

**UNIVERSITY OF THE
DISTRICT OF COLUMBIA**
COMMUNITY COLLEGE

**UNIVERSITY OF THE DISTRICT OF COLUMBIA
COMMUNITY COLLEGE
DIVISION OF NURSING, ALLIED HEALTH, LIFE AND
PHYSICAL SCIENCES**



AAS NURSING STUDENT HANDBOOK 2023-2024



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Dear Nursing Students:

Welcome to Firebird Nation! We are delighted you have enrolled in our associate of applied sciences (AAS) nursing program. This program is designed to build on knowledge, skills, and attitudes you learned in prerequisite general education courses. Whether you are taking your first class in our program or beginning another semester with us, this journey will build your academic future beyond the University. It is our goal to create life-long learners and leaders who transform communities, nursing practice, and nursing education.

As the nation's only urban land-grant university, one of our greatest strengths is dedicated nursing faculty who understand the nurse's role in establishing healthy communities through population-focused and family-centered initiatives. Our faculty will challenge you to evaluate, synthesize, create, critique, and develop new ways of thinking. Our program has the most dedicated faculty who are your champions! You are not on this journey alone. I want you to contact us with your questions, concerns, doubts, and fears.

While the quality of our program is partially determined by the faculty, the Accreditation Commission for Education in Nursing (ACEN) accredits our nursing program. In fact, our AAS nursing program has been accredited since 2018, which attests our continued commitment to quality. We want our students to have an active voice in the accreditation process, program decision-making, and program processes. I implore you to be active in campus life and community events. Participate in student organizations, activities, and Community College meetings. Stay informed!

Finally, I am delighted you have joined us this academic year. Together, we will create a stimulating learning environment.

Sincerely,



Sharon F. Beasley, PhD, RN, CNE, NEA-BC
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Dear Nursing Students:

On behalf of the faculty and staff of the AAS nursing program, I extend a hearty welcome to you. We applaud you for making the decision to join the ambitious students who have resolved to maintain excellence in nursing by attending the nursing program at the University of the District of Columbia Community College (UDC-CC). We urge you to make a determined commitment to the program and translate your aspirations into reality.

Nursing continues to be one of the most highly trusted professions in the United States. We challenge you to advance the exemplary image of the profession through your commitment to safe, effective, and quality care to all your clients. The nursing program has a cadre of highly qualified and devoted faculty who are favorably disposed to providing state of the art instruction and guidance throughout the program. The program also has high-fidelity simulators with over 60 case scenarios that span across the entire course curriculum. We encourage you to take full advantage of the simulation lab activities and faculty wealth of knowledge and experience. The faculty and nursing administration will hold you accountable to learn the scholarly skills needed to ensure excellence in nursing.

Within the pages of this Student Handbook are policies that will guide you along the journey. The student policies are congruent with those of the University of the District of Columbia - Community College. Differences between the AAS nursing program policies and UDC-CC's general policies are justified by the goals and outcomes of the AAS nursing program.

We welcome you once again and wish you a productive and fully rewarding experience at the University of the District of Columbia - Community College.

Sincerely,

Susie Cato

Susie Cato, DNP, DHum (h), MSN, MASS, RN
Program Director/Associate Professor

Disclaimer

The UDC-CC Associate of Applied Sciences Nursing Program (“AAS Nursing Program”) reserves the right to alter contents of the Nursing Student Handbook with notice to students, as necessary. Students will be notified of the change in a timely manner. Updates may be necessary based on changes mandated by the District of Columbia Board of Nursing and the Accreditation Commission for Education in Nursing, Inc. The program holds organizational membership with the National League for Nursing (NLN) and the Organization for Associate Degree Nurses (OADN).

Approval and Accreditation

The AAS nursing program is accredited by the [Accreditation Commission for Education in Nursing \(ACEN\)](#) and approved by the [District of Columbia Board of Nursing](#) (899 North Capitol Street NE 2nd Fl, Washington, DC. 20002, 202.724.8800). Students completing the AAS nursing program are eligible to for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

More information about accreditation may be found at:

ACEN
3390 Peachtree Road, NE, Suite 1400
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Federal Title IV Aid

The AAS Nursing Program is currently eligible for Federal Title IV Aid.

About the National League for Nursing

Dedicated to excellence in nursing education, the National League for Nursing (“NLN”) is the preferred membership organization for nursing faculty and leaders in nursing education. NLN members include nurse educators, education agencies, health care agencies, and interested members of the public. The NLN offers faculty development programs, networking opportunities, testing and assessment, nursing research grants, and public policy initiatives to its 40,000 individual and 1,200 institutional members.

Founded in 1893 as the American Society of Superintendents of Training Schools for Nurses, the NLN was the first nursing organization in the United States. Today the NLN is a renewed and relevant professional association for the twenty-first century Cited by the American Society of Association Executives for the ‘will to govern well.’ The NLN is committed to delivering improved, enhanced, and expanded services to its members and championing the pursuit for quality nursing education for all types of nursing education programs. The NLN is headquartered in Washington, DC and is led by a board of governors elected at large by the membership for three-year terms. The volunteer president of the board works closely with the NLN’s chief executive officer. UDC-CC AAS nursing program faculty are proud members of NLN.

About OADN

Founded in 1984, the Organization for Associate Degree Nursing (OADN) is recognized nationally as the voice for Associate Degree Nursing. OADN is dedicated to enhancing the quality of Associate Degree Nursing education, strengthening the professional role of the Associate Degree Nurse, and promoting the future of Associate Degree Nursing as an entry point into registered nursing.

As the leading advocate for Associate Degree Nursing, OADN promotes the academic progression of graduates in furthering education to reach their maximum professional potential. All associate degree nurses should have access to pursue additional nursing education. OADN welcomes partnerships and collaboration with the other national nursing organizations to support academic progression in nursing, leadership, and improvements in healthcare practice and delivery. Collaboration with these organizations will facilitate the unity of the nursing profession. OADN continues to disseminate information and provide an arena for collegial networking to those who are passionate about Associate Degree Nursing.

OADN collaborates with national nursing organizations to ensure the voice of associate degree nursing remains at the forefront to promote academic progression. OADN has partnerships with the Robert Wood Johnson Foundation Academic Progression in Nursing Advisory Committee, the Center to Champion Nursing in America, Nursing Community, Nursing Alliance, Nurses on Boards Coalition, the American Nurses Association, the National League for Nursing, the American Association of Colleges of Nursing, American Nurses Association, and the American

Organization for Nurse Executives. The UDC-CC AAS nursing program faculty are proud members of OADN.

*NOTE: The descriptions of NLN and OADN were adapted from the websites for each organization and are presented here with the permission of the respective organizations.

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I. INTRODUCTION

OVERVIEW

The University of the District of Columbia (UDC) Academic Catalog and Student Handbook provide information regarding the general policies for enrolled students.

The Nursing Student Handbook provides direction and guidance to nursing majors regarding policies, procedures, and regulations specific to activities and services unique to the nursing program. These policies are specific to nursing students and may differ from University policies on the same subject.

The nursing policies are subject to modification as regulatory changes governing nursing education direct and when program development and/or curriculum revisions occur. The nursing faculty reserve the right to make curriculum revisions and policy changes, provided these changes will not impact accepted nursing majors by lengthening the projected period of time required to obtain a degree with a major in nursing. Students are responsible for posted changes that become effective prior to the publication of the next Nursing Student Handbook. Therefore, students are advised to read the nursing notices posted at 5171 South Dakota Ave, near the office suite on the third floor and Blackboard.

HISTORICAL PERSPECTIVE

UDC is an urban land-grant institution of higher education with an open admission policy. It exists as the only institution of public higher education in the city and was formed in 1976 by the merger of three predecessor institutions: Washington Technical Institution (WTI), Federal City College (FCC), and the District of Columbia Teachers College (DCTC). It is recognized as a comprehensive, public, urban land-grant institution offering quality, affordable postsecondary education to District of Columbia (DC) residents at the certificate, associate, baccalaureate, and graduate levels. It is one of two Historically Black Colleges and Universities (HBCU) in DC with nursing education units.

At its inception, nursing education at UDC included a generic bachelor's degree, an RN-BSN Tract or Pathway, and a generic associate degree. The associate degree began at WTI in 1966, and the baccalaureate degree began at FCC in 1967. The generic BSN program graduated the alpha class in 1972 and the omega class in 1997. Beginning with the 1998-1999 academic year, all baccalaureate students following the RN-BSN curriculum were RN students with basic nursing education from a diploma or associate degree nursing program. Responding to the critical shortage of nurses and the need to retain nurses already in the profession, the District of Columbia Consortium for Nursing

Education and Practice (DCCNEP) finalized an inter-institutional DC Educational Articulation Plan in June 2001. In fall 2001, the UDC Practical Nursing Program was relocated to the Department of Nursing and Allied Health from continuing education.

In January 2009, under the leadership of President Dr. Allen Sessions, UDC announced its intention to create a community college. The Board of Trustees approved the creation of a new University system, which now includes the Community College. The generic AAS nursing program is now located in the Community College.

The AAS nursing program offers an exit point at the associate level where graduates become eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). After attaining a license to practice as a registered nurse, alumni have the option of entering the workforce and/or continuing their nursing education at the baccalaureate level.

ORGANIZATIONAL STRUCTURE

All nursing programs are administered by the Director of Nursing Education. Day-to-day operations of the program are overseen by a Program Director who reports to the Director of Nursing Education, the Division Chair of Nursing, Allied Health, Life and Physical Sciences, and Academic Dean of the Community College. The organizational charts that follow indicate the organizational structure in the University (Academic Units), Community College, Division of Nursing, Allied Health, Life and Physical Sciences. For purposes of communication, nursing students are expected to follow the organizational structure starting at the level of the faculty member teaching a specific course and progressing up the chain of command.

