN

OFFICE: Island Hall, Office 347

OFFICE HOURS: Tuesdays 10:10 a.m. till noon; also available Monday – Friday by appointment or phone.

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            Cell: 361-993-2610

EMAIL: dee.dolan@tamucc.edu

FAX: (361) 825-3491

CREDITS: Two semester hours with a lab component (2:3)

COURSE DESCRIPTION:

This class provides a theoretical and experiential approach to identifying the coordinating role of the professional nurse within health care and its delivery. Current theories of management, leadership, and change are examined and related to nursing practice. Critical thinking is required in case analysis and student assessments of their own thinking, ideas and use of intellect.

COURSE OBJECTIVES:

1. Contrasts various management theories in relation to nursing management and the nursing process.
   1.1 Analyzes various theoretical approaches applied to nursing management
   1.2 Identifies specific and successive levels of management and nursing expertise required for practice in the acute care setting
   1.3 Incorporates principles of management theory in the coordination of care for a group of patients (Clinical demonstration)
2. Evaluates concepts of leadership, management, and change in relation to the role of the nurse leader.
   2.1 Contrasts various leadership/management styles utilized by nurse leaders or managers
   2.2 Analyzes the nurse manager’s role in relation to cost and budgeting factors
   2.3 Evaluates theories of change according to their effectiveness in achieving goals
   2.4 Utilizes knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
   2.5 Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution

3. Evaluates internal and external forces which influence nursing practice
   3.1 Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care
   3.2 Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system
   3.3 Applies ethical principles in the practice and coordination of nursing care

4. Evaluate leadership behaviors useful in the practice of professional nursing
   4.1 Implements a plan to increase effectiveness as a nurse leader and avoid burnout
   4.2 Applies nursing and non-nursing theory as it relates to leadership in professional nursing
   4.3 Analyzes the behavior of nurses in leadership/management roles and as change agents in health care systems
   4.4 Utilizes the results of research in decision-making
   4.5 Evaluates own progress in relation to course objectives and own learning
   4.6 Describes individual strengths, weaknesses, and evaluates individual style as a group leader
   4.7 Demonstrates the ability to present and defend ideas clearly and objectively
   4.8 Describes the role of professional nursing organizations in the development of health care policy
   4.9 Evaluates nursing workload and its impact on quality of nursing care

5. Demonstrates the ability to assess group process
   5.1 Demonstrates the ability to critically evaluate contribution to group work
   5.2 Demonstrates the ability to critically evaluate the performance of peers
   5.3 Contrasts various leadership/management styles utilized by nurse leaders or managers in the context of human resource management

MEETING COURSE OBJECTIVES

Discussion, lecture, group experiences, independent reading and study are used to stimulate the development of an understanding of the principles of nursing leadership and management and
their application in the coordination of nursing care. The laboratory provides students opportunities to apply the principles learned in the classroom.

In preparation as a knowledgeable worker, the student is responsible for the identification of individual learning needs, self-direction, and demonstration that learning has occurred. READ and TAKE NOTES. Ask questions - there is no such thing as a stupid question. Review your notes between classes and ask your instructor to clarify points that are not well understood before the start of another topic. Faculty will provide guidance to assist every student’s successful completion of this course. In this course, you are encouraged to assume the lead in managing your practice through thoughtful evaluation of your professional performance and consistent search for evidence-based knowledge essential to competent care delivery.

REQUIRED TEXTS AND RESOURCES:


Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website: ftp://www.bne.state.tx.us/del-comp.pdf


RECOMMENDED


Other readings as assigned – Students are expected to check BlackBoard Information regularly for additional readings and information.

Course Policies

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the appropriate faculty member (lecture assignments – classroom instructor; clinical assignments- clinical faculty) in a timely manner to ensure satisfactory completion of the

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assignment on the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. *Points will be deducted for poorly written work.*

2. Students are expected to use classroom discussion to examine principles of leadership and management and their effect on nursing practice. The nature of the content of this course may promote debate during class discussion. **It is assumed that students will prepare for each class so that they can make knowledgeable contributions on the subject.** All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

3. **Written assignments must be turned in via BlackBoard prior to class on the required date unless other arrangements have been made with the course instructor ahead of the due date.** *Points will be deducted for late submissions.* Students are expected to review the syllabus throughout the semester to ensure they complete class assignments correctly. Please contact Island Online Help Services if unable to access the course.

