

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

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



**AAS NURSING STUDENT HANDBOOK 2024-2025**



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Dear Nursing Students:

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

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

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

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

Sincerely,

*Susie Cato*

Susie Cato, DNP, DHum (h), MSN, MASS, RN  
Associate Professor/Interim Director of Nursing

## **Disclaimer**

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

## **Approval and Accreditation**

The Associate of Applied Sciences nursing program at the University of the District of Columbia at the University of the District of Columbia – Community College located at 5171 South Dakota Ave. NE, Washington, DC, is accredited by the Accreditation Commission for Education in Nursing (ACEN).

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(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Applied Sciences nursing program is Continuing Accreditation.

*View the public information disclosed by the ACEN regarding this candidate program [on the ACEN's website](#).*

The Associate of Applied Sciences nursing program is approved by the [District of Columbia Board of Nursing](#) (2201 Shannon Place SE, Washington, DC 20020, 202.724.8800). Students completing the AAS nursing program are eligible for licensure as registered nurses after successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

## **Federal Title IV Aid**

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

<http://www.nln.org/>

### **About the National League for Nursing**

Dedicated to excellence in nursing education, the National League for Nursing (“NLN”) is the preferred membership organization for nursing faculty and leaders in nursing education. NLN members include nurse educators, education agencies, health care agencies, and interested members of the public. The NLN offers faculty development programs, networking opportunities, testing and assessment, nursing research grants, and public policy initiatives to its 40,000 individual and 1,200 institutional members. Founded in 1893 as the American Society of Superintendents of Training Schools for Nurses, the NLN was the first nursing organization in the United States. Today the NLN is a renewed and relevant professional association for the twenty-first century Cited by the American Society of Association Executives for the ‘will to govern well.’ The NLN is committed to delivering improved, enhanced, and expanded services to its members and championing the pursuit for quality nursing education for all types of nursing education programs. The NLN is headquartered in Washington, DC and is led by a board of governors elected at large by the membership for three-year terms. The volunteer president of the board works closely with the NLN’s chief executive officer. UDC-CC AAS nursing program faculty are proud members of NLN.

### **About OADN**

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

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

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

American Nurses Association, the National League for Nursing, the American Association of Colleges of Nursing, American Nurses Association, and the American Organization for Nurse Executives. The UDC-CC AAS nursing program faculty are proud members of OADN.

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

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## I. INTRODUCTION

### OVERVIEW

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

The Nursing Student Handbook provides direction and guidance to nursing majors regarding policies, procedures, and regulations for 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.

Nursing policies are subject to modification as regulatory changes govern nursing education directly and when program development and/or curriculum revisions occur. The nursing faculty reserve the right to make curriculum revisions and policy changes, provided these changes will not impact accepted nursing majors by lengthening the projected period of time required to obtain a degree with a major in nursing. Students are responsible for posted changes that become effective before the publication of the next Nursing Student Handbook. Therefore, students are advised to read the nursing notices posted on Blackboard and on the website.

### 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 Institute (WTI), Federal City College (FCC), and the District of Columbia Teachers College (DCTC). UDC 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 Track or Pathway, and a generic associate degree. The associate degree began at WTI in 1966, and the baccalaureate degree began at FCC in 1967. AAS NURSING + 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. The initial PN program started in 1996. Beginning with the 1998-1999 academic year, all baccalaureate students following the RN-BSN curriculum were RN students with basic nursing education from a diploma or associate degree nursing program. Responding to the critical shortage of nurses and the need to retain nurses already in the profession, the District of Columbia Consortium for Nursing Education and Practice (DCCNEP) finalized an inter-institutional DC Educational Articulation Plan in June 2001. In fall 2001, the UDC Practical Nursing Program was relocated to the Department of Nursing and Allied Health from continuing education.