CHART I: UNIVERSITY ORGANIZATIONAL CHART FOR ACADEMIC UNITS

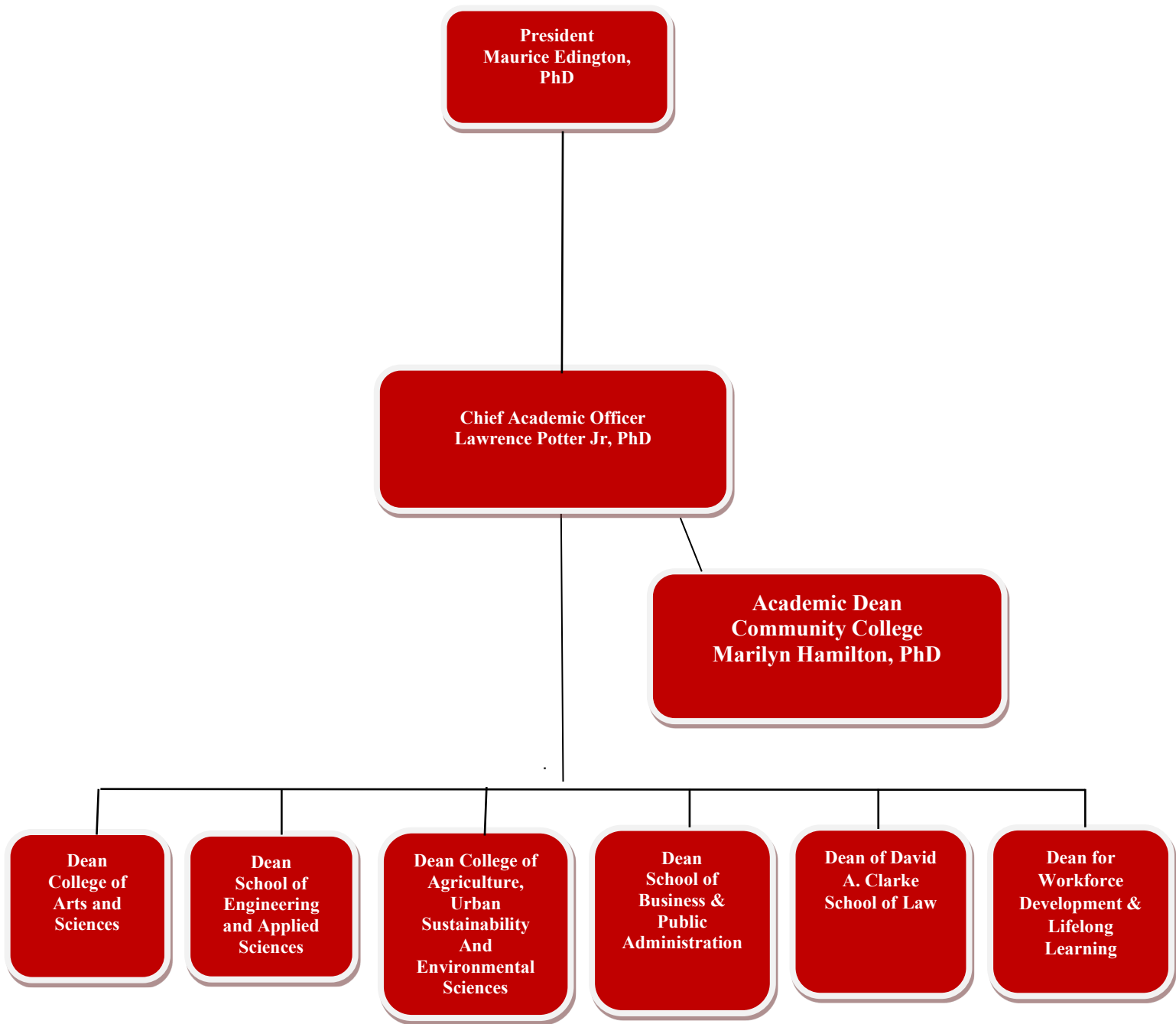


CHART II: ORGANIZATIONAL CHART OF COMMUNITY COLLEGE

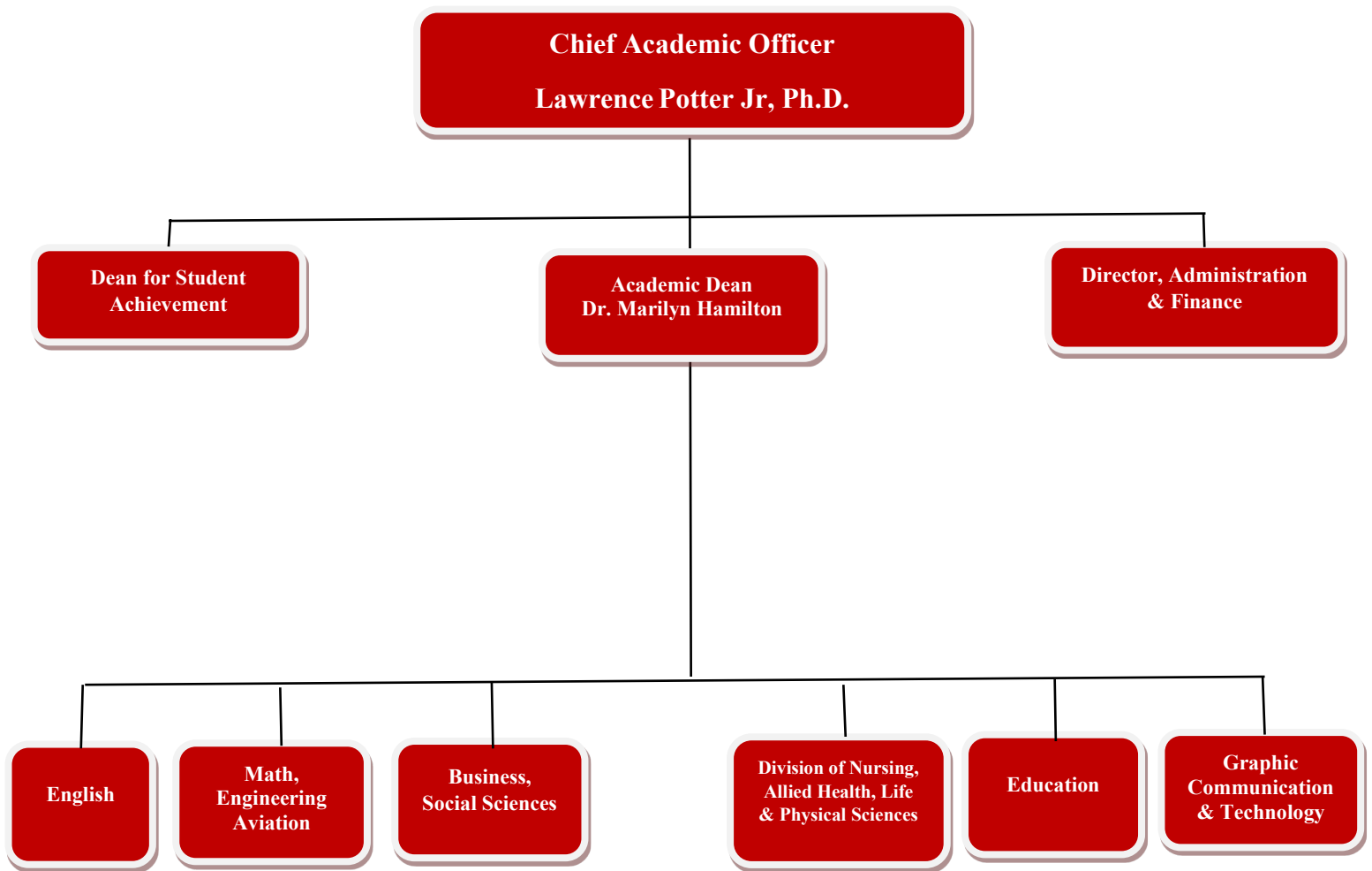


CHART III: DIVISION OF NURSING, ALLIED HEALTH, LIFE AND PHYSICAL SCIENCES

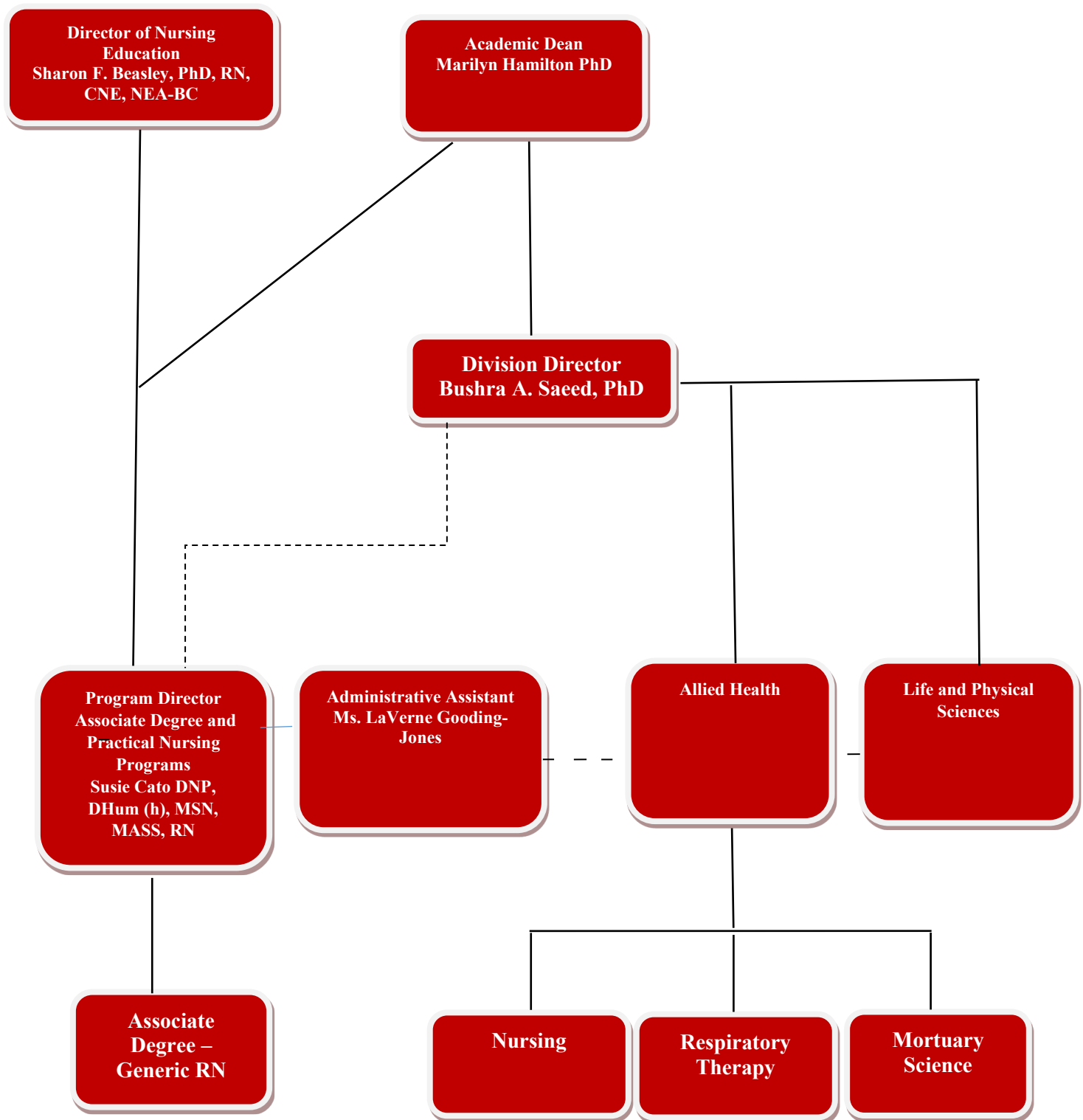
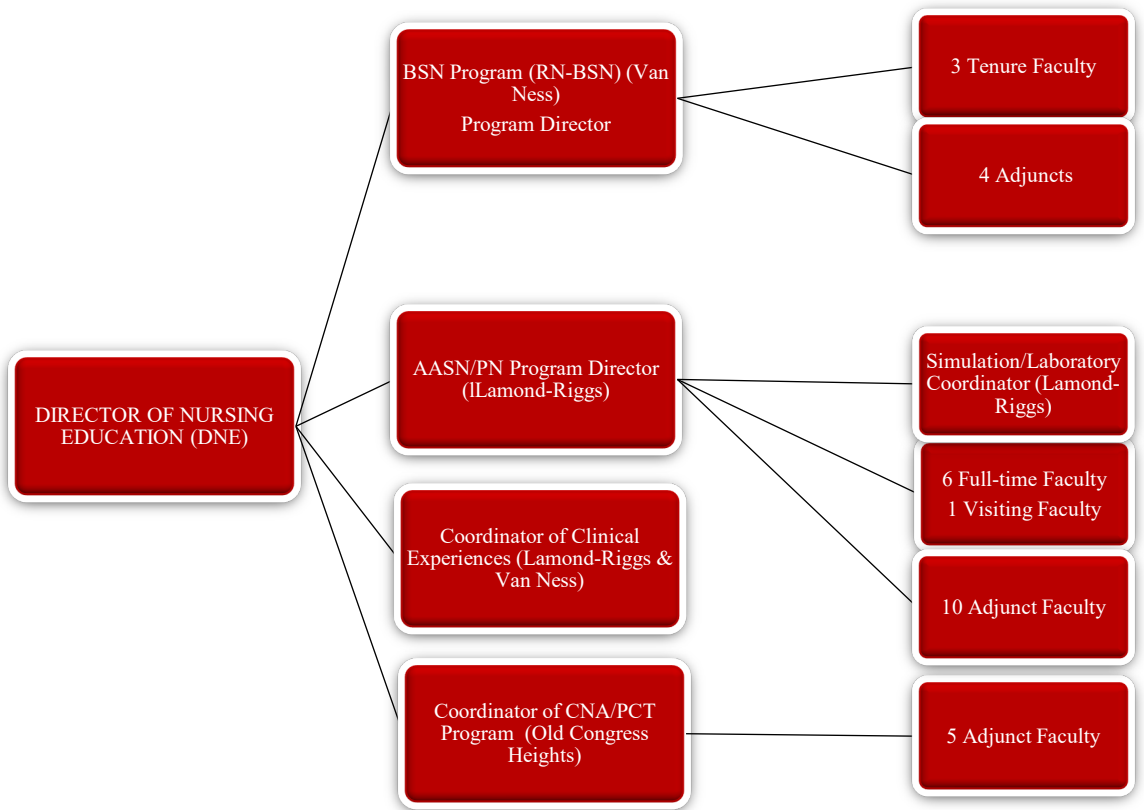


CHART IV: NURSING EDUCATION UNIT



II: MISSION AND VISION

Nursing Education Unit

Philosophy

The Nursing Education Unit includes two degree programs: bachelor of science in nursing (post-licensure) and associate of applied science (prelicensure). In 2024, the Nursing Education Unit will offer a practical nursing program in which a certificate will be awarded upon successful completion of the program. The nursing assistant program and patient-care technician program are also part of the Nursing Education Unit; these programs are offered through the University of the District of Columbia's Workforce Development Lifelong Learning Division.

The Nursing Education Unit's philosophy embodies the University's core values of excellence, collaboration, sustainability, innovation, and integrity. The faculty believe the discipline of nursing is an art and a science focusing on the health of patients, families, communities, and populations within our local communities and global societies. Nursing education relies on liberal education and nursing science to prepare undergraduate nurses for practice in various roles across the life span and in structured and unstructured healthcare settings.

