

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

**AAS NURSING STUDENT  
HANDBOOK 2021-2022**

**Designed for Undergraduate Nursing Students**



University of the District of Columbia Community College  
Division of Nursing, Allied Health, Life and Physical Sciences  
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Dear Nursing Students:

On behalf of the faculty and staff of the Associate Degree Nursing program, we 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 to translate your aspirations to concrete 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 your study program. The program also has the most up-to-date high-fidelity simulators with over 60 case scenarios that cut 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 Associate Degree Nursing Program policies and UDC-CC's general policies are justified by the goals and outcomes of the Associate Degree Nursing Program.

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

Sincerely,

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## **Disclaimer**

The UDC-CC Associate of Applied Science Degree 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, given an electronic and mailed copy of the change, and must sign that they have received and understood the change. Updates may be necessary as the District of Columbia Board of Nursing and the Accreditation Commission for Education in Nursing, Inc. regulations may change.

## **Approval and Accreditation**

The Associate of Applied Science in Nursing (AASN) Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000 <http://www.acenursing.us/accreditedprograms/programSearch.htm>) and approved by the District of Columbia Board of Nursing (899 North Capitol Street NE 2<sup>nd</sup> Fl, Washington, DC. 20002, 202.724.8800, <https://dchealth.dc.gov/bon>). Students completing the AASN program can sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

More information about accreditation may be found at:

ACEN

3343 Peachtree Road, NE, Suite 850

Atlanta, GA 30326

404-975-5000

[www.acenursing.org](http://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 nurse 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 members 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 in the midst of healthcare changes.

As the leading advocate for Associate Degree Nursing, OADN promotes 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.

ADN 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 members are proud members of OADN.

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

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## I. INTRODUCTION

### OVERVIEW

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

The **Nursing Program 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 reserves 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, NE near the office suite on the third floor and on Blackboard.

## **HISTORICAL PERSPECTIVE**

The University of the District of Columbia (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 the Federal City College FCC in 1967. AASN + Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) 2 + 2 program was adopted during the fall 1995 semester with full implementation in 1996. 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 Dr. Allen Sessions, its then-President, 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 AASN track is now housed in the Community College.

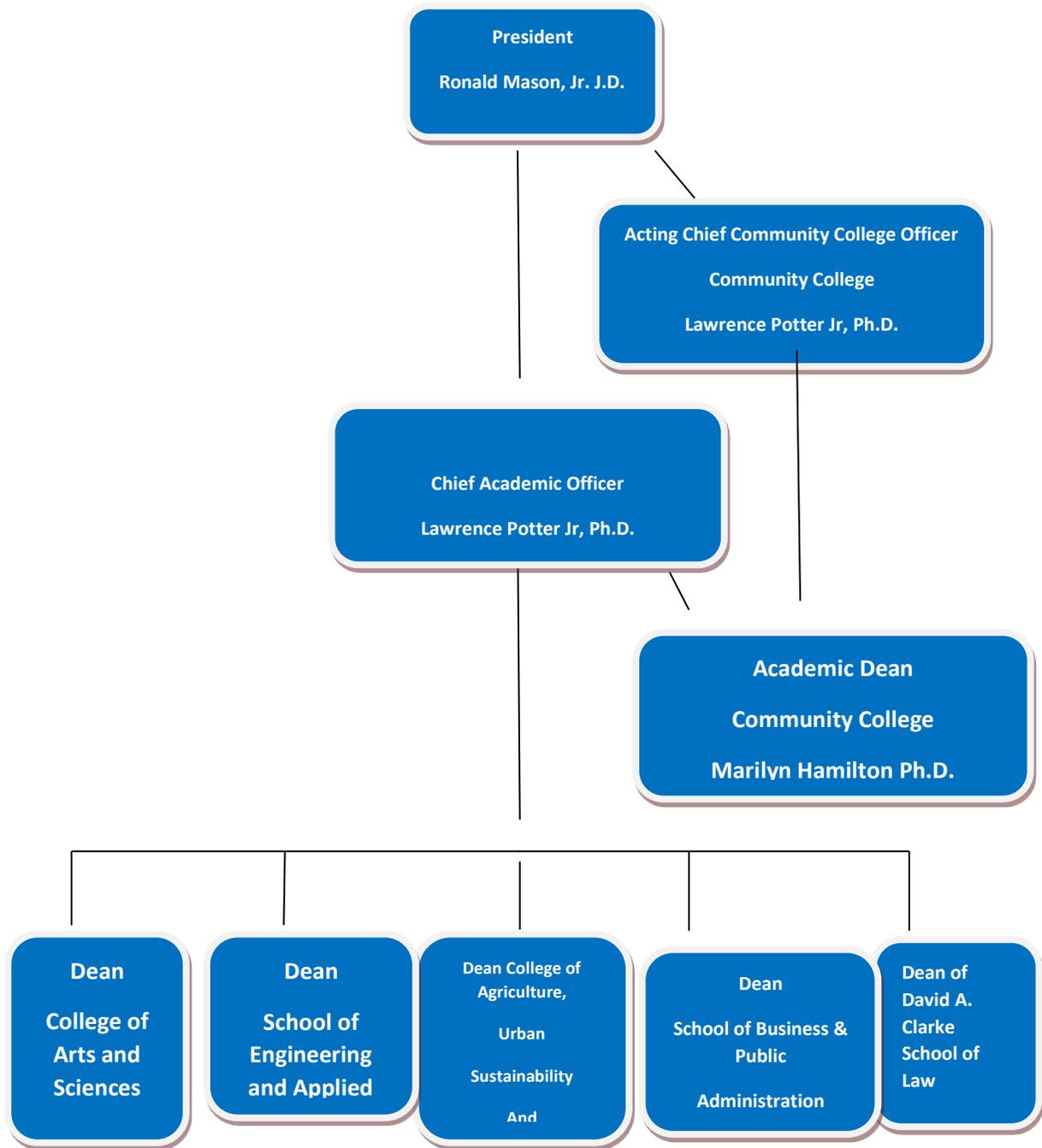
The undergraduate program offers an exit point at the associate level where graduates become eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-

RN). After attaining registered nurse licensure, alumni have the option of entering the workforce and/or continuing their nursing education at the baccalaureate level.