4. Attendance in class is necessary to achieve course objectives. Discussions will be used to examine the operation of leadership and care management principles in the clinical setting. Students are expected to participate appropriately. **Classroom assignments must be completed during class period and absences will result in no credit for work assigned in class. Class work cannot be made up outside of class or in a later class period.** In the event a student cannot make it to class, he or she should contact the course instructor 2 hours PRIOR to the start of the class just as it will be expected in the work environment. Lack of attendance may seriously impact your completion of NURS 4370.001. Attendance is 10 points of your final grade.

5. All cellular phones and other similar devices **MUST BE TURNED OFF** during lectures, clinical experiences, and other class meetings. Students may be asked to put all electronic devices away if they appear to be distractions. Students using computers for class notes will be asked to put them away if they are reading email or conducting business not directly related to classroom activities.

6. Students are expected to demonstrate professional behavior in the classroom. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. This behavior will provide supporting evidence that the student has satisfactorily completed course requirements. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Academic Integrity Guide available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College.

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Mary and Jeff Bell Library

There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

Center for Academic Student Achievement (CASA)

The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

Course Requirement Breakdown

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>Individual</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>Resume (clinical instructor to view &amp; make suggestions)</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>Miscellaneous Attendance</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Exam</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Group Requirement</td>
<td>Group</td>
<td>20</td>
</tr>
<tr>
<td>Disaster Video</td>
<td>Group</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Course Evaluation

The grading scale for the course is:

A = 90 -100
B = 83 - 89
C = 75 – 82
D = 67 – 74
F = below 67

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. *It is the STUDENT’S responsibility to keep abreast of course announcements.* Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

Criteria for Course Assignments

**Guidelines & Criteria for the Team Agreement (5%) & Peer Evaluation (5%)**

**Team Agreement**

There are group assignments for this course. By identifying and agreeing upon ground rules at the beginning of the course, teams minimize the risk of conflict and facilitate task completion. Members are also encouraged to discuss the best ways to contact one another and limits on contact. Please use the following criteria to describe how your team will function. The form should be submitted to the instructor for review by the due date. Revisions may be necessary to promote smooth team functioning.

**CRITERIA**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each team member should complete the Leadership Colors Survey. Provide a BRIEF summary of the results of each member’s leadership styles. You may include the summary anywhere in the Team agreement (beginning, middle or end).</td>
<td>1</td>
</tr>
<tr>
<td>2. Identify each member’s role taking into account the person’s strengths and weaknesses: a. Will the team have a leader and co-leaders? Whom will this be, or will this role be rotated? b. How will work be distributed? Who will do what? Who is the designated backup? c. Who will post team assignments?</td>
<td>1</td>
</tr>
<tr>
<td>3. Ground rules: a. Are there any known problems or problematic dates/times that need to</td>
<td>1</td>
</tr>
</tbody>
</table>

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be factored in?
b. When and how will the team “meet” or communicate with each other?
   How often?
c. How will different versions of an assignment be handled?

4. Conflict management strategies:
   a. How will team members provide constructive feedback to each other?
   b. How will team members handle work that is sub par, incomplete, or not done?

5. Create a name for your team

The final document should contain the TEAM’s name. The filename should also include the TEAM’s name. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using email in the BlackBoard shell on the due date indicated in the course schedule.

Peer Evaluation

The purpose of this assignment is to provide students with an opportunity to critically evaluate his or her personal contribution to teamwork. The ultimate measure of team effectiveness is the outcome produced by the combined effort of ALL team members. Group performance will also be evaluated by the instructor.

To complete this assignment, the student should evaluate his or her performance as a member of the group used to complete course assignments. After reviewing references on group or teamwork and team processes, students should analyze the group process that occurred and the quality of the outcomes produced. The group process analysis should be written as an essay, using complete sentences.