Excellence in nursing education stems from active involvement in scholarship to improve educational practices. The faculty engage in ongoing review of the curricula with collaboration from practice partners and liberal arts scholars to ensure innovative pedagogy is embedded throughout programs of study. The curricula are constructed using a sequential design so that all students achieve each program's end-of-program student learning outcomes toward the end of each program of study. Notably, the Nursing Education Unit includes workforce programs, which prepare students for ancillary roles in nursing (e.g., nursing assistants and patient-care technicians).

Vision

The Nursing Education Unit will be a leader in nursing education to meet community demands for nurses and ancillary staff in the nation's capital and surrounding areas.

Mission

Through community partnerships and teaching excellence, the Nursing Education Unit is committed to educating competent registered nurses, licensed practical nurses, ancillary nursing staff, and baccalaureate-prepared nurses who seamlessly transition into practice and leadership roles.

Competencies

The Nursing Education Unit consists of baccalaureate, associate, practical, and nursing assistant programs. *Diagram 1 Nursing Education Programs* displays a representation of the “stackable” approach to completing a baccalaureate degree in nursing. The baccalaureate, associate, and practical nursing programs embrace 10 competencies to prepare graduates for the workforce.

- Clinical Judgment
- Communication
- Evidence-Based Practice
- Informatics
- Leadership
- Patient-Centered Care
- Professionalism
- Quality Improvement
- Safety
- Teamwork/Collaboration

In addition to these 10 competencies, the faculty have adopted one additional competency for the baccalaureate program, which focuses on leadership within healthcare systems. *Diagram 2 Competencies* displays competencies for each program leading to a degree or certificate. As specified in the mission of the Nursing Education Unit, the faculty offer multiple pathways for students to earn a degree.

Diagram 1 Nursing Education Programs

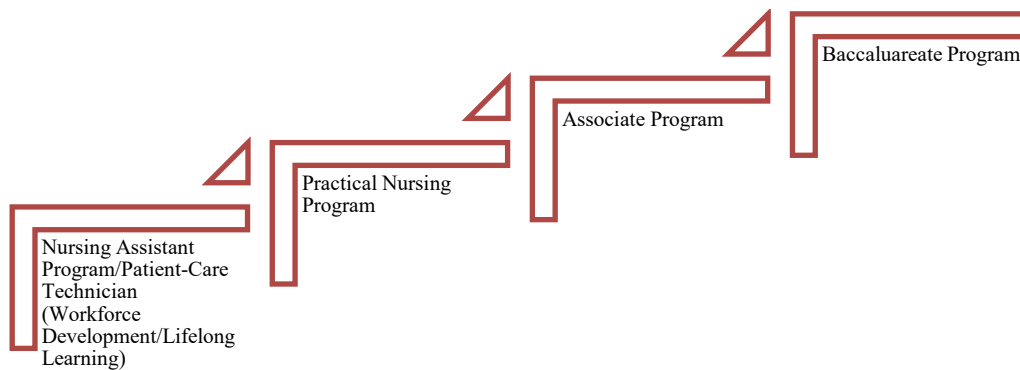


Diagram 2 Competencies

Practical Nursing Program	Associate Nursing Program	Baccalaureate Nursing Program
Clinical Judgment	Clinical Judgment	Clinical Judgment
Communication	Communication	Communication
Evidence-Based Practice	Evidence-Based Practice	Evidence-Based Practice
Informatics	Informatics	Informatics
Leadership	Leadership	Leadership
Patient-Centered Care	Patient-Centered Care	Patient-Centered Care
Professionalism	Professionalism	Professionalism
Quality Improvement	Quality Improvement	Quality Improvement
Safety	Safety	Safety
Teamwork/Collaboration	Teamwork/Collaboration	Teamwork/Collaboration
		Systems-Based Practice

AAS Nursing Program Vision

The vision of the AAS nursing program is to provide a positive, supportive learning environment where students acquire the necessary knowledge, skills, and professional values through evidence-based, innovative instructions. The goal is to produce safe and competent practitioners who provide direct client care that meets the diverse health care needs of our community.

AAS Nursing Program Mission

The mission of the AAS nursing program is to prepare competent practitioners to meet the health-related needs of the diverse citizenry of the District of Columbia and the global society at large and address health needs across the life span. Graduates can practice in a variety of settings, under a

variety of conditions (including natural and man-made disasters). The AAS nursing program enables graduates to achieve career mobility and practice advancement.

III: PHILOSOPHY OF THE AAS NURSING PROGRAM

The AAS nursing program embraces the missions and goals of UDC and UDC-CC. As a major component of this urban land-grant institution of higher education, the faculty are responsible for providing nursing education opportunities to DC residents and promoting life-long learning. The faculty believe a well-prepared nursing workforce is required to be responsive to the health care market demands of the Washington, D.C. metropolitan area.

The AAS nursing program is the undergraduate nursing program at UDC-CC. At this level, students acquire the necessary knowledge and skills to become competent clinicians for direct client care through the roles of care provider, care manager, and member of the health team. These experiences may occur in a variety of structured settings. AAS nursing program graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). As a RN, the graduate can progress to a post-licensure baccalaureate nursing program.

The faculty believe nursing is an evidence-based discipline that incorporates professional nursing standards (American Nurses Association Standards of practice and National Patient Safety Goals) and concepts (QSEN and Massachusetts Nurse of the Future Nursing Core Competencies©) to address individual, group, and community health care needs. The role of nursing encompasses specific competencies necessary for the delivery of safe and effective care. Nurses collaborate with professionals within the clinical environment using effective oral and written communication skills to coordinate care, which considers ethical and legal implications of practice.

Faculty believe the outcomes of the nursing program must include general education competencies, end of program student learning outcomes, and program outcomes. These outcomes reflect the purposes and effectiveness of the AAS nursing program. The outcomes help to evaluate the degree to which the AAS nursing program is achieving its mission and goals. The faculty believe that the role of nursing is consistent with the mission and philosophy of the University's programs and core values. These core values are well defined in the mission statement of the NLN, the voice of nursing education. The core values of diversity, integrity, excellence, caring,

and ethics provide a foundation for the concept-based curriculum framework. Upon program completion and appropriate licensure, UDC-CC nursing students become valuable members of the nursing profession as well as integral members of the interdisciplinary healthcare team.

Core Values (NLN)

Core values are defined as basic components of the overall nursing program and are discussed individually as follows:

CARING --- promoting health, healing, and hope in response to the human condition.

INTEGRITY --- respecting the dignity and moral wholeness of every person without conditions or limitation;

DIVERSITY --- affirming the uniqueness of and differences among persons, ideas, values, and ethnicities; and

EXCELLENCE --- co-creating and implementing transformative strategies with daring ingenuity.

CARING: A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders (NLN, 2017).

INTEGRITY: A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth-telling and how we always see ourselves from the perspective of others in a larger community (NLN, 2017).

DIVERSITY: A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation, so we must work to understand both

one another and ourselves. In addition, by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth (NLN, 2017).

EXCELLENCE: A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated (NLN, 2017).

ETHICS: Nursing values are enduring beliefs, attributes, or ideals that establish moral boundaries of what is right and wrong in thought, judgment, character, attitude, and behavior and form a foundation for decision making throughout life. These include honesty, integrity, dignity, and respect. Nursing values determine professional standards and practices as well as the American Nurses Association Code for Nurses. Nursing values are the values shared within the nursing profession, which identify the practice of nursing (NLN, 2017).

IV: DESCRIPTION OF THE ORGANIZING CURRICULUM FRAMEWORK

The AAS nursing program's organizing curriculum framework (formerly called the conceptual framework) identifies the major concepts, themes, and exemplars that organize the program's curriculum (Ignatavicius, 2019, p. 8). The AAS nursing program's concept-based conceptual framework reflects three broad concepts, 14 themes, selected micro-concepts, and related exemplars that organize the program's curriculum. The program's organizing curriculum framework is comprised of *National League for Nursing (NLN) Core Values*, *QSEN Competencies for Undergraduate Programs*, and *Massachusetts Nurse of the Future Nursing Core Competencies (MNFNCC)*. The QSEN and MNFCC competencies are central to the conceptual framework and are integrated throughout the curriculum. These competencies help define the knowledge, skills, and attitudes that each nursing graduate should possess to provide high-quality, safe, and effective patient-centered care. The framework forms the foundation for nursing and nursing education and serves as a guide for curriculum development, decision-making, and resources to clarify and direct end-of-program student learning outcomes (EPSLOs). The nursing program educational curriculum is organized around the achievement of the EPSLOs.

In addition, the concept-based curriculum model was chosen to help the nursing program handle content saturation and provide a method for content management. Students will focus on the generalities of the concepts and then apply what they have learned to specific priority exemplars.

Concepts can be applied in various clinical settings that will help utilize the current limited clinical sites and prepare graduates for a greater variety of positions given to the current job climate. A deeper understanding of the concepts will help promote the development of clinical judgment necessary for graduate nurses to function in the health care system (Giddens, 2016). This project builds on best practices from Jean Giddens' work on a concept-based curriculum (Giddens, 2016).

The concept-based curriculum correlates with the program's philosophy, program learning outcomes, EPSLO, and organizing curriculum framework. Learning activities include lectures, audio/visual representations, case studies, interactive learning activities, simulation lab, and patient care clinical learning experiences, which will be hands-on and supervised by faculty.

The nursing faculty-approved all definitions for the concepts and concept competencies in the curriculum. The concept competencies (*NLN Core Values*, *QSEN Competencies for Undergraduate Programs*, and *MNFNCC*) specify learning outcomes for each concept. These competencies allow faculty to thread a concept through different courses, thereby allowing the nursing student to learn specific aspects of a concept in the most appropriate course.

Definitions of Broad Concepts

1. Professional Nursing and Health Care Concepts:

Concepts that represent the critical attributes and collectively describe the professional nursing practice. These concepts are associated with professional comportment. In other words, these concepts link with the identity of nursing as a health care profession (Giddens, Caputi, & Rodgers, 2015).

2. Health and Illness Concepts:

Health and illness concepts represent a patient's health status in relationship to three general goals of health care: promotion of health, prevention of disease, and treatment of illness (Giddens, Caputi, & Rodgers, 2015)

3. Patient Profile Concepts:

The patient profile concept represents the unique and distinct attributes of all health care recipients. The concept is considered from three contexts: the individual, the family, and the community (Giddens, Caputi, & Rodgers, 2015).

In addition to these three broad concepts, the framework was also organized using the following themes:

Definitions of the themes:

1. **Attributes & Roles of the Nurse:** Concepts within this theme represent roles nurses play within health care delivery and the attributes or characteristics desired of professional nurses; these are the behaviors nurses incorporate into all patient care encounters (Giddens, 2017).
2. **Attributes and Resources:** Both are associated with the unique characteristics of the patient (Giddens, 2017).
3. **Care Competencies:** In the context of nursing and health care, competencies are identified knowledge, skills, and attitudes deemed important for safe and effective care (Giddens, 2017).
4. **Cognitive Function:** Cognitive function is the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses (Giddens, 2017, p. 337).
5. **Emotion:** Emotions are a mental state of feelings such as fear, hate, love, anger, grief, or joy arising as a subjective experience rather than as a conscious thought (Taber, 2013, p. 794).
6. **Healthcare delivery:** Healthcare delivery is rendered by members of the health profession for the benefit of a patient (Giddens, 2017).
7. **Homeostasis and Regulation:** Homeostasis and regulation are complex physiological processes with integrated responses involving various glands, hormones (produced and secreted by the glands), and the action of hormones on the target tissues (Giddens, 2017).
8. **Infrastructure:** Infrastructure are buildings, supplies, policies, procedures, and other assets that support the human resources of an institution (Taber, 2013, p. 1249).
9. **Maladaptive behavior:** Maladaptive behavior is the failure of the body to return to homeostasis following a physiological and/or psychological response to stress, thereby disrupting the individual's integrity (Townsend, 2014, p. 1010).
10. **Oxygenation and homeostasis:** Oxygenation refers to the process of providing cells with oxygen through the respiratory system and is accomplished by pulmonary ventilation,

respiration, and perfusion (Taylor, Lynn, & Bartlett, 2019). Nurses encounter potential and actual alterations in oxygenation in all types of clients and must detect problems and intervene early to prevent life-threatening complications. Hemostasis is the process, which stops bleeding after an injury (Giddens, 2017).