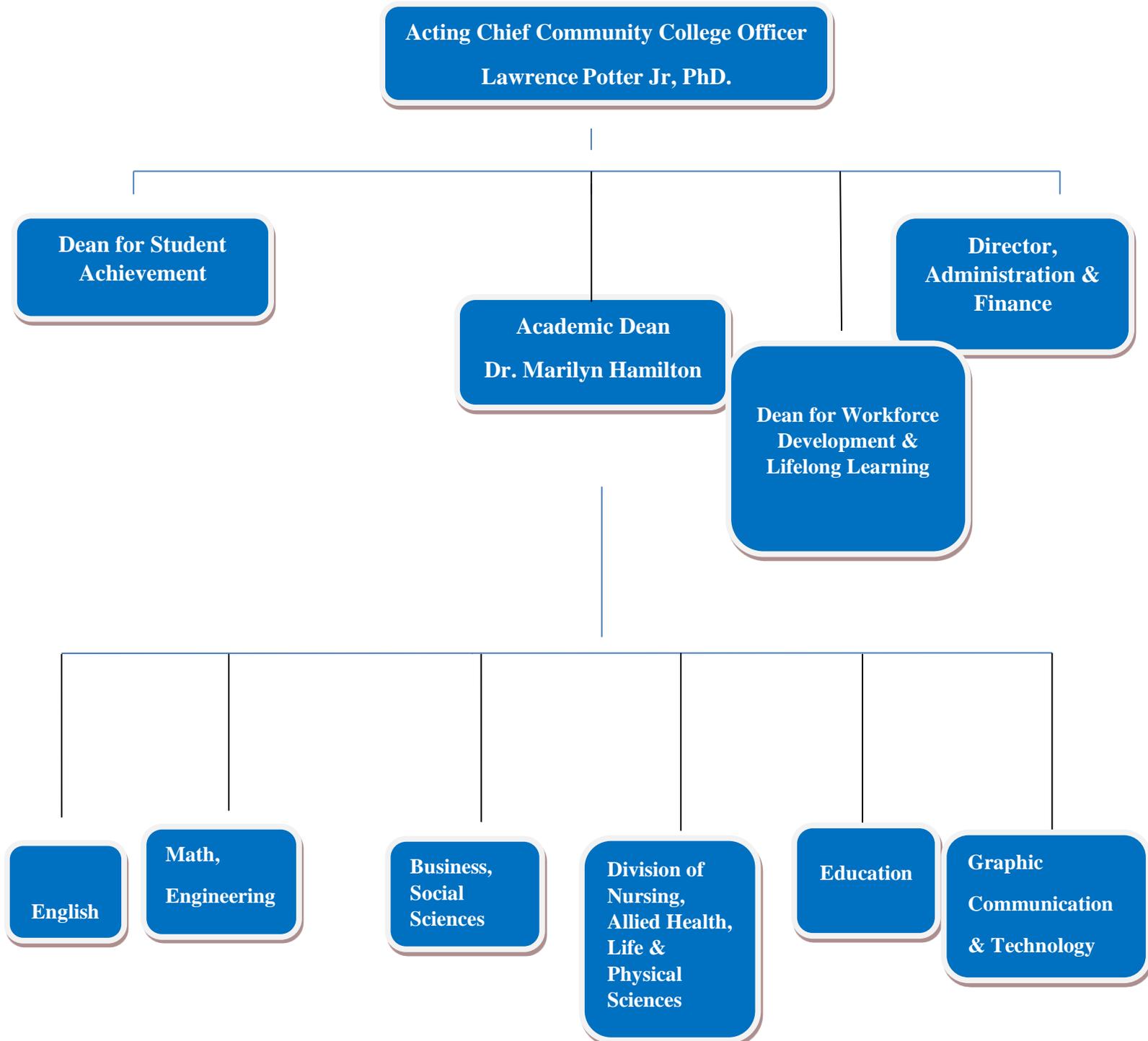
## **ORGANIZATIONAL STRUCTURE**

Nursing is administered by the Director of Nursing and reports to the Academic Dean of the Community College and to the Division Director of Nursing, Allied Health, Life and Physical Sciences. 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, and the AAS Nursing Program. 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.

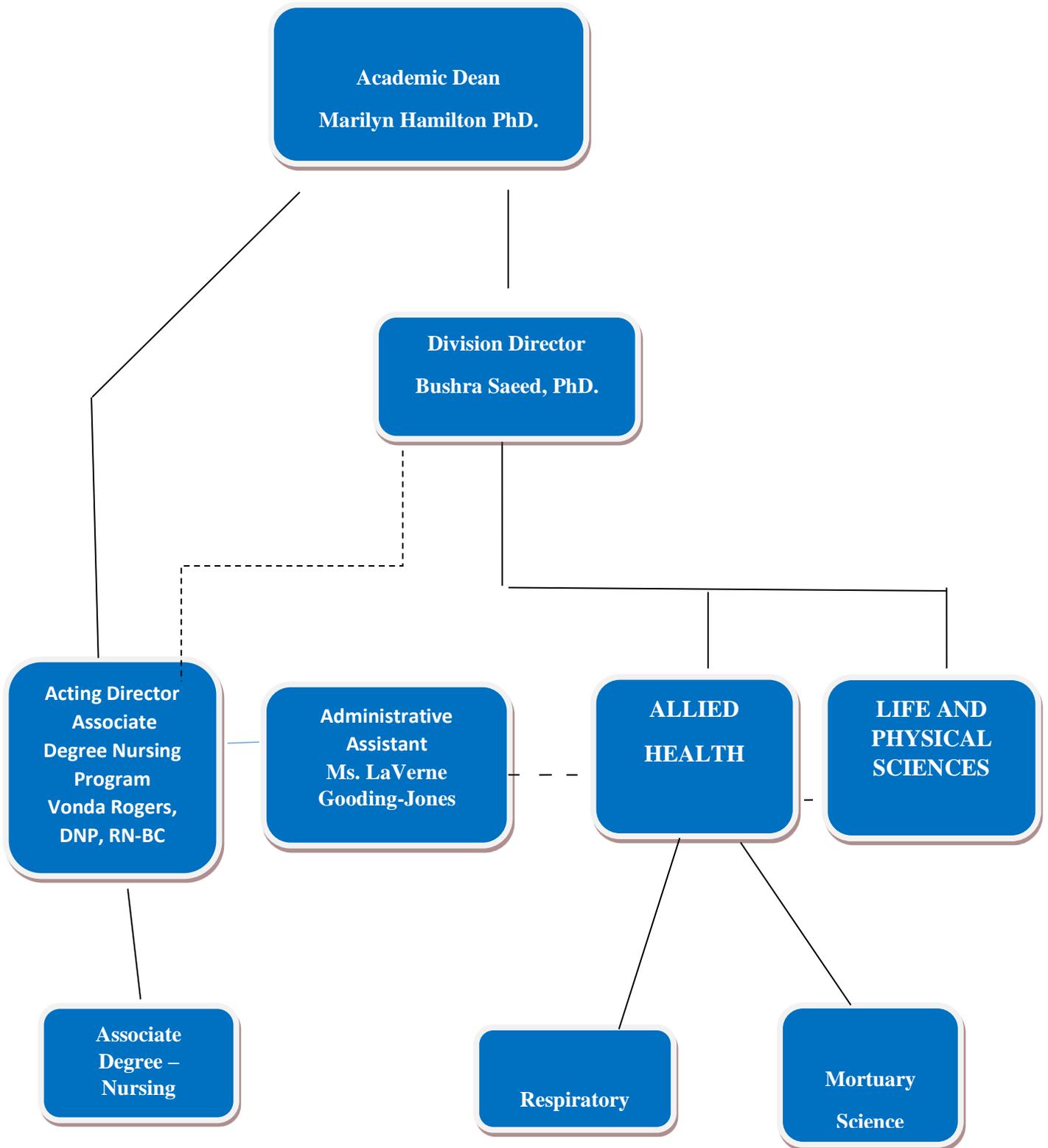
**CHART I: UNIVERSITY ORGANIZATIONAL CHART FOR ACADEMIC UNITS**