<table>
<thead>
<tr>
<th>GRADING CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies own functional role in group</td>
</tr>
<tr>
<td>Identifies leader of group and summarizes personal behaviors that supported/interfered with leader actions</td>
</tr>
<tr>
<td>Describes strategies used by the group to achieve goals</td>
</tr>
<tr>
<td>Describes the areas of conflict that arose during group work</td>
</tr>
<tr>
<td>Describes strategies used within group to resolve conflict</td>
</tr>
<tr>
<td>Peer Assessment (Use table below – rate the performance of each team member and total)</td>
</tr>
</tbody>
</table>

No need for strict APA for this assignment

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Rate yourself and each team member in each of the categories indicated.

Total the scores and include in your Team Evaluation.

<table>
<thead>
<tr>
<th></th>
<th>Attention to coursework</th>
<th>Assignment Participation</th>
<th>Responsibility for team success or failure</th>
<th>Follow-through and communication</th>
<th>Attitude and Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>1 Point</td>
<td>1 Point</td>
<td>1 Point</td>
<td>1 Point</td>
<td>1 Point</td>
</tr>
</tbody>
</table>

Each section will receive a grade from 0 to 1 point with the total possible points of 5. At the end of your Team Evaluation post – include the name of each team member (including) yourself and their total as follows:

**Example**

Dee Dolan: (1) 1; (2) 1; (3) .5; (4) 1; (5) .5 = Total 4

Lorde: (1) 1; (2) 1; (3) 1; (4) 1; (5) 1 = Total 5

Taylor Swift: (1) 0; (2) .5; (3) 0; (4) 0; (5) 1 = Total 1.5

Submission Instructions:

- Students should complete the assignment in Microsoft Word and then cut and paste their entry into the assignment link text box. PLEASE DO NOT ATTACH!
- Do not stress about APA formatting here but DO make sure to use correct grammar.

**Mock Interview (Pass/Fail)**

We will be meeting in class for mock interviews. Students should bring completed resumes, wear ‘interview clothes’ and be prepared to be interviewed!

**Elevator Speech (15%)**

You're in the elevator with the hiring manager of Dream-Job Hospital. As the door slides shut, you feel a combination of adrenaline and slight nausea: you've got 15 seconds, if that, to communicate your value as a potential employee in a compelling way — just 15 seconds to cram in a whole resume's worth of work and accomplishments and successes. There's so much you
want to say, but your message has got to be crisp, tailored, to-the-point. Handle this one right, and you'll be the newest member of the Dream-Job team. What are you supposed to say?

For this assignment you will create your own video. You may use any kind of movie file but I prefer YouTube. You can Google “How-To” information to get started. Additional how-to information will be available in the BlackBoard shell. Students in the past have used computer web-cams or cell phones with video capability.

Write and PRACTICE your elevator speech and then post to the designated class discussion thread. Yes – your classmates will be able to see your video – so take this seriously. Feel free to work together on this and help each other.

Be sure to include the following:

- **Who you are plus a credential** -“Hi, I’m Melanie Smith, and I’m a nursing student/I just graduated from Texas A&M University- Corpus Christi.”
- **A specific objective** - “I have a specific interest in …” (pediatrics, psych, cardiac nursing etc)
- **Explain your commitment to the profession** -“I chose nursing because…”
- **Follow up with a statement or question** -“I have looked at your website and wanted to know more about…”
- **Overall Impression** – positive and poised

**Submission Instructions:**

Each student should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product. *Make sure your video is set to ‘unlisted’ so that only those with the link may view. Also make sure it is open for viewing. Preview it yourself before posting the link.*

**Resume (15%)**

We will have a guest speaker that will be discussing the resume in class. You will write a resume, have your instructor review it and make suggestions, and then bring edited/completed resumes to the mock interviews.

**Attendance (10%)**

Attendance in NURS4370 is important. Random attendance checks will occur throughout the semester. The instructor must be notified of any extenuating circumstances two-hours prior to class in order to be considered for excuse.
Quizzes 5 points each (10%)

- Introduction and syllabus
- Finance and Economics

Leadership Exam (20%)

This exam will be 55 questions. It is in a “HESI” format. You will have 90 minutes to complete the test. You are expected to remain after and review your answers.