11. **Personal Preferences:** Personal preferences include concepts that influence an individual attitudes and preferences regarding health care (Giddens, 2017).
12. **Protection and Movement:** Protection is defined as protecting the client's rights and ensuring mechanisms are in place to maintain the client's safety (Giddens, 2017). Mobility refers to acts of movement like walking, exercise, and performing self-care activities (Craven, Hirnle, and Jensen, 2013). While caring for clients, nurses play a key role in the maintenance and restoration of mobility as well as the protection, detection, and prevention of complications associated with immobility.
13. **Sexuality and Human Reproduction:** Sexuality and human reproduction are central aspects of being human and encompass sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors (Giddens, 2017, p. 208).
14. **Stress, Coping, and Tolerance:** Stress is an internal or external event or demand of life experienced by the individual that is perceived and appraised for scope and meaning on a continuum to determine whether resources and abilities for management are available, exceeded, or exhausted (Giddens, 2017, p. 301). Coping is an ever-changing process involving both cognitive means and behavioral actions in order to manage internal or external situations that are perceived as difficult and/or beyond the individual's current resources (Giddens, 2017, p. 309). Tolerance is the capacity for enduring (Taber, 2013, p. 2330).

The graphic below depict the concept-based conceptual framework:



V: ASSOCIATE OF APPLIED SCIENCE NURSING PROGRAM OUTCOMES

Performance on Licensure exam. *The most recent annual pass rate* or the mean pass rate for three most recent years will meet at least one of the following based on the total number of test-takers:

- 80% or greater for all first-time test-takers; or
- ***80% or greater for all first-time test-takers and repeaters;*** or
- at or above the national/territorial mean based on the nursing program type (ACEN Standard 5, Criterion 5.3, 2022).

Program completion. 50% of students in each cohort will graduate on-time based on the four-semester program of study.

Job placement rates. 80% of all graduates will be employed in a position requiring an RN license within one year of program completion.

Current program achievement data are located on the AAS Nursing Program's website.

VI: AAS NURSING END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPLOs)

UDC-CC STUDENT LEARNING OUTCOMES (SLOs)	<i>AAS NURSING END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPLOs)</i>
1. To conceptualize, apply, analyze, synthesize, and evaluate information from a variety of sources	1. Utilize judgments in practice, substantiated with evidence, that integrate nursing and other disciplinary knowledge in the provision of safe, quality care, and promote the health of patients and the family.
2. To work jointly with others to achieve objectives.	2. Model effective and therapeutic communication to improve health outcomes of patients and their families.
3. To behave in a respectful and professional manner; maintain positive attitudes towards learning; and uphold professional ethics.	3. Implement the best evidenced based practice that is available based upon the values and preferences of patients, families, and communities.
4. To leverage technology to support personal and professional objectives.	4. Examine the effectiveness of information and health technology in decision-making to mitigate errors, support decision-making, and communicate with the interdisciplinary team.
5. To deliver presentations that are designed to increase knowledge and to promote growth in the listeners' attitudes, values, beliefs, or behaviors.	5. Integrate leadership skills and theories, based on evidence-based practice, that result in optimal wellness for patients and their families.
6. To develop and express ideas through collection and interpretation of data, creation of images, and use of multiple styles of writing.	6. Coordinate holistic, compassionate, safe, and effective care respecting patients' preferences, values, age, culture and needs.
7. To utilize qualitative and quantitative evidence to solve problems within a real-world context.	7. Model professional, legal, and ethical standards in the provision of quality nursing care for patients and their families.

8. To live as a global citizen by embracing diversity in every area of personal and professional life.	8. Plan safe and effective methods to improve the quality and safety of health care systems based on patient outcomes data.
	9. Plan strategies, based on evidence-based methods, to minimize risk of harm in the environment for clients, self, and others.
	10. Collaborate with nurses and other interdisciplinary professionals to plan patient outcomes that result in optimal health.

VII: QSEN STANDARDS AND MASSACHUSETTS NURSE OF THE FUTURE NURSING CORE COMPETENCIES

The AAS nursing program is organized around the Quality and Safety Education for Nurses (QSEN) competencies and the Massachusetts Nurse of the Future Nursing Core Competencies (MNFNCC); both sets of competencies address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems. QSEN defines the quality and safety competencies for nursing and proposes targets for the KSAs for each competency: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. QSEN Competencies are defined below.

- **PATIENT-CENTERED CARE:**

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.

- **TEAMWORK AND COLLABORATION:**

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

- **EVIDENCE-BASED PRACTICE:**

Integrate best current evidence with clinical expertise and patient/family preferences and values to deliver optimal health care.

- **QUALITY IMPROVEMENT:**

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

- **SAFETY:**

Minimize risks of harm to patients and providers through both system effectiveness and individual performance.

- **INFORMATICS:**

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

QSEN Institute, (N.D.). About QSEN. Retrieved from <http://qsen.org/about-qsen/>

Massachusetts Nurse of the Future Nursing Core Competencies (MNFNCC) are defined below.

- **CLINICAL JUDGMENT:**

An interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new approaches as deemed appropriate by the patient's response (Tanner, 2006).

- **COMMUNICATION:**

The nurse interacts effectively and therapeutically with patients, families, and colleagues to enhance patient satisfaction and health outcomes (MNFNCC [Revised], 2016).

- **EVIDENCE-BASED PRACTICE:**

The nurse integrates the best evidence available using nursing expertise and the values and preferences of individuals, families, and communities who are served by health care (MNFNCC [Revised], 2016).

- **LEADERSHIP:**

The nurse transforms and influences behaviors of individuals and groups to promote, establish, and achieve shared goals determined within their settings. Nurses advance within their leadership abilities in collaborative inter-professional efforts to implement change (MNFNCC [Revised], 2016).

- **PATIENT-CENTERED CARE:**

The nurse provides holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care (MNFNCC [Revised], 2016).

- **PROFESSIONALISM:**

The nurse demonstrates accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles (MNFNCC [Revised], 2016).

- **QUALITY IMPROVEMENT:**

The nurse uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (MNFNCC [Revised], 2016).

VI. AMERICAN NURSE'S ASSOCIATION (ANA) CODE OF ETHICS AND PATIENT CONFIDENTIALITY

Students are expected to follow the Code of Ethics as adopted by the American Nursing Association. The Code of Ethics serves as a guide by which nursing students may evaluate their professional conduct in relation to health care consumers and other members of the health team. The Code of Ethics is discussed in the Foundations of Nursing courses.

- **Provision 1: Respect for Others**

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- **Provision 2: Commitment to the Patient**

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

- **Provision 3: Advocacy for the Patient**

The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

- **Provision 4: Accountability**

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions to promote health and to provide optimal care.

- **Provision 5: Duty to Self and Duty to Others**

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

- **Provision 6: Contribution to Healthcare Environments**

The nurse, through individual and collective effort, establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

- **Provision 7: Advancement of the Nursing Profession**

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, develops professional standards, and generates both nursing and health policies.

- **Provision 8: Promotion of Community and World Health**

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

- **Provision 9: Promotion of the Nursing Profession**

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Health Information Portability and Accountability Act (HIPAA) Privacy Expectations

Nurses and nursing students should never discuss patients with others who do not "need to know."

Nursing students are expected to protect client information and secure electronic records by not sharing electronic usernames and passwords with others. Breaking patient confidentiality will result in dismissal from the nursing program. Likewise, laboratory scenarios are considered private and must not be discussed outside of the lab setting. This violation can result in grounds for dismissal from the nursing program.

UDC AAS Nursing Program Honesty

Students enrolling at UDC assume the obligation to maintain standards of academic integrity.

Violation of academic obligations includes unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts. Cheating includes giving or receiving unauthorized aid and giving (including assisting) or receiving unfair advantages on any form of academic work. Plagiarism is the use of another's ideas, words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of the source. Students are subject to dismissal from the program for unethical practices and acts of academic dishonesty. It should also be stated that a plea of ignorance of the policy will not be accepted. The actions prescribed whenever a violation of academic integrity is noted begin with the instructor's written report documenting the academic offense and if it is determined that a student has violated the Academic Integrity Policy, the academic dean may suspend the student from the University. Refer to the University's Catalog.

Academic honesty is expected and required for retention in the AAS nursing program. For students who do not demonstrate academic honesty, the following policy will be applied:

- Any student found to be dishonest based on evidence from exams, labs, courses, or clinical work will be dismissed from the nursing program.
- Reasons for dismissal will be a part of the student's nursing record.
- Any student who demonstrates academic dishonesty will not receive credit for the course, clinical, lecture, or laboratory work.

Professional Demeanor/Attitude

- Students must constantly demonstrate a professional demeanor and remain visibly calm in classroom, laboratory, clinical, and community settings.
- Students must demonstrate the ability to self-regulate, professionally accept constructive feedback, and remain emotionally stable when performing under stress.
- Students must be able to cope with a variety of unpredictable situations and demonstrate flexibility.
- Students must not pose a direct threat or significant risk to the health and safety of others in the classroom, laboratory, clinical, or community settings.

- Students must exhibit a collaborative approach with colleagues, faculty, administration, and the community.

Classroom Preparation

- Students must demonstrate problem-solving skills in all settings (Classroom, Laboratory, Clinic, and Community). Examples: asking questions when unsure about content material or ongoing client/patient care; sharing thoughts and ideas to demonstrate problem-solving; and interacting positively with others to create a team-driven, client/patient-centered approach to problem-solving.
- To meet the course objectives, students are expected to attend class and all planned learning experiences whether on campus or off-campus. Absenteeism jeopardizes academic success. Students who have two classroom absences would not have met the course requirement.
- Eating and smoking are **not** permitted in the classrooms.

VIII: PROGRAM OF STUDY

Faculty plan, implement, and evaluate both clinical and didactic learning experiences that are sequenced appropriately, kept current, and are attainable with a time frame of two calendar years. The AAS nursing program length of time and the credit hours required to complete the AAS nursing program with the attainment of identified end-of-program student learning outcomes and program outcomes are consistent with ACEN Criterion 4.6. The faculty have developed the curriculum and review the curriculum regularly to ensure currency (ACEN Criterion 4.2).

The curriculum is based on sound educational principles and follows the philosophy/mission and objectives/outcomes identified for the program and the students. Teaching/instructional strategies and learning activities in all learning environments are varied, appropriate for the method of delivery, and incorporate learning and technology resources to facilitate the students' achievement of course student learning outcomes (ACEN Criterion 4.2). The program of study prepares students to practice according to the District of Columbia Board of Nursing Education Standards. The curriculum teaches students to use safe patient care and clinical judgment.



DIVISION OF NURSING, ALLIED HEALTH, LIFE AND PHYSICAL SCIENCES

Associate of Applied Science (AAS) Nursing Program

Program of Study

<u>GENERAL EDUCATION REQUIREMENTS</u>		<u>CREDIT HOURS</u>	<u>GRADE</u>
IGED-120C	Foundation Quantitative Reasoning	3	_____
IGED-110C	Foundation Writing I	3	_____
BIOL-111C	Anatomy and Physiology I -Lecture	3	_____
BIOL-113C	Anatomy and Physiology I –Lab	1	_____
BIOL-112C	Anatomy and Physiology II Lecture	3	_____
BIOL-114C	Anatomy and Physiology II Lab	1	_____
FSEM-101C	Freshman Seminar (nursing section)	1	_____
Total General Education and Science Requirements		15 Credit Hours	

FIRST YEAR 100 LEVEL NURSING COURSES

CREDIT HOURS GRADE

All Clinical courses are composed of both the theory and practicum components concurrently. There is only one grade given for the course. The student is required to attend the theory class, laboratorysimulation experiences, and the assigned practicum/clinical hours.

<u>1st Semester</u>	NURS-115C	Foundations of Nursing Theory/Practicum	5	_____
	BIOL-245C	Clinical Microbiology Lecture	3	_____
	BIOL-244C	Clinical Microbiology Lab	1	_____
	IGED-111C	Foundation Writing II	3	_____
	PSYC-201C	Principles of Psychology	3	_____
Total First Semester Requirement			15 Credit Hours	

<u>2nd Semester</u>	NURS-130C	Mental Health Nursing Theory/Practicum	4	_____
	NURS-131C	Common Concepts of Adults I Theory/Practicum	5	_____
	NURS-132C	Common Concepts of Adults I Simulation lab	1	_____
	URST-105C	Introduction to Social Science	3	_____
Total Second Semester Requirement			13 Credit Hours	

*All 100 level nursing courses must be completed before matriculating to the 200-level nursing courses. A student with less than a “C” grade and/or cumulative 2.8 GPA will not be permitted to progress to a 200-level nursing course under any circumstance.