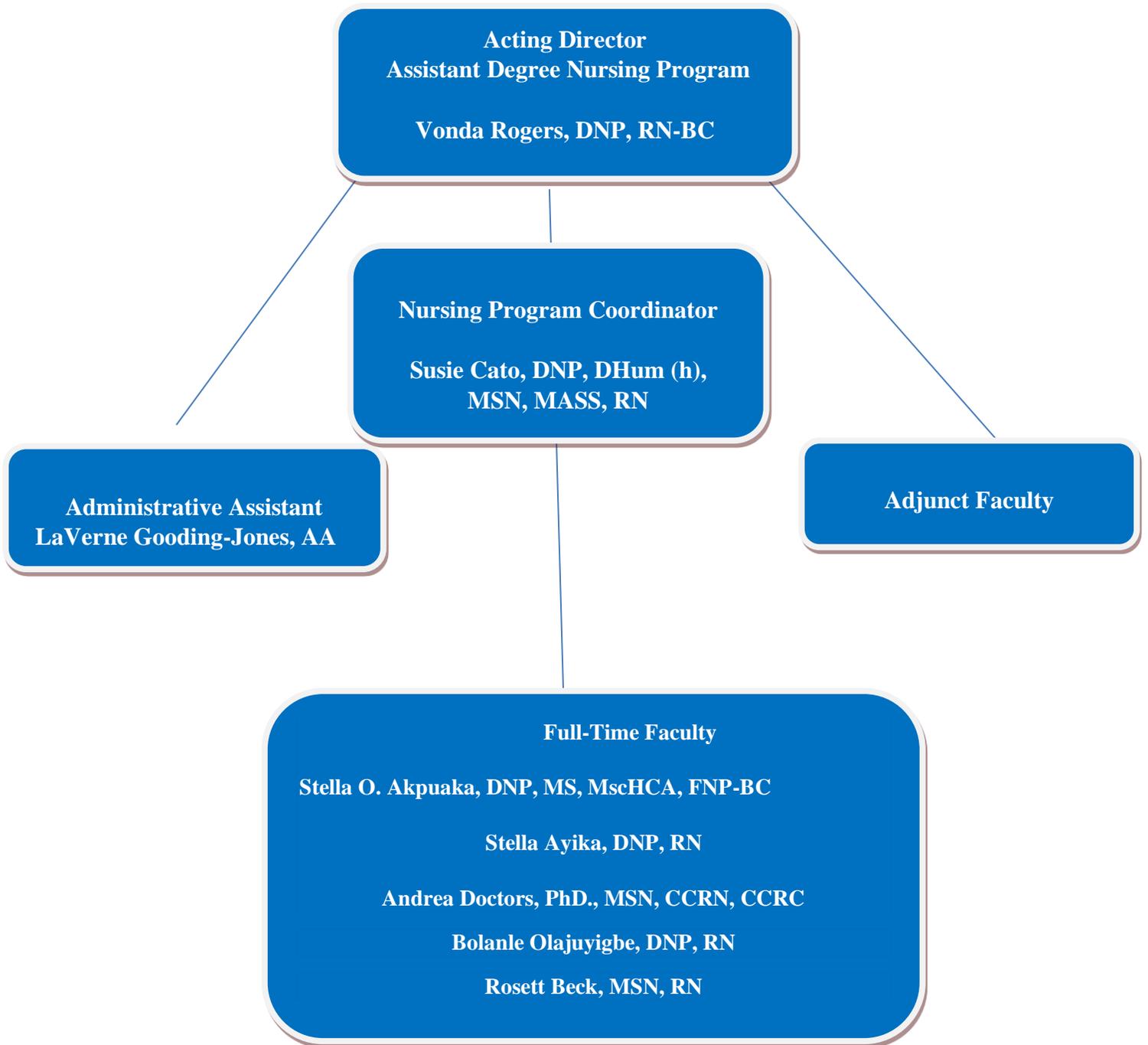
## CHART II: ORGANIZATIONAL CHART OF COMMUNITY COLLEGE



**CHART III: DIVISION OF NURSING, ALLIED HEALTH, LIFE & PHYSICAL SC**  
**ORGANIZATIONAL CHART**



## CHART IV: NURSING PROGRAM ORGANIZATIONAL CHART



## **II: MISSION AND VISION**

### **Mission**

The mission of the AAS Nursing Program is to prepare competent practitioners to meet health related needs of the diverse citizenry of the District of Columbia and the global society at large and to 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 mission embraces various levels of educational preparation for the nursing discipline. These programs enable graduates to achieve educational, career mobility and practice advancement.

### **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 to become a safe and competent practitioner for direct client care to meet the diverse health care needs of our community.

## **III: PHILOSOPHY OF THE NURSING PROGRAM**

The Associate of Applied Science in Nursing Program (“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 has the responsibility to provide nursing education opportunities to D.C. residents and to promote life-long learning. The faculty believes that a well-prepared nursing workforce is required in order to be responsive to the health care market demands of the Washington, D.C. metropolitan area.

The faculty believes that the dynamic multidimensional health needs of a culturally diverse population requires its nursing students to be educated at various levels that span from basic entry level nursing programs to the doctoral degree. 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. The AAS Nursing Program graduate is eligible to take the National

Council Licensure Examination for Registered Nurses (NCLEX-RN®). As an RN, the graduate can progress to an RN-BSN program.

The faculty believes 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 NLN) 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 within the clinical environment, interacting with effective oral and written communication skills to coordinate care excellence which considers ethical and legal implications of service.

Faculty believes that 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. Also, the outcomes help to evaluate the degree to which the Program is achieving its mission and goal:

- Licensure examination pass rates
- Program completion rates
- Job placement rates

The faculty believes 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. UDC-CC nursing students, upon program completion and appropriate licensure, 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 to 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 that form a foundation for decision making throughout life. These include honesty, integrity, dignity, and respect. Nursing values are what 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, Quality Safety Education for Nurse (QSEN) Competencies, Programs Objectives, and Roles of Nursing*. The NLN and QSEN competencies are central to the conceptual framework and are integrated throughout the curriculum as they help to define the knowledge, skills, and attitudes that the nursing graduate should possess in order 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 as a resource to clarify and direct EPSLOs. The Nursing Program educational curriculum is organized around the achievement of the EPSLOs with course-level outcomes for each course.