Group Disaster Project (20%)

Disaster Preparedness Video Project – Group Assignment (20%)

- You can expect to work with other groups to create a Disaster Preparedness Video on one of the following topics:
  - Pandemics
  - Opposition to Vaccines
  - Increasing dependence on Technology
  - Natural Disaster preparedness – in the hospital setting
  - Natural Disaster preparedness – in the community setting
- Take your time and think about the following questions: "What information should graduating students walk away with? What will serve them best as they enter the 'real world'?"
- **Be sure to assign AT LEAST two peer-reviewed articles for your classmates to read prior to your presentation** these will be due, with a reference page, to the instructor the week of your presentation.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10 Point Criteria</th>
<th>8 Point Criteria</th>
<th>6 Point Criteria</th>
<th>4 Point Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought.</td>
<td>Product shows some original thought. Work</td>
<td>Uses other people's ideas (giving them credit), but there is</td>
<td>Uses other people's ideas, but does not</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Ideas are creative and inventive.</th>
<th>shows new ideas and insights.</th>
<th>little evidence of original thinking.</th>
<th>give them credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
</tr>
<tr>
<td>Organization</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is logically organized for the most part.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
</tbody>
</table>

This exercise should be used to complete the Team Peer Evaluation due at the end of the course.

**Submission Instructions:** Groups should prepare to play their videos and respond to questions on the date indicated in the course schedule.

**Do not forget your Peer Evaluation (5%)**

**Clinical Policies**

Satisfactory completion of NURS 4370 requires the successful completion of both the clinical and theoretical components of the course. Because professional behavior is a critical component of this course, students must demonstrate their ability to delegate and work with others in the coordination of care for a group of patients. Preparation for clinical practice is required. Clinical performance is graded pass/fail and is evaluated on the basis of written course and clinical objectives.

This course includes a clinical laboratory experience in which students are expected to apply leadership and management principles. There will also be a proctored component in which students will visualize and assess leadership and management behaviors. Student activities will be monitored by clinical faculty.
- **Students must complete all clinical hours to receive a passing grade** and allow for appropriate assessment of student performance. In the event of an emergency, the clinical instructor must be notified at least 2 hours before clinicals. Failure to do so will result in a grade of “Unsatisfactory” for the project.
- Three “Unsatisfactory” grades will result in clinical failure.
- **Students judged to be unsafe may be failed from the course at any time**. Unsafe behavior may be demonstrated through the omission or commission of actions that may harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.
- In the unusual circumstance that, in the instructor’s professional judgment, a student is not providing safe nursing care, the student will be removed from the clinical setting. If this deficit cannot be remedied in the given clinical time with available faculty supervision, the student will receive a grade of “F” in the clinical. If a student fails clinical, he/she will receive a grade of “F” in the course, regardless of grades earned in other course assignments.
- There is often an opportunity for students in 4370 to assist more junior students with simulation activities. This should be considered a privilege and may require preparatory and/or follow up work. Participation in simulation is at the discretion of the clinical faculty.

**Clinical Objectives with Specific Learning Objectives**

1. **Verbalize an understanding of various management theories in relation to nursing management and the nursing process.**
   1.1 Analyzes various theoretical approaches applied to nursing management
   1.2 Identifies specific and successive levels of management and nursing expertise required for practice in the acute care setting
   1.3 Incorporates principles of management theory in the coordination of care for a group of patients

2. **Apply concepts of leadership, management, and change in relation to the role of the nurse leader.**
   2.1 Contrasts various leadership/management styles utilized by nurse leaders or managers
   2.2 Analyzes the nurse manager’s role in relation to cost and budgeting factors
   2.3 Evaluates theories of change according to their effectiveness in achieving goals
   2.4 Utilizes knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
   2.5 Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution

3. **Evaluate internal and external forces, which influence nursing practice.**
   3.1 Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care
   3.2 Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system

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3.3 Applies ethical principles in the practice and coordination of nursing care

4. Evaluate leadership behaviors useful in the practice of professional nursing.
   4.1 Implements a plan to increase effectiveness as a nurse leader and avoid burnout
   4.2 Applies nursing and non-nursing theory as it relates to leadership in professional nursing
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5. Demonstrates the ability to assess group process.
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   5.3 Contrasts various leadership/management styles utilized by nurse leaders or managers in the context of human resource management

POLICIES

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 online. 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. No names are available to faculty. 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%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the 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.

Academic Integrity and Honesty

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It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.
Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

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.