<u>SECOND YEAR 200 LEVEL NURSING COURSES</u>			<u>CREDIT HOURS</u>	<u>GRADE</u>
<u>3rd Semester</u>	NURS-205C	Nursing Pharmacology	3	_____
	NURS-200C	Maternal Child Nursing Theory/Practicum	7	_____
	Total Third Semester Requirement		10 Credit Hours	

<u>4th Semester</u>	NURS-231C	Complex Concepts of Adults II Theory/Practicum	8	_____
	NURS-232C	Complex Concepts of Adults II Simulation Lab	1	_____
	NURS-290C	Nursing Seminar, AAS	2	_____
Total Four Semester Requirements		11 Credit Hours		

TOTAL SEMESTER HOURS **64**

Nursing courses are Foundations of Nursing, Common Concepts of Adult I, Common Concepts of Adult I Simulation Lab, Mental Health Nursing, Maternal Child Nursing, Nursing Pharmacology,

Complex Concepts of Adults II, Complex Concepts Simulation Lab, and Nursing Seminar AAS. The curriculum provides continuity, sequence, and integration of learning. The structure fosters promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages.

The contents of each course meet the role expectations of our graduates, which are professional values, ethics, safety, diversity, and confidentiality issues. Courses address The Nurse Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and Delegation. In addition, students learn cultural, ethnic, and socially diverse concepts driven by local, national, and global issues.

The learning experiences are progressive; the didactic and clinical portions are concurrent. Students have sufficient clinical experiences to foster communication and interpersonal relationship skills. Students participate in evidence-based clinical experiences, reflect contemporary practice, and nationally established patient health and safety goals (ACEN Standard 4.10). Students will meet stated student and program outcomes, including safe practice in contemporary health care environments. Practice learning environments are appropriate for student learning and support the end-of-program student learning outcomes and program outcomes (ACEN, Standard 4.9).

IX: PROGRESSION AND GRADUATION

The AAS nursing program prepares graduates to take the National Council Licensure Examination-RN (NCLEX-RN), which upon successful completion allows graduates to practice as Registered Nurses in the United States territories.

RN SEEKING COLLEGE CREDIT FOR ASSOCIATE DEGREE

A US licensed RN seeking equivalent college credits for the Associate of Applied Sciences Degree may be required to complete a standardized specialty exam for each course and show clinical competency by documented practice hours and/or skills demonstration. US RNs will be exempt from the NURS-232C Complex Concepts of Simulation Lab. Non-US Licensed RNs will be required to take NURS-232C Complex Concepts of Simulation Lab. In addition, the program of study must be satisfied.

GRADUATED STUDENTS RETURNING FOR NCLEX-RN BOARD APPLICATIONS

Graduated students who have completed AAS nursing program course requirements from the UDC-CC AAS program but have not taken or passed the NCLEX-RN exam within **60 days of graduation** must meet one of the two-remediation requirement options to be able to take the NCLEX-RN exam.

COMPETENCY REMEDIATION OPTION 1

Student must:

1. Complete UWorld, remediation, and attain a score of “high” or “very high chance” of passing the NCLEX-RN;
2. Pass the NURS-232C Complex Concepts Simulation Lab course (including the final comprehensive exam; and
3. Complete the acceptable NCLEX-RN review course: Kaplan, Hurst, or NCSBN.

COMPETENCY REMEDIATION OPTION 2

Student must:

1. Take and pass the Complex Concept of Adults II Nursing theory/practicum course;
2. Complete UWorld, remediation, and attain a score of “high” or “very high chance” of passing the NCLEX-RN);
3. Take and pass the NURS-232C Complex Concepts Simulation Lab course (including the final comprehensive exam); and
4. Complete the acceptable NCLEX-RN review course: Kaplan, Hurst, or NCSBN.

Students waiting more than **60 days (2 months)** to register for the NCLEX-RN will have to show proof of a current review class within the last thirty days to have their application approved by the Program Director.

ADVISEMENT AND REGISTRATION

New students (Freshman Level or Transfer) admitted to the University who indicate an interest in nursing should report to the Student Success Center for advisement. Nursing students are assigned to faculty advisors according to the first letter of the student’s last name. Students should meet with their assigned faculty advisor during the designated academic advisement period each semester. Students should make appointments with their faculty advisor for academic counseling at least once per semester to facilitate optimal progression through the program and remove the advisor's hold. Students must be accepted in the program or have permission to register for AAS NURSING or NURS courses at the Community College.

NURSING FACULTY ADVISORS

FACULTY NAME	LOCATION BLDG 54	PHONE NUMBERS	BASED ON FIRST LETTER OF YOUR LAST NAME
Dr. Susie Cato	Room 310C	274-5914	AAS NURSING PROGRAM DIRECTOR PN and Transfer Students
Dr. Stella Akpuaka	Room 310F	274-6284	B, E, J, L,
Dr. Stella Ayika	Room 310A	274-6939	F, I, S, U,
Prof. Rosette Beck	Room 310E	274-6542	N, G, T, Y
Dr. Andrea Doctor	Room 310D	274-5293	M, P, R, V
Dr. Bolanle Olajuyigbe	Room 310B	274-6861	H, K, O, X
Dr. Vonda Rogers	Room 128	274-5907	A, C, D, Q, W, Z

CLASS ATTENDANCE POLICY

The University expects all students to attend all scheduled sessions on a regular basis. Poor attendance in theory class will inhibit students' ability to meet learning objectives in the clinical setting. Poor attendance is defined as more than two absences in a theory class. If a student finds it necessary to be absent from class because of illness or other personal reasons, the reason for the absence should be reported to the instructor. This is for the instructor's information only and in no way excuses the absence, nor does it relieve the student of the responsibility for assignments covered during the period of absence. Extenuating circumstances that may force a student to have an extended absence should be documented and reported to the instructor and Program Director. The instructor will determine the amount of assistance a student will need to complete the course requirements.

Students are expected to attend all learning experiences to successfully attain the course objectives. Each course syllabus explains attendance policies unique to that specific nursing course. All labs and clinical experiences require mandatory attendance. Missed laboratory and clinical experiences may result in dismissal from the nursing program.

X: PROGRESSION, WITHDRAWAL, DISMISSAL AND READMISSION

PROGRESSION

Nursing students are eligible for progression upon meeting the following contingencies:

1. Achievement of a grade of "77" or better is required in all nursing courses listed on the Program of Study, and a cumulative 2.8 GPA must be maintained; if a cumulative GPA of 2.8 is not maintained, the student will be removed from the nursing program and will not be allowed to re-enter the nursing program until the student's cumulative GPA is a minimum of 2.8. Students should seek advisement from their assigned nursing faculty advisor.
2. Incomplete grade(s) must be removed before progressing to another nursing course.
3. Pre and/or co-requisite courses must be completed for each nursing course prior to progression. Only one nursing course may be repeated throughout the duration of the program.
4. Once admitted to the nursing program, students have a maximum of three years to complete degree requirements.

WITHDRAWAL

Students will be limited to only one withdrawal throughout the program. Any student who withdraws more than once will be dismissed from the program.

GRADING SYSTEM

The following grades are used in all nursing courses to indicate level of achievement:

A	(93-100)	Excellent (Passing)
B	(85-92)	Good (Passing)
C	(77-84)	Satisfactory (Passing)
D	(69-76)	Unsatisfactory (not passing)
F	(Below 68)	Unsatisfactory (not passing)

CONSORTIUM OF UNIVERSITIES

Students enrolled at UDC may be eligible to take courses at any of the consortium member institutions. Courses taken through the consortium must be degree-related and not offered in the given semester at UDC. Students are limited to six hours per semester through the consortium. Eligible students in associate programs should have completed 30 semester hours.

To be eligible for participation in the consortium, a student must:

1. Be currently enrolled in a degree-granting Department at UDC.

2. Have approval from a major department chair and the Dean.
3. Be in good academic standing with a cumulative GPA of 2.75.
4. Be in good financial standing at the University of the District of Columbia UDC.

Registration forms and instructions are available from the University Consortium Registration Coordinator, who is in the Office of the Registrar. The student must pay UDC tuition and fees for the current semester before becoming eligible to attend institutions in the consortium. Official registration in UDC is a prerequisite for the consortium registration.

If course requirements cannot be met at UDC and students find it necessary to take courses at another University, they must first obtain written permission. The Consortium form is obtained from the Registrar's Office, signed by Director of Nursing Education and the Academic Dean of the College, and returned to the Registrar's Office.

DISMISSAL

The following behaviors will result in dismissal of students from the nursing program:

1. Two failures in nursing courses. A grade of C or better is required of ALL courses listed on the program of study. Only one opportunity is given to repeat a nursing course.
2. Students whose transcripts show two grades below "C," either D or F, in nursing courses will not be retained in the nursing major.
3. Students will be limited to only one withdrawal throughout the duration of the program. Any student who withdraws more than once will be dismissed from the program.
4. Verified instance of cheating or academic dishonesty.
5. Unethical practices in classroom, lab, or clinical settings.
6. Any incident where continuing in the program would be detrimental to the student's health or others.
7. Classroom, laboratory, and/or clinical disruptions.
8. Use of abrasive and/or offensive language in the classroom, laboratory, and/or clinical setting.
9. Refusal to care for patients.
10. Refusal to participate in classroom/laboratory activities and clinical assignments.

Although a student is dismissed from the AAS nursing program, the student is not dismissed from UDC and are assisted to identify another major. In some cases, a student may be readmitted to the AAS nursing program upon recommendations from the Admission, Progression, and Graduation

Committee (APG Committee).

READMISSION

1. Students in good academic standing, who have not been enrolled for one or more semesters in the AAS nursing program, must submit a letter of intention by the 3rd Friday in January for consideration for the following Fall term and the 3rd Friday in September for the following Spring term to be screened for eligibility to register for nursing courses.
2. Students who withdraw from the AAS nursing program and apply for readmission at a later date, even though the student has earned a "C" grade in nursing courses during a previous enrollment, may be asked to repeat some or all of the nursing courses previously completed, especially if the time between withdrawal and readmission is one year or longer.
3. Any student in the nursing program who has a break in their program of study must demonstrate **clinical competencies** beginning with the Foundations of Nursing skills and the last clinical course that the student was enrolled.
4. Readmission of nursing students is contingent upon recommendations of the APG Committee and space availability. If a student is readmitted, he/she will be readmitted on space availability under the current curriculum plan.

REQUIREMENTS FOR GRADUATION

DEGREE REQUIREMENTS

1. The Associate Degree requires a minimum of 64 semester hours for May 2024 Graduates and 67 semester hours for December 2023 graduates, 15 of which must be in residence.
2. Completion of appropriate University-Wide requirements. (Refer to University Catalog).
3. Completion of all courses on the program of study with a minimum grade of "C."
4. A cumulative grade point average of 2.8 must be maintained.

AAS NURSING REQUIREMENTS

Completing the Program of Study requires that the student successfully completes NURS-232C Complex Concepts Simulation Lab.

COMMENCEMENT

Nursing majors must meet UDC graduation clearance requirements. Students are **not** recommended to participate in Commencement related activities unless all graduation requirements have been met.

AAS Nursing Program Pinning Ceremony Policy

The pinning ceremony planning and execution shall fall under the AAS nursing program. The Program Director and Student Nurses Association (SNA) faculty advisor will receive student input from the student body of the graduating class regarding the planning of the pinning ceremony. The Program Director and SNA faculty advisor shall oversee all final decisions and aspects of the pinning ceremony. The nursing students participating in the pinning ceremony must have successfully completed the AAS nursing program and be eligible to take the NCLEX-RN. Graduation clearance fees must be paid by the date identified each semester.

The "Nightingale Pledge"

I solemnly pledge myself before God and in the presence of this assembly, to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling. With loyalty, will I endeavor to aid the physician, in his work, and devote myself to the welfare of those committed to my care?

The Nightingale Pledge was composed by Lystra Gretter, an instructor of nursing at the old Harper Hospital in Detroit, Michigan, and was first used by its graduating class in the spring of 1893.

CODE OF CONDUCT AND DISCIPLINARY STANDARDS

All nursing students will be expected to follow a code of conduct consistent with the high standards established and practiced within the nursing and health science professions. Certain types of behavior have been identified as causes for dismissal from the AAS nursing program, if practiced by nursing students. These include:

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records or identification.
3. Violation of any law of the land.
4. Class disruption by use of abusive or obscene language.

5. Insubordination.
6. Fighting at a clinical site or on University premises.
7. Being intoxicated or under the influence of illegal drugs while on clinical assignment or University premises.
8. Vandalism or stealing.
9. Sleeping while on duty at a clinical assignment.
10. Leaving a clinical assignment or room/area without the instructor's permission.
11. Failure to notify the designated clinical personnel of absence or lateness.
12. Violation of any duly established rules and/or regulations.
13. Falsifying or altering documents such as CPR cards.