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 generalities of the concepts and then apply what they have learned to specific priority exemplars. Concepts can be applied in a variety of 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 that is necessary for graduate nurses to function in the health care system (Giddens, 2016). This project builds on best practices from Jean Giddens' work on concept-based curriculum (Giddens, 2016).

The concept-based curriculum correlates with the program's philosophy, program learning outcomes, end-of-student learning outcomes, 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.

All definitions for the concepts and concept competencies in the curriculum were approved by the nursing faculty. The concept competencies (NLN Educational Competencies for ADN and QSEN Competencies) 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.

**Definition of Broad Concepts:**

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

**Health and Illness Concepts:**

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

**Patient Profile Concepts:**

This 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:

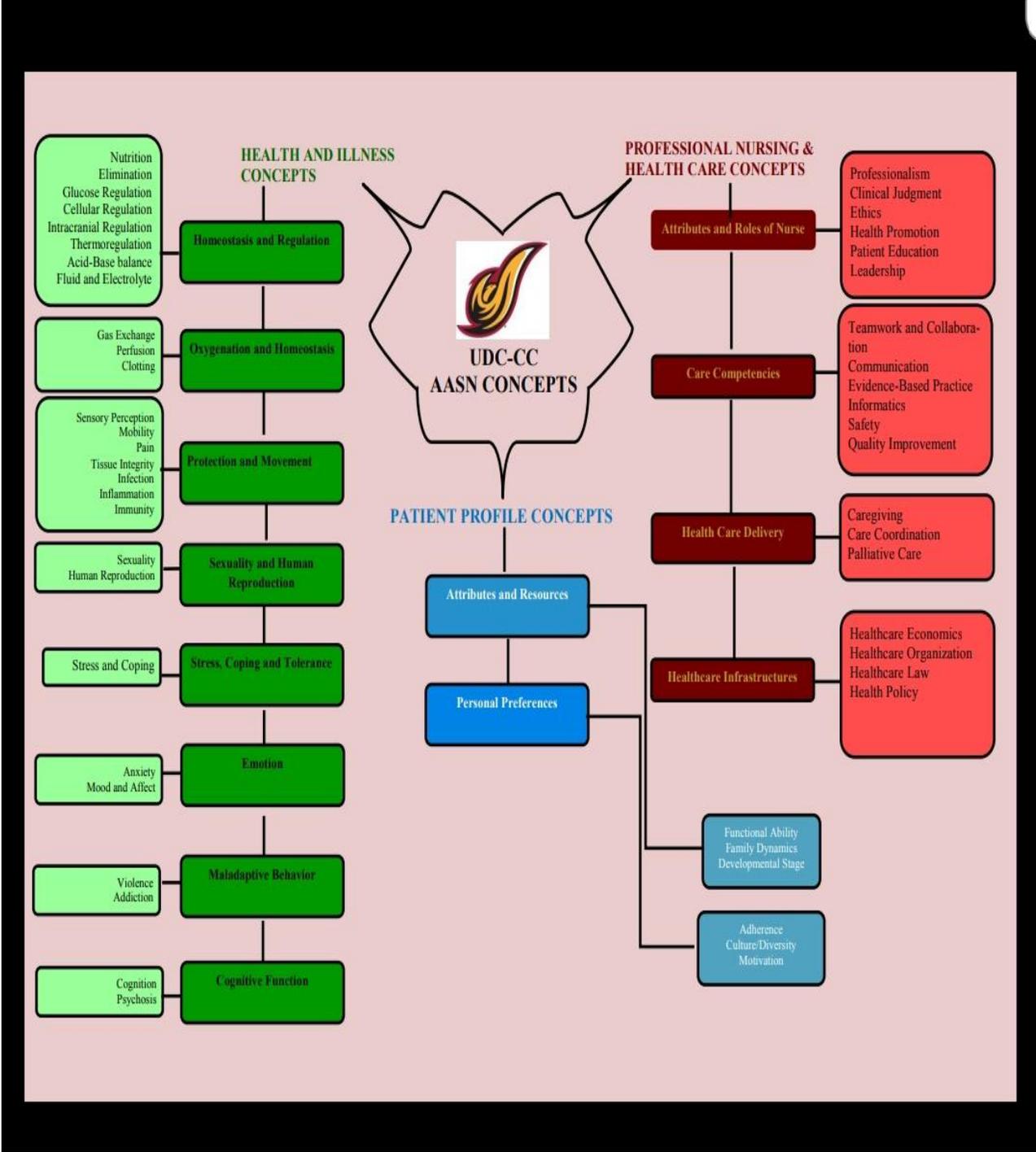
## **Definitions of the themes:**

1. **Attributes & Roles of 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:** includes concepts associated with the unique characteristics of the patient (Giddens, 2017).
3. **Care Competencies:** The term competency refers to being competent or well qualified to complete a skill or task. 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:** The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses (Giddens, 2017, p. 337).
5. **Emotion:** A mental state of feeling 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:** The services rendered by members of the health profession for the benefit of a patient (Giddens, 2017).
7. **Homeostasis and Regulation:** is a complex physiological process with integrated response involving various glands, hormones (produced and secreted by the glands) and the action of hormones on the target tissues (Giddens, 2017)
8. **Infrastructure:** Those building, supplies, policies, procedures, and other assets that support the human resources of an institution (Taber, 2013, p. 1249).
9. **Maladaptive behavior:** The failure of the body to return to homeostasis following a physiological and or psychological response to stress, 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 stop bleeding after an injury (Giddens, 2017).

11. **Personal Preferences:** includes 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 from harm (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:** A central aspect of being human throughout life encompasses 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-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-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-The capacity for enduring (Taber, 2013, p. 2330).

The graphics below depict the concept-based conceptual framework:

**UDC-CC AASN CONCEPTUAL FRAMEWORK**



## **V: ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM OUTCOMES**

Performance on Licensure exam. The first-time pass rate will be at least 80% during the same 12-month period.

Program completion. 60% of students in each cohort by program option will graduate within 150% of length of program after enrollment in the first nursing course.

Job placement rates. 80% of all graduates are employed in a position requiring an RN license within 1 year of program completion.

## VI: AASN END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPLO's)

UDC-CC Student Learning Outcomes Aligned with AASN EPSLOs

UDC-CC STUDENT LEARNING OUTCOMES (SLOs)	<i>AASN END-OF-PROGRAM STUDENT LEARNING OUTCOMES (SLOs)</i>
<ol style="list-style-type: none"> <li>1. <b>To conceptualize, apply, analyze, synthesize, and evaluate information from a variety of sources</b></li> <li>2. <b>To work jointly with others to achieve objectives.</b></li> <li>3. <b>To behave in a respectful and professional manner; maintain positive attitudes towards learning; and uphold professional ethics.</b></li> <li>4. <b>To leverage technology to support personal and professional objectives.</b></li> <li>5. <b>To deliver presentations that are designed to increase knowledge and to promote growth in the listeners' attitudes, values, beliefs, or behaviors.</b></li> <li>6. <b>To develop and express ideas through collection and interpretation of data, creation of images, and use of multiple styles of writing.</b></li> <li>7. <b>To utilize qualitative and quantitative evidence to solve problems within a real-world context.</b></li> <li>8. <b>To live as a global citizen by embracing diversity in every area of personal and professional life.</b></li> </ol>	<p><b>EPSLO1-</b> Maximize safe, evidence-based patient centered care using the nursing process across the life span. (UDC-CC SLO #1, #5, &amp; #7)</p> <p><b>EPSLO2-</b> Formulate clinical decisions using health and information technology. (UDC-CC SLO #4)</p> <p><b>EPSLO3-</b> Discuss effectively with the interdisciplinary team members in the coordination of care. (UDC-CC SLO #2 &amp; #6)</p> <p><b>EPSLO4-</b> Choose evidenced-based practice in clinical decision-making. (UDC-CC SLO #1, #6, &amp; #7)</p> <p><b>EPSLO5-</b> Assimilate professional, legal, and ethical standards in the provision of care. (UDC-CC SLO #3 &amp; #8)</p>

## **VII: QSEN STANDARDS**

The AAS Nursing Program is organized around the Quality and Safety Education for Nurses (QSEN) project, which addresses 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 within which they work. QSEN defines the quality and safety competencies for nursing and proposed targets for the KSAs to be developed in nursing pre-licensure programs for each competency: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

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

**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 for delivery of 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:** Minimizes risk 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/>

## **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 UDC-CC's AAS Nursing Program length of time and the credit hours required to complete the UDC-CC AAS Nursing Program with the attainment of identified end-of-program student learning outcomes and program outcomes are consistent with ACEN Standard 4.8. The curriculum has been developed by the faculty and is regularly reviewed to ensure integrity, rigor, and currency (ACEN Standard 4.3).

The curriculum is based on sound educational principles and follows the philosophy/mission and objectives/outcomes identified for the program and for the students. The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress (ACEN Standard 4.2). The program of study prepares students to practice according to the Washington DC Board of Nursing Rules and Regulations. The curriculum teaches students to use safe patient care and systematic clinical decision-making.

The IOM (2011) summarized the current problem facing nursing faculty with regards to nursing education: "The explosion of knowledge and decision-science technology also is changing the way health professional access, process, and use information. No longer is rote memorization an option. There simply are not enough hours in the day or years in an undergraduate program to continue compressing all available information into the curriculum." There is too much knowledge, too little time, not enough clinical space, and a limited number of faculty to continue teaching nursing using the current curriculum model. The IOM (2011) stated, "New approaches must be developed for evaluating curricula and presenting fundamental concepts that can be applied in many different situations rather than requiring students to memorize different lists of facts and information for each situation".

To address this issue, the UDC-CC AAS Nursing Program has decided to develop a concept-based curriculum. The concept-based curriculum approach was chosen to help nursing programs handle content saturation and provide a method for content management. Students focus on generalities of the concepts and then apply what they have learned to specific priority exemplary. Concepts can be applied in a variety of clinical settings that will help utilize the current limited clinical sites and prepare graduates for a greater variety of positions given to current job climate. Deeper

understanding of the concepts will help promote development of clinical judgement that is necessary for graduate nurses to function in the health care system (Giddens, 2013). This program builds on best practices from Jean Giddens' work on concept-based curriculum (Giddens, 2007).

The change to a concept-based curriculum correlates with the Program's philosophy, program learning outcomes, student learning outcomes, and conceptual framework. UDC-CC faculty ensure that the revisions fully address the Institute of Medicine (IOM) and QSEN competencies.

Learning activities include lectures, audio/visual representations, case studies, interactive learning activities, simulation lab, and patient care clinical learning experiences which are hands on and supervised by faculty.

**DIVISION OF NURSING, ALLIED HEALTH, LIFE AND PHYSICAL SCIENCES**  
**Associate of Applied Science in Nursing (AASN)**

**Program of Study**

**General Education Requirements: All pre-nursing courses listed below must be completed with grade point average of 3.0 or better. General Education Requirements must be completed before making application to the nursing program.**

<u>GENERAL EDUCATION REQUIREMENTS</u>		<u>CREDIT HOURS</u>	<u>GRADE</u>
IGED-120C	Foundation Quantitative Reasoning	3	___
IGED-110C	Foundation Writing in Arts & Humanities	3	___
BIOL-111C	Anatomy and Physiology I -Lecture	3	___
BIOL-113C	Anatomy and Physiology I –Lab	1	___
URST-105C	Introduction to Social Science	3	___
FSEM-101C	Freshman Seminar (nursing section)	1	___

**Total General Education and Science Requirements 14 Credit Hours**

FIRST YEAR 100 LEVEL NURSING COURSES CREDIT HOURS GRADE

**All Clinical courses are composed of both the theory and practicum concurrently. There is only one grade given for the course. The student is required to attend the theory class, laboratory, and the assigned practicum.**

<u>1<sup>st</sup> Semester</u>				
	NURS-115C	Foundations of Nursing Theory/Practicum	5	___
	BIOL-112C	Anatomy and Physiology II Lecture	3	___
	BIOL-114C	Anatomy and Physiology II Lab	1	___
	IGED-111C	Foundation Writing in the Nat. and Soc. Sci	3	___
	PSYC-201C	Principles of Psychology	3	___
<b>Total First Semester Requirement</b>			<b>15</b>	<b>Credit Hours</b>

<u>2<sup>nd</sup> 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 1 Simulation lab	1	___
	BIOL-245C	Clinical Microbiology Lecture	3	___
	BIOL-244C	Clinical Microbiology Lab	1	___
<b>Total Second Semester Requirement</b>			<b>14</b>	<b>Credit Hours</b>

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

**SECOND YEAR 200 LEVEL NURSING COURSES**

**CREDIT HOURS   GRADE**

<b><u>3rd Semester</u></b>	NURS-205C	Nursing Pharmacology	3	___
	NURS-228C	Maternal Newborn Nursing Theory/Practicum	5	___
	NURS-229C	Nursing Care of Child Theory/Practicum	5	___
		<b>Total Third Semester Requirement</b>	<b>13 Credit Hours</b>	
<b><u>4th Semester</u></b>	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	___
		<b>Total Four Semester Requirements</b>	<b>11 Credit Hours</b>	

TOTAL SEMESTER HOURS 67

**EFFECTIVE FALL 2018**

Nursing courses are Foundations of Nursing, Common Concepts of Adult I, Common Concepts of Adult I Simulation Lab, Mental Health Nursing, Maternal-Newborn Nursing, Nursing Care of Child, 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 will meet the role expectations of our graduates, which are professional values, ethics and safety, diversity, and confidentiality issues. Courses will address The Nurse Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules and Delegation. In addition, graduates will learn in the curriculum about cultural, ethnic, and socially diverse concepts that are 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 clinical experiences that are evidence-based, reflect contemporary practice, and nationally established patient health and safety goals (ACEN Standard 4.10). Students will be able to 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 achievement of the end-of-program student learning and program outcomes (ACEN, Standard 4.9).