Note that if for any reason a clinical agency decides that a student cannot participate in clinical rotation in their facility, the AAS Program Director will not be held responsible.

XI: GENERAL INFORMATION

STUDENT EXPENSES (Subject to change and are estimated figures)

Required University fees and tuition as designed in the UDC class schedule.

1. Textbooks, Uniform, CPR, and equipment
2. Transportation to and from clinical experiences (carpool encouraged)
3. Meals, locker fees, and parking facilities as determined by the specific agency to which the student is assigned
4. Standardized Nursing Examination fees each semester, diagnostic, and exit exam
5. Learning resources (review materials)
6. Student Nurses' Association membership dues
7. School pin, upon completion of requirements for graduation
8. National Criminal Background Clearance (prior to being admitted to the nursing program and yearly)
9. Health Clearance
10. Liability Insurance (currently covered in University fees)

HEALTH REQUIREMENTS

Health clearances are required for all students **before** being assigned to lab/simulation and clinicals. Students are required to obtain forms from the UDC Health Services to be completed by a private physician or health care provider and must return completed forms to the UDC Health Services to receive health clearance at the following location:

Building 54, Room 125 Telephone (202) 274-6905

Students are urged to initiate health clearance approximately two months prior to the beginning of the fall and spring semesters. All students under the age of 27 are required to show proof of immunizations against measles, mumps, rubella, tetanus, diphtheria, and Hepatitis B. Students under the age of 19 are additionally required to show proof of immunization against polio. Note that clinical agencies may require a drug test, flu vaccine, and other vaccinations therefore; students must comply with their request.

Health problems and/or pregnancy, which would interfere with the student's ability to meet program objectives, will be considered on an individual basis. Student with health problems and/or pregnancy must have written permission from their physician and sign a student release form prior to clinical, laboratory, and classroom experiences. Clinical agencies' policies must be observed. Students are required to sign a Student Release Form. This form includes the following statement:

I hereby release the Nursing Program and the University of the District of Columbia Community College from responsibility for any injury or illness to me (or if I am pregnant, my unborn fetus) while attending hospital or other clinical settings. I understand that risks do exist for me (and if pregnant, my unborn fetus) while practicing nursing in the hospital or other clinical settings and I do assume all risks involved.

ACCIDENTS AND ILLNESS INCLUDING COMMUNICABLE DISEASES

In the event a student is unable to attend a clinical assignment because he/she is ill, the absences are excused. However, the student is still held accountable for all competencies included in the clinical education course in which the student is enrolled.

Some of the more common infectious diseases (which may be updated) and diseases designated as requiring notifiable reporting to the Centers for Disease Control and Prevention are listed below:

- COVID-19
- Acquired immune deficiency Syndrome (AIDS)
- Amebiasis
- Anthrax
- Chickenpox
- Diphtheria
- Encephalitis
- Gonorrhea
- German measles (Rubella)
- Haemophilus Influenza
- Hepatitis
- Malaria
- Measles
- Mumps
- Pertussis
- Plague
- Poliomyelitis
- Rheumatic fever
- Rocky Mountain Spotted Fever
- Salmonellosis
- Smallpox
- Syphilis
- Tetanus
- Toxic Shock Syndrome
- Trichinosis
- Tuberculosis
- Tularemia
- Typhoid fever
- Yellow fever

CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION

Each student, without exception, enrolled in a clinical nursing course (practicum) is **required** to have current American Heart Association certification. The American Heart Association includes the BLS for Healthcare Providers (CPR & AED), including the Adult, Child, and Infant.

LIABILITY INSURANCE REQUIREMENT

All nursing students enrolled in clinical nursing courses must subscribe to the liability insurance program selected by the University. A group “blanket” liability insurance policy is provided with the nursing course lab fee.

NATIONAL CRIMINAL BACKGROUND CLEARANCE

Students are required to have a national criminal background clearance as part of the program entrance requirement and annually. Students are required to submit the background clearance. The student is required to update their background clearance annually from the date of the original clearance. If the school/clinical agency denies placement for a student because of the background clearance, that student may not be able to complete the clinical program. It is the student's responsibility to contact the appropriate authorities to address and remove any citation on the report. The student may not return to clinical or the program until appropriate action has been taken.

CLASSROOM, LABORATORY, AND CLINICAL EXPECTATIONS

- **Attendance:** To meet the course objectives, students are expected to attend class and all planned learning experiences whether on campus or off-campus. Absenteeism jeopardizes academic success. Students are not permitted to miss any lab experiences.
- **Children:** To provide an optimal learning environment, children are not permitted to be on campus or in the classroom, laboratory, and clinical settings.
- **Eating and Smoking:** Eating and smoking are **not** permitted in the classrooms or laboratories.
- **Inappropriate Behavior:** Use of profanity and/or harsh loud verbal communication, disrupting the classroom, laboratory, and/or clinical settings, with outbursts or verbal threats, irresponsible statements and remarks, or slanderous comments are **unacceptable**. These behaviors may result in removal from the course, classroom, laboratory, and/or clinical and may result in dismissal from the nursing program.
- **Weapons:** Actual or potentially hazardous objects (guns, knives, sharp objects, etc.) are **not** allowed in the classroom, laboratory, and/or clinical setting.
- **Electronic Devices:** Permission for use of tape recorders and digital equipment in campus classrooms and laboratories may be discussed with the faculty (teaching the course/class) and used only with permission from the faculty (teaching the course/class). In the classroom, cell phones must be placed in silent mode.
- **Any device that disrupts class is not permitted in the classroom or laboratory.**
- **Computer and skills/technology laboratory:** The Laboratory/Simulation Coordinator addresses laboratory concerns.

- **Referrals:** Students referred to the laboratories for specific enhancement and/or remediation must make appointments with the Laboratory/simulation Coordinator for assistance.
- **Attire:** In the classroom setting, students must always wear business casual attire with their ID badges.

CLINICAL EXPECTATIONS

The student must meet clinical objectives to successfully complete the clinical nursing courses:

1. **Length of Clinical Experiences:** The specific days and hours for the clinical nursing experiences vary with the course and the agency providing the nursing experience. Information regarding individual schedules will be given at the beginning of each course. Campus laboratory sessions are mandatory.
2. **Relationships:** Students will be responsible primarily to the UDC nursing faculty and secondarily to nursing service employees at the institutions providing the clinical experiences. Students are responsible for reporting significant information to the appropriate person at the clinical sites.
3. **Clinical Agency Policies and Procedures:** Students are required to attend orientations to the clinical agencies and must complete designated training for fire, evacuation, safety, and infection control.
4. **Professional Responsibilities:** Students are expected to comport themselves as novice professionals and to function as accountable, responsible, and self-directed individuals.
5. **Attendance and Promptness:** Clinical participation and attendance are mandatory. Students are expected to be present and punctual for clinical. Failure to do so precludes the student's ability to meet clinical objectives. Students arriving late to clinical ten (10) minutes or more after starting time will be sent home or sent to the campus by the clinical instructor, and the student will be marked absent for that clinical day.
6. **Confidentiality:** Information and experiences relative to clients, patients, residents, and personnel in the agency are to be held in strict confidence. Discussion of experiences is limited to individuals involved in care. Health Insurance Portability and Accountability Act 1996 guidelines are to be followed.
7. **Unprofessional Behavior:** Use of profanity, disrupting course settings with outburst or verbal threats, irresponsible statements and remarks, or slanderous comments are

unacceptable. These behaviors may result in removal from the clinical site and dismissal from the AAS nursing program.

8. **Unsafe Behavior:** Substance abuse (alcohol, illegal drugs, and chemicals), unethical nursing actions, and/or sleeping on duty are grounds for immediate dismissal from the clinical site and the AAS nursing program. These actions seriously jeopardize safety.
9. Students are **strongly advised** not to work more than twenty (20) hours per week. Scheduled work hours should not include the shift or tour of duty immediately prior to assigned clinical experiences. Students are expected to follow the Code of Ethics and function safely in the clinical setting.
10. **Electronic Devices: Pagers, cellular telephones, computers, cameras, tape recorders, and/or other electronic devices are not allowed in clinical settings.** Specific devices identified by faculty in the course requirements are the only devices allowed in clinical agencies.

SIMULATION LAB

The simulation lab is an environment for nursing students to learn strategies that will enhance patient safety and quality of health care via practice with high-fidelity simulators. This provides the learner opportunities to practice nursing skills in a safe, non-threatening, and structured environment. Clinical simulation stimulates clinical judgment and psychomotor competence in an innovative setting.

Goals

1. Increase the safety and effectiveness of patient care through inventive, interdisciplinary training.
2. Allow for practice in a safe environment.
3. Build confidence in clinical performance, including clinical judgment and psychomotor skills.
4. Increase exposure to critical, yet low frequency patient encounters to minimize patient risk.
5. Increase effective communication among members of the health care team.
6. Develop simulation as a tool for assessment of clinical skills.
7. Use debriefing as a goal in each clinical simulation for immediate feedback.

Simulation is an essential part of the nursing program. Students will complete assigned simulations during clinical sessions and lab with their instructor. Students must be appropriately dressed for the simulation experience in their nursing uniforms. Students must wear their nametags while participating in the simulation lab. Students must bring their stethoscope, penlight, pencil/pen, and scissors when participating in a simulation activity. All students must participate in the Debriefing activities to be successful in simulation.

Dress Code

UDC AAS Nursing Students represent the University of the District of Columbia. Appearance displays the highest standards of professionalism and safety. Nursing Students are expected to follow all UDC AAS nursing program dress code policy. Uniforms should only be worn when commuting to and from your clinical site and other community services.

Classroom

Students must wear business casual attire with their UDC ID badges visible at all times.

Business Casual Attire

- **Men:**
 - Khakis or dress pants
 - Shirts with collars or golf or polo shirts
 - UDC Shirts
 - Sweaters
 - Vests
 - Occasionally an informal jacket and tie
 - Appropriate shoes
- **Women:**
 - Business Casual pants or skirt
 - Blouse, top, or sweater
 - UDC Shirts
 - Vest
 - Occasionally an informal jacket
 - Appropriate shoes and accessories

All bottoms (i.e., pants, jeans, shorts, skirts, etc.) must be appropriate length for the

professional environment. Casual attire is to be worn; tight fitting clothing, bare midriffs, low necklines, strapless tops, and miniskirts are not permitted.

Clinical Attire

Nursing students are required to wear uniforms specified by this handbook. Students may only wear approved uniforms purchased through the school appointed vendor. Students are responsible for purchasing and maintaining their uniforms. A nametag must be worn on the uniform at all times.

While in uniform, the following are appropriate and required.

- Conservative hairstyle (hair above the uniform collar and off the neck)
- Absence of or light use of make-up
- Absence of nail extensions or artificial nails (artificial nails include, but is not limited to, acrylic nails, all overlay tips, bonding, extensions, tapes, inlays, wraps, and gel)
- Absence of perfume and/or cologne
- The minimum length of uniform dresses is mid-patella. The uniform is available in dress or pantsuit styles. Where uniforms are not required, students are expected to wear laboratory coats and/or business casual clothes (mid-patella dress, mid-patella skirt and blouse, shirt and slacks, or suit). Showing cleavage is not appropriate, no leggings, high-heels, scarf, jewelry, or body piercing. No head gear except for religious requirements.
- The uniform should be clean and wrinkle-free.
- Pants must be at a length in which they do not touch the floor.
- White nurse's shoes (closed toe and closed heel)
- No athletic, sandals, canvas, or tennis shoes
- Some clinical facilities might have their dress code and student must comply
- Name pin, white background with black lettering - full name, UDC-CC Nursing Student, not larger than 1 x 3 inches
- Nursing Program patch (obtained from uniform vendor) attached to the left sleeve of the laboratory coat and/or uniform one inch below the shoulder seam
- Pen with black ink
- Penlight/flashlight (AA or AAA model)
- Pocket size notebook or pad of paper
- Scissors (bandage type)

- Stethoscope with dual chest-piece (bell and diaphragm in adult and pediatric sizes)
- Blood Pressure Cuff
- Wristwatch with second hand (preferable with flexible band and waterproof features)
- Jewelry permitted includes a wedding band and one pair of 8mm or less stud earrings.

Areas with exceptions

Some clinical agencies may have specific dress codes that exist for infection control and environmental safety reasons. Examples include Nursing Care of Child, Mental Health, and procedural areas (OR, L&D, etc.). Students are expected to follow the specific dress code of these areas when assigned for clinical experiences.

Laboratory Attire

- Laboratory coat (white, full length, long sleeves)
- Name pin, white background with black lettering - full name, UDC-CC Nursing Student, not larger than 1 x 3 inches
- Nursing Program patch (obtained from uniform vendor) attached to the left sleeve of the laboratory coat and/or uniform one inch below the shoulder seam
- Pen with black ink
- Penlight/flashlight (AA or AAA model)
- Pocket size notebook or pad of paper
- Scissors (bandage type)
- Stethoscope with dual chest-piece (bell and diaphragm in adult and pediatric sizes)
- Blood Pressure Cuff
- White nurse's shoes (closed toe and heel); No athletic, sandals, canvas, or tennis shoes
- Wristwatch with second hand (preferable with flexible band and waterproof features)
- Jewelry permitted includes a wedding band and one pair of 8mm or less stud earrings
- Optional accessories - Cardigan sweaters (white)

Preparedness in Classroom, Lab, and Clinical Settings

Displays a level of readiness in classroom, lab, and clinical settings:

- Communicate with professors regarding absences and/or tardiness.
- Contribute to class discussions on the selected topic.

- Demonstrate respectfulness and attentiveness in class and clinical sites.
- Fulfill course and clinical obligations.
- Complete assignments in a timely manner.
- Demonstrate critical thinking skills.
- Improve performance based on faculty feedback.
- Show a collaborative approach with peers, students, faculty, parents, clinical Faculty and administration when seeking solutions to problems.
- Establish problem-solving skills in the classroom, among peers, and clinical sites.

Infractions that requires Disposition Actions, (including, but not limited to):

- Excessive absences or lateness for class, laboratory, or clinical assignments (see Nursing Program policy and course syllabus)
- Failure to meet the Nursing Program's dress code policy
- Disruptive behavior toward faculty, staff, clinical faculty, or peer student; this includes classroom, laboratory, or clinical disruptive behavior.
- Lack of proficiency and/or professionalism in written and/or oral language skills, including electronic forms of communications (i.e., e-mail, text, social media, etc.)
- Deficiency of professionalism, responsibility, respect for others, confidentiality, and accountability
- Deficiency of content, clinical knowledge, including appropriate skill progression, in any content area at the student's current level
- Dismissal from a clinical experience
- Plagiarism or cheating on any graded activity
- Dishonesty
- Breach of confidentiality (in accordance with the Health Insurance Portability and Accountability Act)
- Compromising the well-being of a client, patient, or colleague
- Any other disposition issues outlined by the UDC AAS Nursing Program

Nursing Students Disposition Policy

The UDC AAS Nursing Program Disposition Policy governs the actions of students associated with the AAS nursing program. The disposition policy is based on the mission, vision, philosophy, values, and ethics that influence one's behavior toward administration, faculty, colleagues, and communities. Dispositions can affect students' learning, motivation, and development in their personal and professional growth. Every student is expected to adhere to the ANA Code of Ethics, Professional Conduct, and maintain patient confidentiality in clinical and laboratory settings; failure to do so will result in dismissal from the nursing program.

Procedures for Assessing Dispositions

A student's professional disposition will be assessed in the classroom, lab, clinical, and community settings. The faculty who identifies a deficiency or behavior inconsistent with established dispositions will follow the below procedures:

1. Upon a student's action which necessitates the completion of a disposition report, the faculty or clinical instructor will schedule an informal meeting. The purpose of the meeting with the student is to discuss the area of concern and offer possible solutions and remedies.
 - a. On the date of the meeting, the faculty will specify his/her concerns and potential outcomes that will be documented on the Disposition Report Form and placed in the student's file.
 - b. The student will receive a copy of the completed form.
2. In an occurrence based on the same deficiency or additional behaviors of concern, the following steps will be implemented.
 - a. A meeting with the student, student's nursing advisor, faculty, and Program Director.
 - b. This meeting must occur within five business days of the reported deficiency or behavior. At this time, the faculty member who completed the second disposition report will review the prior behavioral concerns recorded in the student's file, as well as the continued or additional concerns that initiated the second report. The student will have the opportunity to explain her/his position and provide additional significant information.

- c. The result of this meeting may be a recommendation that the student be allowed to continue his/her program, development of a remediation plan, or a determination to remove the student from the nursing program (not the University). The Nursing Program Director will make the final recommendation with input from the APG (Admission, Progression, and Graduation) committee and ensure the decision is delivered to the student within five business days of the meeting. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file.
 - d. The student has a right to appeal the committee's decision within five business days of the student being notified of the decision. The student must submit the appeal in writing to the Director of Nursing Education (DNE). The DNE will review the request and all related documents in the student's file, will meet with all parties as needed to review the appeal, and will render a decision in writing.
3. Upon receiving three disposition forms, or any single incident considered a significant violation of ethical or professional behavior, the student may be removed from the AAS nursing program (not the University). Infraction behaviors are referenced above.

**DIVISION OF NURSING, ALLIED HEALTH, LIFE, & PHYSICAL SCIENCES
ASSOCIATE OF APPLIED SCIENCE (AAS) IN NURSING PROGRAM**

Disposition Report

Student's Name	Course/Section	ID (N) #	Semester/Year
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Report From:

Director of Nursing Education

Program Director

Nursing Faculty

Clinical/lab Coordinator

Adjunct Faculty

Reason for Disposition Report:

Theory Class (more than two): Tardy/Unprepared

Clinical Rotation (more than two): Tardy/Unprepared

Lab (more than two): Tardy/Unprepared

Excess absence (more than two) in Lab/Clinical/Theory

Unprofessional Behavior

Improper Classroom/Lab/Clinical Attire

Detail explanation of concern. Provide supporting documentation:

Student's response to the disposition inquiry:

Complete the Following:

Meeting in full details

Action plan

The Program Director, faculty member, and student must sign the appropriate statement below.

Program Director Statement: I have met with the student and faculty member to discuss this concern and an action plan has been outlined and discussed with the faculty member and the student.

Program Director

Date

Faculty statement: I have met with the student and discussed the concern(s).

Faculty Signature

Date

Student statement: I understand that failure to comply with the outlined action plan may result in my inability to complete the UDC AAS Nursing Program.

Student:

Date:

NURSING PROGRAM COURSES AND TESTING

COURSES

Course syllabi and other course information shall be posted on UDC-CC Blackboard or given to students on the first day of class. Students must have a UDC email account for Blackboard and other communications.

FINAL CLINICAL EVALUATIONS

Drug and Solution Computation Examinations are given in all practicum courses. As specified in the course syllabi, students are allowed three opportunities to successfully pass the computation examination. These three opportunities will be provided prior to the first clinical day. Failure to meet the minimum standard will preclude students meeting course objectives, receiving clinical assignments, and progressing in the program.

Students must perform at satisfactory level on the clinical evaluation. Unsatisfactory performance of any components of the clinical evaluation will result in failure of the course.

TESTING

1. Examinations will be administered during regularly scheduled class periods.
2. Absence from an examination **will only** be excused for illnesses attested by a physician's certificate, or for a cause, which the faculty may approve, by special consideration. There will be a specified time and date for a make-up examination when the student's reason for being absent is satisfactory.
3. Standardized tests will be used for evaluation for Pre-Nursing Entrance, theory/practicum courses, Complex Concepts Simulation Lab, Pre-Nursing entrance, and Diagnostic Testing.
4. Satisfactory performance must be at the current AAS nursing program benchmark.
5. Faculty may approve standardized examinations as needed.

THE COSTS OF STANDARDIZED TESTS ARE THE RESPONSIBILITY OF THE STUDENT AND MUST BE PAID PRIOR TO TEST ADMINISTRATION.

NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) INFORMATION

ELIGIBILITY REQUIREMENTS

During the last semester of the AAS nursing program, students apply for the licensing examination and licensure by the District of Columbia Board of Nursing or its counterpart in the jurisdiction where the student will practice after graduation. The National Council Licensure Examination for Registered Nurses (NCLEX-RN) is the licensing examination developed by the National Council of State Boards of Nursing (NCSBN) to measure the minimum competencies needed to perform safely and effectively as a newly licensed, entry-level registered nurse.

Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended to clarify mechanisms related to determining eligibility.

Students are expected to take the NCLEX-RN exam within 60 days of graduation.

Students who take the examination later than 60 days will be referred to a review course prior to obtaining the Program Director's signature on the application.

NCLEX website: <https://www.ncsbn.org/nclex.htm>

XII: STUDENT ACTIVITIES

STUDENT RIGHTS AND RESPONSIBILITIES

The faculty supports the National Student Nurses' Association Bill of Rights.

STUDENT BILL OF RIGHTS

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom. Students should exercise their freedom with responsibility.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the student's freedom to learn.
4. Under no circumstances should a student be barred from admission to an institution based on race, creed, sex, or marital status.
5. Students should be free to make reasonable exceptions to views offered in any course, but they are responsible for learning the content in the course for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluations, but they are responsible for learning the content in the course for which they are enrolled.
7. Information about student views, beliefs, and political associations, which the faculty acquire in their course work, should be considered confidential and not released without the knowledge or consent of the student.
8. The student should have a right to a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information that should be a part of student's permanent educational record and as to the conditions of their disclosures.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite or hear any person of their own choosing, thereby taking the responsibility of advancing their own education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policies affecting academic and student affairs.

13. The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and community life.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or generally available body of institutional regulation. It is the responsibility of the student to know these regulations.

STUDENT RESPONSIBILITIES:

Learning is the responsibility of the student. Everyone has preferred ways of learning; therefore, the expectation that knowledge of the specific learning style will be incorporated into strategies for success. In addition, the student is expected to function as a self-directed, accountable individual, responsible for knowing the rules and regulations described in this handbook and to refer to it for questions regarding policies, procedures, and processes.

GRADE APPEAL PROCEDURE

The nursing program follows the grade appeal policy/process of the University. The chain of command or levels of authority are indicated on the organizational charts.

- Students must contact the course faculty for initial discussion of grades.
- Follow the established process for dispute of grades within one semester of receiving the grade.
- Faculty advisors are available to counsel students regarding the grade appeal policy.

GRIEVANCES

- Students with formal complaints are expected to attempt a resolution at the closest point of conflict (example: student and faculty).
- If there is no resolution with this attempt, the chain of command or levels of authority as indicated on the organizational charts will become involved until a decision is reached.
- Students are encouraged to contact their faculty advisor for initial discussion of issues and document concerns in writing.
- Upon request, a member of the Nursing Program's Student-Faculty Relations Committee may serve as an unbiased facilitator for grievance resolution.
- If an appeal is not resolved at the program level, it goes to the Dean of Academic Affairs.

- Complaints of discrimination can be filed and is described in UDC's Student Handbook to address affirmative action, equal employment opportunities, disability-handicap-limitation accommodations, racial harassment, and sexual harassment.

Grievance Policy and Procedure

Students who feel they have been treated unjustly are entitled to appeal for an impartial review and reconsideration of their cases. The following procedures must be followed.

- Step 1 Request a conference with the faculty or staff member involved.

- Step 2 Should no solution be reached with the faculty or staff member within five (5) working days, the student should request, in writing, a conference with the Program Director. The written request should include the cause of the problem.

- Step 3 If, after the written request is presented to the Program Director and a conference is held, the student is not satisfied, the student, within five (5) working days shall request, in writing, that the matter be considered by the Dean of Academic Affairs.

- Step 4 The Dean of Academic Affairs will submit the appeal to a college-wide academic appeals committee for consideration and recommendation. The Committee, which includes faculty representatives from various departments, as well as student representation, will submit its recommendation to the Dean within 15 working days from the date of receiving the case. The Dean will inform all parties involved of his/her decision.

If the grievance is not resolved, the student may continue the process up the Academic Level.

STUDENT ORGANIZATIONS

UDC-CC STUDENT GOVERNMENT ASSOCIATION

The Student Government Association (SGA) represents the UDC student body through a system of responsible self-governance and exercises general supervision over student affairs consistent with the mission and goals of the University. Through the association, UDC students represent themselves in planning and policy formulation in all areas that affect student life. The SGA is

responsible for encouraging academic excellence and acts as a liaison between the student body, faculty, and academic administration. The SGA is also responsible for the following activities:

- Publication (Student Newspaper)
- Social Functions
- Cultural Activities (Seminars, Workshops, Socials)
- Senators

The Community College established the student government in the spring of 2011 to meet the needs of UDC-CC students. The UDC-CC student government has four officers: President, Vice President, Treasurer, and Secretary. In addition, there are senators and a senator alternate for each major.

STUDENT NURSES' ASSOCIATION

The UDC Chapter of the National Student Nurses' Association encourages student participation. The purposes of the Association are as follows.