## **IX: ADMISSION, PROGRESSION, AND GRADUATION**

The Associate of Applied Science in Nursing (AASN) prepares graduates to take the National Council Licensure Examination-RN (NCLEX-RN), which upon successful passage allows one to practice as a Registered Nurse in the United States and its territories.

### **PRE-NURSING APPLICATION**

Potential students must be enrollees at the University or Community College prior to admission to the nursing program. The Community College Admissions office processes applications to the Community College. Admission into the College **does not** guarantee admission into the AAS Nursing Program. Admission is competitive and limited to available resources. Students who are

not accepted must reapply for admission consideration. Students should complete the AASN General Education Requirements with a UDC-CC grade point average of 3.0 or better on the 14 credit hours of the nursing courses listed on the Nursing Program of Study by enrollment or documentation of transfer credit. The courses are:

<b>Course No.</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>IGED-120C</b>	<b>Foundation Quantitative Reasoning</b>	<b>3</b>
<b>IGED-110C</b>	<b>Foundation Writing in Arts &amp; Humanities</b>	<b>3</b>
<b>BIOL-111C</b>	<b>Anatomy and Physiology I -Lecture</b>	<b>3</b>
<b>BIOL-113C</b>	<b>Anatomy and Physiology I –Lab</b>	<b>1</b>
<b>URST-105C</b>	<b>Introduction to Social Science</b>	<b>3</b>
<b>FSEM-101C</b>	<b>Freshman Seminar (nursing section)</b>	<b>1</b>
	<b>Total</b>	<b>14 Credit Hours</b>

### **ADMISSION TO THE NURSING PROGRAM**

The Admission, Progression, and Graduation (APG) Committee evaluates all nursing applications. Applications to the nursing program must be completed and submitted by the posted deadline. The APG Committee verifies completion of pre-requisites and all admission requirements. The APG Committee assesses students according to criteria and assigns points for grade point average and application components (demographic information, application-essay quality, recommendations, and admission examination performance). Recommendations are forwarded to faculty and the Director of Nursing (DON). Applicants are notified in writing of the decision by the DON regarding admission status. Eligibility criteria for program admission include but are not limited to the following minimum requirements:

1. AASN Cumulative Grade Point Average of 3.0 or greater.
2. Completion of all pre-requisite courses with a grade of at least a "C."
3. Completion of required science courses within five years of admission.
4. Satisfactory professional recommendations (i.e., employer, manager, professor).

5. National Criminal Background Clearance.
6. Students may only have one (1) repeat in any science course.
7. Completed application and essay received on or before the deadline.
8. Valid CPR (Healthcare Provider) certification from the American Heart Association.
9. Successful completion of a standardized admission examination for Generic.
10. Mandatory student interview.

Students are informed in writing of their application status. Selected students are given detailed information on requirements for progression. Accepted students must verify completion of the following requirements prior to agency assignments (a component of all nursing practicum courses):

1. Acknowledge intent to enroll in writing.
2. Valid UDC Student Picture Identification.
3. Proof of purchase of professional liability insurance ().
4. Health clearance by University Health Services.
5. Drug screening if requested.

Students who are denied admission to the nursing program are informed and assisted to explore other career options or may reapply during the next application cycle. Applications of those not admitted are not retained.

## **TRANSFER STUDENTS**

As is UDC policy, the academic unit of an applicant's major reserves the right to assess undergraduate transfer credits that count toward a specified degree. In nursing, the APG Committee reviews and evaluates all transfer credits applicable to a nursing major. The Director of Nursing (DON) and APG Committee indicates which courses the student must complete to fulfill degree requirements. UDC confers degrees to those students who complete all degree requirements according to the nursing program of study.

## **RN SEEKING COLLEGE CREDIT FOR ASSOCIATE DEGREE**

A US licensed RN seeking equivalent college credits for the Associate 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 Nursing Program, but have not taken or passed the NCLEX-RN exam within **30 days of graduation** must meet one of the two-remediation requirement options to be able to take the NCLEX-RN board exam under the AASN code:

### **COMPETENCY REMEDIATION OPTION 1**

Student must:

1. Complete Adaptive quizzing to the highest mastery level (level 3) for each nursing course;
2. Pass the NURS-232C Complex Concepts Simulation Lab course that includes passing the final comprehensive standardized exam at the current AAS Nursing program benchmark; and
3. Complete the acceptable NCLEX-RN review course: Kaplan, Hurst, NCSBN, or U-world.

### **COMPETENCY REMEDIATION OPTION 2**

Student must:

1. Take and pass the Complex Concept of Adults II Nursing theory/practicum course;
2. Complete Adaptive quizzing to the highest mastery level (level 3) for each nursing course;
3. Take and pass the NURS-232C Complex Concepts Simulation Lab course that includes passing the final comprehensive standardized exam at the current AAS Nursing Program benchmark; and
4. Complete the acceptable NCLEX-RN review course: Kaplan, Hurst, NCSBN, or U-world.

Students waiting more than **30 days (1 month)** to register for the NCLEX-RN® will have to show proof of a current review class within the last thirty days, in order to have their application approved by the Director of Nursing.

## 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. They are to see their assigned 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 to remove the advisor hold. Students must be accepted as nursing majors or have permission to register for AASN or NURS courses at the community college.

### *NURSING FACULTY ADVISORS*

<b><u>Faculty Name</u></b>	<b><u>Office and Telephone AC = 202</u></b>	
Dr. Vonda Rogers	Bldg. 54-128	274-5907
Dr. Susie Cato	Bldg. 54-310C	274-5914
Dr. Stella O. Akpuaka	Bldg. 54-310F	274-6284
Dr. Stella Ayika	Bldg. 54-310A	274-6939
Dr. Bolanle Olajuyigbe	Bldg. 54-310B	TBA
Dr. Andrea Doctor	Bldg. 54-310D	274-5293
Prof. Rosette Beck	Bldg. 54-310E	274-6542

## **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 director of nursing. 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. Only labs and clinical with appropriate documentation and instructor permission can be made up.

## **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 2.8 GPA must be maintained.
2. Incomplete grade(s) must be removed before progressing to another nursing course.
3. Pre and/or co-requisites must be completed for each nursing course prior to progression. Only one nursing course may be repeated throughout the life of the program.
4. Once admitted to the nursing program, generic 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 (6) 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 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. 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 for progression.
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 program. Any student who withdraws more than two times will be dismissed from the program.
4. Any verified instance of cheating or academic dishonesty.
5. Any unethical practices in classroom, lab, or clinical settings.
6. Any incident where continuing in the program would be detrimental to the health of the student or to others.

While a student is dismissed from the AAS Nursing Program, they are 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 3<sup>rd</sup> Friday in September for the following spring term in order 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 period 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 up to and including 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 67 semester hours, 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 2.8 grade point average must be maintained.

### **AAS NURSING REQUIREMENTS**

Completion of the Program of Study requires that the student completes NURS-232C Complex Concepts Simulation Lab and pass its comprehensive standardized exit exam at a current determined benchmark (a score predicted of passing the NCLEX-RN at the first sitting).

## COMMENCEMENT

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

### **AAS Nursing Program Pinning Ceremony Policy**

The pinning ceremony planning and execution shall fall under the AAS Nursing Program. The Nursing 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 Director of Nursing 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 fee 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.

## **ACADEMIC INTEGRITY**

### **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 the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of source. Students are subject to dismissal from a degree program for unethical practices and acts of academic dishonesty. It should also be stated that a plea of ignorance of the policy will 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. (See University Catalog).

Academic honesty is expected and required for retention in the AAS Nursing Program. Students who do not demonstrate academic honesty will be dealt with according to the following policy:

Any student found to be dishonest based on concrete evidence on exams, course, 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 is found cheating will not receive credit for the course or clinical lecture, laboratory, or practicum work.

## **CODE OF CONDUCT AND DISCIPLINARY STANDARDS**

All students majoring in nursing at UDC-CC 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. Disruption of class 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 Nursing Program will not be held responsible.**

## **AMERICAN NURSE'S ASSOCIATION CODE OF ETHICS**

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 as it relates 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 action consistent with the obligation 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, professional standards development, and the generation of both nursing and health policy.

**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)**

All laboratory scenarios (i.e. SimMan, Nursing Anne, SimMom, SimJunior, SimBaby), shall not be discussed outside of the lab setting without the instructor (s) permission. This violation can result in grounds for dismissal from the nursing program.

## **XI: GENERAL INFORMATION**

### **STUDENT EXPENSES (Subject to change and are estimated figures)**

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

### **HEALTH REQUIREMENTS**

Health clearances are required for all students **before** being assigned to lab and clinicals. Students are required to obtain forms from the UDC Health Services to be completed by 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 44, Room A40      Telephone (202) 274-5030**

**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 agency sometimes require drug test, COVID, flu 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. Specific agency health 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:

1. Acquired immune deficiency Syndrome (AIDS)
2. Amebiasis
3. Anthrax
4. Chickenpox
5. COVID-19
6. Diphtheria
7. Encephalitis
8. Gonorrhea

9. German measles (Rubella)
10. Haemophilus Influenza
11. Hepatitis
12. Malaria
13. Measles
14. Mumps
15. Pertussis
16. Plague
17. Poliomyelitis
18. Rheumatic fever
19. Rocky Mountain Spotted Fever
20. Salmonellosis
21. Smallpox
22. Syphilis
23. Tetanus
24. Toxic Shock Syndrome
25. Trichinosis
26. Tuberculosis
27. Tularemia
28. Typhoid fever
29. 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 cost covered by nursing course lab fee.

## **NATIONAL CRIMINAL BACKGROUND CLEARANCE**

Students are required to have a national criminal background clearance as part of program entrance requirement. 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.

## **UNIFORM REQUIREMENTS**

Nursing students are required to wear uniforms specified by the AAS Nursing Program. Students are responsible for purchasing and maintaining their uniforms. A nametag must be worn on the uniform always. While in uniform, the following are appropriate and required:

1. Conservative hairstyle (hair above the uniform collar and off the neck).
2. Absence of or light use of make-up.
3. Absence of nail extensions or artificial nails.
4. Absence of perfume and/or cologne.
5. 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 modest street 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.
6. White nurse's shoes (closed toe and heel). Special approval must be given for other shoes by the DON.
7. Some clinical facilities might have their dress code and student must comply.

Good personal hygiene, clean clothing, and polished shoes are essential. The sweater (optional) must be removed when providing direct patient care. The instructor reserves the right to evaluate personal appearance and behavior of the student and advise the student accordingly.

## **LABORATORY/CLINICAL ATTIRE**

1. Laboratory coat (white, full length, long sleeves).
2. Name pin, white background with black lettering - full name, UDC-CC Nursing Student, not larger than 1 x 3 inches.
3. Nursing Program patch (obtained from the university bookstore) attached to the left sleeve of the laboratory coat and/or uniform one inch below the shoulder seam.
4. Pen with black ink.
5. Penlight/flashlight (AA or AAA model).
6. Pocket size notebook or pad of paper.
7. Scissors (bandage type).
8. Stethoscope with dual chest-piece (bell and diaphragm in adult and pediatric sizes).
9. Blood Pressure Cuff
10. White nurse's shoes (closed toe and heel). Special approval must be given for other shoes by the DON.
11. Wristwatch with second hand (preferable with flexible band and waterproof features).
12. Jewelry permitted includes a wedding band and one pair of 8mm or less stud earrings.
13. Optional accessories - Cardigan sweaters (white or navy blue).

## **FEMALE NURSING STUDENT UNIFORMS**

Official student AAS Nursing Program uniform with the program patch attached and name pin.

1. White support hose and undergarments.
2. Pregnant students may wear maternity student uniform or white maternity uniform with accessories as indicated.

## **MALE NURSING STUDENT UNIFORMS**

White uniform shirts or uniform jackets with nursing patch and name pin attached.

1. White uniform pants or slacks.
2. White socks and undergarments.

## CLASSROOM, LABORATORY AND CLINICAL EXPECTATIONS

### CLASSROOM AND LABORATORY EXPECTATIONS

1. **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 who have two lab absences would not have met the course requirement.
2. **Children:** To provide an optimal learning environment, children are not allowed either in the classroom and laboratory sessions.
3. **Eating and Smoking:** Eating and smoking are **not** permitted in the classrooms or laboratories.
4. **Inappropriate Behavior:** Use of profanity, disrupting course settings or laboratory use by others with outbursts or verbal threats, irresponsible statements and remarks, or slanderous comments are **unacceptable**. These behaviors may result in removal from the course, classroom, or laboratory and may result in dismissal from the nursing program.
5. **Weapons:** Actual or potentially hazardous objects (guns, knives, sharp objects, etc.) are **not** allowed in the classroom or laboratory.
6. **Electronic Devices:** Permission for use of tape recorders and digital equipment in campus classrooms and laboratories may be discussed with the faculty member and used only with permission of that faculty member in that course. In the classroom, cell phones must be placed in silent mode.  
**Any device that disrupts class is not permitted in the classroom or laboratory.**
7. **Computer and skills/technology laboratory:** guidelines are posted, and the Laboratory Coordinator addresses laboratory concerns.
8. **Referrals:** Students referred to the laboratories for specific enhancement and/or remediation are to make appointments with the Laboratory Coordinator for assistance.
9. **Attire:** In the classroom, setting students must wear business casual attire with their ID badges always.