1. Provide opportunities for student participation in the development, maintenance, and evaluation of the AAS nursing program at UDC-CC.
2. Provide a vehicle for student interaction with peers and leaders within the local and national nursing community.
3. Provide the means for representation of nursing students in University-wide activities.
4. Assist students in developing interest in and competencies for participation in professional organizations.

CHI ETA PHI SORORITY ALPHA GAMMA BETA (UDC) AND LAMBDA PHI (P.G. COUNTY) CHAPTERS

The UDC Chapter of Chi Eta Phi Sorority's motto is "**Service to Humanity.**" The objectives of the sorority include elevating the standards of nursing. To qualify, a nursing student must:

- Be in, at least, the second semester of the first year in the AAS nursing program.
- Have a 2.5 cumulative GPA.
- Submit a letter and an application for admission to the appropriate faculty sponsor.

The Lambda Phi Chapter Scholarships are for high school seniors accepted into a program for registered nurses and nursing students currently enrolled. Student must be in good academic standing and criteria include financial need, community service, and academic achievement.

NATIONAL BLACK NURSES' ASSOCIATION

The local chapter is the Black Nurses Association of Greater Washington DC Area, Inc. Membership is open to nursing students and Registered Nurses without regard to sex, race, ethnic origin, or religion. The National Black Nurses Association (NBNA) was established to investigate, define, and determine the health care needs of African Americans and to implement change that is commensurate to that of urban society. Scholarships are awarded by the local chapter and by the NBNA. Scholarship information is available through the Student Faculty Relationship Committee, online, or through the Nursing Program Office. The deadline for the chapter scholarship is December 31st of each year. Criteria include good academic standing, community service, personal goals, and recommendations.

ACHIEVEMENT AWARDS

AAS Nursing Program: the nursing faculty may give annual awards to graduating students in the following areas:

1. **Highest Scholastic Achievement:** GPA of 3.3 or above.
2. **Adult Health Nursing:** Academic and clinical excellence and excellence in professional decorum.
3. **Nursing Care of a Child:** Academic and clinical excellence and excellence in professional decorum.
4. **Mental Health Nursing:** Academic and clinical excellence and excellence in professional decorum.
5. **Maternity/Newborn Nursing:** Academic and clinical excellence and excellence in professional decorum.
6. **Motivation:** Recommendation from the faculty and student body for the graduate who has completed the program of study in spite of extenuating circumstances.
7. **Student Service Award:** For dedicated service to students and faculty in the AAS nursing program.
8. **Leadership:** For dedicated leadership service to students and faculty in the AAS nursing program.

NURSING SCHOLARSHIP CRITERIA APPLICATION PROCEDURE

Applications and procedural details to obtain a scholarship funds may be obtained from the [UDC Scholarship Universe website](#). Specific criteria for scholarships and details for submission vary with the type of scholarship. Eligibility requirements for the scholarships are below.

ELIGIBILITY REQUIREMENTS

1. Current enrollment in a clinical nursing course and in good academic standing at the time of application.
2. Completion of one clinical nursing course.
3. Application is complete and submitted by the deadline date. Many applications require verification of community service and a written essay.

FREEDMEN'S HOSPITAL SCHOOL OF NURSING ALUMNI CLUB SCHOLARSHIP

The Alumni Club provides the Freedmen's Nursing Alumni Scholarship Fund for nursing students at the University of the District of Columbia from a general Scholarship Fund and a special scholarship that is designated only for UDC nursing students.

Criteria:

The general scholarship is awarded at the discretion of the Program Director and faculty. The Louise Simmons Scholarship selection is made by the Freedmen's Alumni Scholarship Committee. Students must complete an application.

The applicant must be able to satisfy the following conditions:

1. Be in good academic standing with an AAS NURSING or BSN major.
2. Provide a written recommendation from the department's Program Director.
3. Must show proof of financial need.

TOM HICKEY SCHOLARSHIP AWARD

The Tom Hickey scholarship awards have been provided to help cover tuition, fees, books, and other expenses directly related to completing the requirements of the nursing curriculum. Awards will be made for a total of \$600.00 per semester for one full academic year. Scholarships will be awarded early in the summer of each academic year. The scholarship was made available by Mr. Hickey's family to assist individuals in pursuing an associate or baccalaureate degree in nursing at the University of the District of Columbia. A committee consisting of two nursing faculty members and a member of the nursing profession external to UDC, and a member of the Hickey family will select scholarship recipients.

Tom Hickey Scholarship Award Criteria:

1. Individuals who have practical experience in the care of terminally ill patients
2. Home health aide or similar capacity (Must be enrolled at UDC)
3. Students currently enrolled in AAS nursing program and have completed one full year of study with a minimum of 41 semester hours
4. Students currently enrolled in the UDC BSN program and have completed two full years of study with a minimum of 62 semester hours.
5. Enrolled students must be in academic good standing.

DAUGHTERS OF THE AMERICAN REVOLUTION (DAR)

The Daughters of the American Revolution (DAR) is a non-profit, non-political volunteer women's service organization dedicated to promoting patriotism, preserving American history, and securing America's future through better education for children (Adopted from DAR's Website). Further, DAR awards thousands of dollars in scholarships and financial aid each year to students, including support for schools serving underserved children. NSDAR annually awards \$10,000 to the University of the District of Columbia for students accepted and enrolled in the nursing program. The scholarship is named in honor of the late Lena Santos Ferguson who was a DAR member instrumental in establishing this scholarship for people of color in the Washington, D.C. (DC), community. For the first 20 years of the scholarship, Mrs. Ferguson was personally involved in promoting it to the DC public schools as well as selecting and celebrating the student recipients every year.

Criteria:

- Applicants must be accepted or currently enrolled in the nursing program

- Must reside and maintain residency in the District of Columbia
- Must have a minimum grade point average (GPA) of 3.25 on a 4.0 scale
- One-time \$5,000 annual award to two (2) students in financial need (split \$2,500 per semester)

XIII: RESOURCES

COUNSELING AND ACADEMIC ADVISEMENT

The nursing faculty are the focal point for advisement and counseling of prospective and continuing students. Students are assigned counseling alphabetically according to the first letter of their last names. Students should make appointments with faculty advisors for academic counseling to facilitate optimal progression through the program. This counseling should ideally be completed prior to the regular registration periods or as needed. New students (Freshman Level or Transfer) admitted to the University may declare an interest in nursing as a major during admission or registration processing and should report to the Student Success Center for advisement. Continuing nursing students are required to meet with their academic advisor at a minimum of three times a semester for academic advisement. Additional advisement and tutorial assistance is provided by the Student Success Center on the second floor of Building 53.

FINANCIAL AID

The Financial Aid Office provides a variety of financial aid assistance designed to help meet the needs of qualified students. Financial assistance is intended to supplement the maximum efforts of the student to meet college expenses. Financial assistance includes:

1. College Work-Study,
2. Scholarships,
3. Short-term loans, and
4. Grants.

EMPLOYMENT

College work-study opportunities enable students to work at UDC, within a local or federal government agency, or in a nonprofit off-campus organization. Applicants for this nursing program must be enrolled students registered for classes. In those situations where employment is necessary, an intensive effort is made to locate jobs that relate to a student's area of study; however, part-time

employment or less is recommended for nursing students due to the intensive nature of the nursing curriculum.

LEARNING RESOURCES CENTER (LIBRARY AND MEDIA)

The University's identification and library cards must be presented when receiving instructional services or equipment from the library or media center. Concentrated use of the library and multi-media services are essential to meet course objectives optimally. According to learning resource center guidelines, the hours of operation are posted, and students may use the study rooms, computers, and media viewing equipment. Library and Media staff are available to assist students in using the resources effectively.

XIV: NURSING PROGRAM COMMITTEES

Faculty Organization meets as a Committee of the Whole when transacting the business of the nursing program and in five subcommittees for working sessions and specific objectives. Students are expected to serve on the Nursing Program Sub-Committees through Student Nurses' Association selection.

ADVISORY COMMITTEE

Section 1: The Purposes

The purposes of the Advisory Committee shall be:

- 1.1 Support the goals and objectives set forth by the AAS nursing program.
- 1.2 Provide advocacy for nursing programs, both within the University system and the community.
- 1.3 Serve as a consultant to the nursing program in relation to faculty, students, and curriculum.

Section 2: Membership

The membership of the Advisory Committee shall be:

- 2.1 A chairperson shall be elected.
- 2.2 The current Program Director of the AAS nursing program (ex-officio member).
- 2.3 All of the full-time nursing faculty members.
- 2.4 Registered nurses from the clinical, education, administrative, business and research sectors; alumni, and a nursing student.

ADMISSION, PROGRESSION AND GRADUATION (APG) COMMITTEE

Section 1: The Purposes

The purposes of the APG Committee shall be:

- 1.1 Recruit, interview, advise, and counsel all prospective students on academic matters.
- 1.2 Compile data relative to determining a student's eligibility for matriculation.
- 1.3 Review data and recommend candidates for placement, progression, and graduation, or dismissal.
- 1.4 Submit written committee reports.
- 1.5 Update AAS Nursing Program handbook as needed on an annual basis.

Section 2: Membership

The membership of the Admission, Progression, and Graduation Committee shall be full time faculty members.

- 2.1 A chairperson shall be elected.

CURRICULUM COMMITTEE

Section 1: The Purposes

The purposes of the Curriculum Committee shall be to:

- 1.1 Develop, review, and evaluate the curriculum of each nursing level congruent with established standards.
- 1.2 Communicate curriculum recommendations, revisions, and changes to the respective faculty and the Director of Nursing Education.
- 1.3 Submit an annual written committee report in May.
- 1.4 Update AAS Nursing Program handbook as needed on an annual basis.

Section 2: Membership

The membership for the Curriculum Committee for the AAS Nursing Program shall be full time faculty and one elected AAS Nursing Program student representative.

- 1.5 A chairperson shall be elected.

STUDENT-FACULTY RELATIONS COMMITTEE

Section 1: The Purposes

The purposes of the Student-Faculty Relations Committee shall be to:

- 1.1 Promote a cooperative working relationship between faculty and students.
- 1.2 Encourage student participation in professional nursing organizations and community activities.
- 1.3 Plan and coordinate student convocation, pinning ceremony, and awards for graduating students.
- 1.4 Coordinate the review of scholarship applicants and make scholarship recommendations to appropriate individuals.
- 1.5 Update the AAS Nursing Program handbook as needed on an annual basis.
- 1.6 Submit an annual written committee report in May.

Section 2: Membership

The membership for the Student-Faculty Relations Committee shall be full-time faculty and one elected AAS nursing program student representative.

- 2.1 A chairperson shall be elected.

OUTCOME COMMITTEE

Section 1: The Purposes

The purposes of the Outcome Committee shall be to:

- 1.1 Plan and coordinate the collection of data.
- 1.2 Plan and coordinate the analysis of the data.
- 1.3 Communicate the results of the data.
- 1.4 Utilize the data to make decisions on the nursing program.

Section 2: Membership

The membership for the Outcome Committee shall be full time faculty and one elected AAS Nursing Program student representative.

- 2.1 A chairperson shall be elected.

XV: NURSING STUDENT HANDBOOK RECEIPT FORM

Attention: Dr. Susie Cato, Program Director
Division of Nursing, Allied Health, Life and Physical Sciences
University of the District of Columbia Community College
5171 South Dakota Ave NE, Room Washington, D.C. 20017

- ☐ I have received the Nursing Program Handbook. Date:_____

- ☐ I am responsible for following the regulations and guidelines specified in the Nursing Student Handbook.

- ☐ I understand that _____ is my nursing faculty advisor and I am responsible for meeting with my advisor before each registration period to guide my academic progress as well as make appointments for advisement during the academic year as the need arises.

Printed Name

Signature

**COMPLETE BOTH SECTIONS OF THIS FORM. ONE PART WILL BE PLACED IN
YOUR FILE.**

NURSING HANDBOOK RECEIPT AND ADVISOR VERIFICATION FORM

Attention: _____, Faculty Advisor

University of the District of Columbia Community College

Associate of Applied Science (AAS) Nursing Program

5171 South Dakota Avenue NE, 20017

Washington, D.C. 20017

☐ I received the Nursing Program Handbook on _____
Date

In addition, I understand that it is my responsibility to follow the regulations and guidelines.

☐ I understand that you are my nursing faculty advisor and I am responsible for meeting with you before each registration period. I am to make appointments for additional advisement to guide my academic progress using your UDC Phone Mail number or email address. Any message will include my name and contact number.

Printed Name

Signature

Telephone Number(s) (Home)

(Work)

(Cell)