## CLINICAL/NURSING SKILLS LAB 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 instructor 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 always 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 by the clinical instructor, and the student will be marked absent for that clinical day. Students who have two clinical absences would not have met the course requirement.
6. **Confidentiality:** Information and experiences relative to clients, patients, resident, 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. 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.
  9. **Weapons:** Actual or potentially hazardous objects (guns, knives, sharp objects, etc.) are **not** allowed in the clinical settings.
  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 reasoning, critical thinking skills 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 learning away from the clinical setting.
3. Build confidence in clinical performance, including clinical reasoning and psychomotor skills.
4. Increase exposure to critical, yet low frequency patient encounters in order to minimize the risk to patients.

5. Increase effective communication among all 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 important part of the nursing program. Students will complete assigned simulation during clinical sessions and lab with their instructor. Students must be appropriately dressed for the simulation experience in their nursing uniform. Students must wear their nametags always while participating in the simulation lab. Students are to 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.**

## NURSING PROGRAM COURSES AND TESTING

### COURSES

Course syllabus 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.

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 via computer or paper.
2. Absence from an examination **will only** be excused for illnesses attested to 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 make-up examination when the student's reason for being absent is satisfactory.
3. **Standardized test will be used for evaluation for all theory/practicum courses, Complex Concepts Simulation Lab, Pre-Nursing entrance, Diagnostic Testing, and Exit Examination.**

**All mid-term and final exams will be standardized tests. Satisfactory performance must be at the current AAS Nursing Program benchmark. 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 AASN curriculum, 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 write the NCLEX-RN® exam within 60 days of graduation. Students writing later than 60 days will be referred to a review course prior to obtaining the Director of Nursing'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 take reasoned exception to the data or views offered in any course of study to reserve judgment about matters of opinion, but they are responsible for learning the content 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 for which they are enrolled.
7. Information about student views, beliefs, and political associations, which the instructors 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 furthering 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 proceeding 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 and based on this, there is 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 appeals 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 instructor).
- 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 put 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 as is further 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 instructor or staff member involved.
- Step 2      Should no solution be reached with the instructor or staff member, within five (5) working days request in writing a conference with the Director of Nursing. The written request should include the cause of the problem.
- Step 3      If, after the written request is presented to the Director of Nursing and a conference held, the student is not satisfied, the student, within five (5) working days shall request, in writing, that the matter be considered by the Academic Dean.
- Step 4      The Academic Dean will submit the appeal to a college-wide academic appeals committee for consideration and recommendation. The Committee, which includes faculty representative 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:

1. Publication (Student Newspaper)
2. Social Functions
3. Cultural Activities (Seminars, Workshops, Socials)
4. Senators

The Community College established branch 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. To provide opportunities for student participation in the development, maintenance, and evaluation of the AAS Nursing Program at UDC-CC.
2. To provide a vehicle for student identification with peers, affairs of the UDC-CC AAS Nursing Program, and leaders within the local and national nursing community.
3. To provide the means for representation of nursing students in university-wide activities.

4. To 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:

1. Be in at least the second semester of the first year in the AAS Nursing Program.
2. Have a 2.5 cumulative GPA.
3. 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, Registered Nurses without regard to sex, race, ethnic origin, or religion. The National Black Nurses Association (NBNA) was established to investigate, define, and determine what the health care needs of African Americans are and to implement change to make health care available to Black and other minorities, 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 31<sup>st</sup> of each year. Criteria include good academic standing, community service, personal goals, and recommendations.

## **ACHIEVEMENT AWARDS**

**A.A.S. Nursing** - 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 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 may be obtained from the AAS Nursing Program office. Notices and applications will be available from the AAS Nursing Program according to availability of funds. Specific criteria for scholarships and details for submission vary with the

type of scholarship. Faculty is available to assist students to complete applications for scholarship awards.

### **ELIGIBILITY REQUIREMENTS**

1. Student is currently enrolled in a clinical nursing course and is in good academic standing at the time of application.
2. Applicant has completed 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 Scholarship**
  - **Tom Hickey Scholarship**

### **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 UDC 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 Chairperson and faculty. The Louise Simmons Scholarship selection is made by the Freedmen’s Alumni Scholarship Committee. Student must complete an application.

The applicant must be able to satisfy the following conditions:

1. Be in good academic standing with an AASN or a BSN major.
2. Provide a written recommendation from the department’s chairperson
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 UDC. A committee consisting of two nursing faculty members and a member of the nursing profession from outside of 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. Student currently enrolled in BSN and have completed two full year of study with a minimum of 62 semester hours.
5. Enrolled students must be in academic good standing.

**XIII: RESOURCES**

**COUNSELING AND ACADEMIC ADVISEMENT**

The nursing faculty is 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 name. 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 and the student's family in their attempts to meet college expenses. Financial assistance includes:

- 1.College Work-Study
- 2.Scholarships
- 3.Short-term loans
- 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 library and multi-media services are essential to optimally meet course objectives. The hours of operation are posted, and students may use the study rooms, computers, and media viewing equipment according to learning resource center guidelines. Library and Media staff is available to assist students to use the resources effectively.

## **XIV: NURSING PROGRAM COMMITTEES**

Faculty Organization meets as a Committee of the Whole when transacting 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 BOARD**

#### **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 consultant to the nursing program in relation to faculty, students, and curriculum.
- 1.4 A chairperson shall be elected.

#### **Section 2: Membership**

The membership of the Advisory Committee shall be:

- 2.1 The current Director of the AAS Nursing Program (ex-officio member).
- 2.2 All of the full-time faculty members.
- 2.3 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.
- 1.6 A chairperson shall be elected.

### **Section 2: Membership**

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

## **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 DON.
- 1.3 Submit an annual written committee report in May.
- 1.4 Update AAS Nursing Program handbook as needed on an annual basis.

- 1.5 A chairperson shall be elected.

**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.

**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.
- 1.7 A chairperson shall be elected.

**Section 2: Membership**

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

## **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
- 1.5 A chairperson shall be elected.

### **Section 2: Membership**

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

**XV: NURSING STUDENT HANDBOOK RECEIPT FORM**

Attention: Dr. Vonda Rogers, Acting Director of Associate Degree Nursing Program  
Division of Nursing, Allied Health, Life and Physical Sciences  
University of the District of Columbia Community College  
5171 South Dakota Ave, NE, Washington, D.C. 20002

- I have received the Nursing Program Student 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 in Nursing Program

5171 South Dakota Ave, NE Building 54 Room \_\_\_\_\_

Washington, D.C. 20017 Phone Number (202) \_\_\_\_\_

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)**