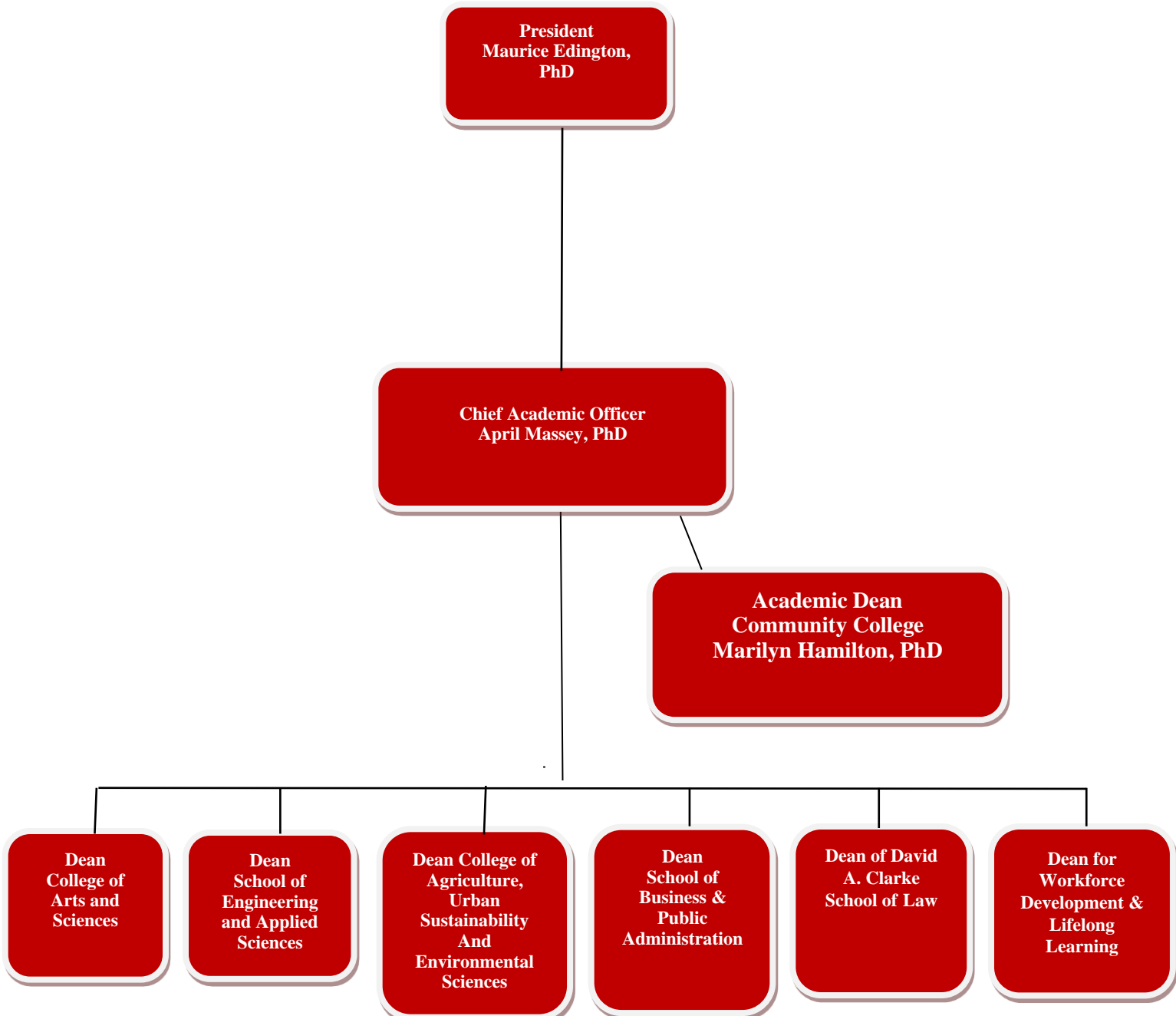
In January 2009, under the leadership of President Dr. Allen Sessoms, UDC announced its intention to create a community college. The Board of Trustees approved the creation of a new University system, which now includes the Community College. The generic AAS nursing program is now located in the Community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

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

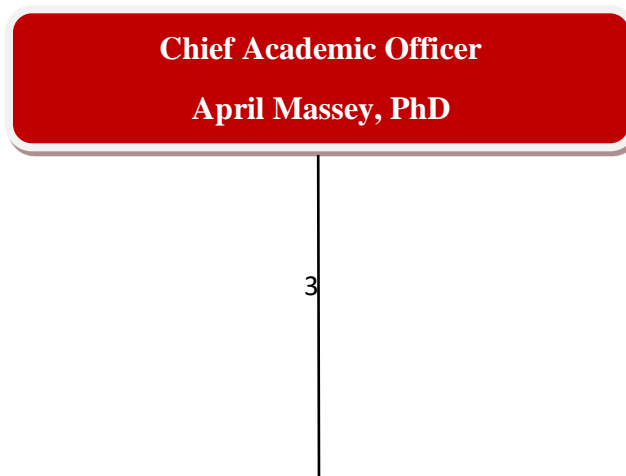
### **ORGANIZATIONAL STRUCTURE**

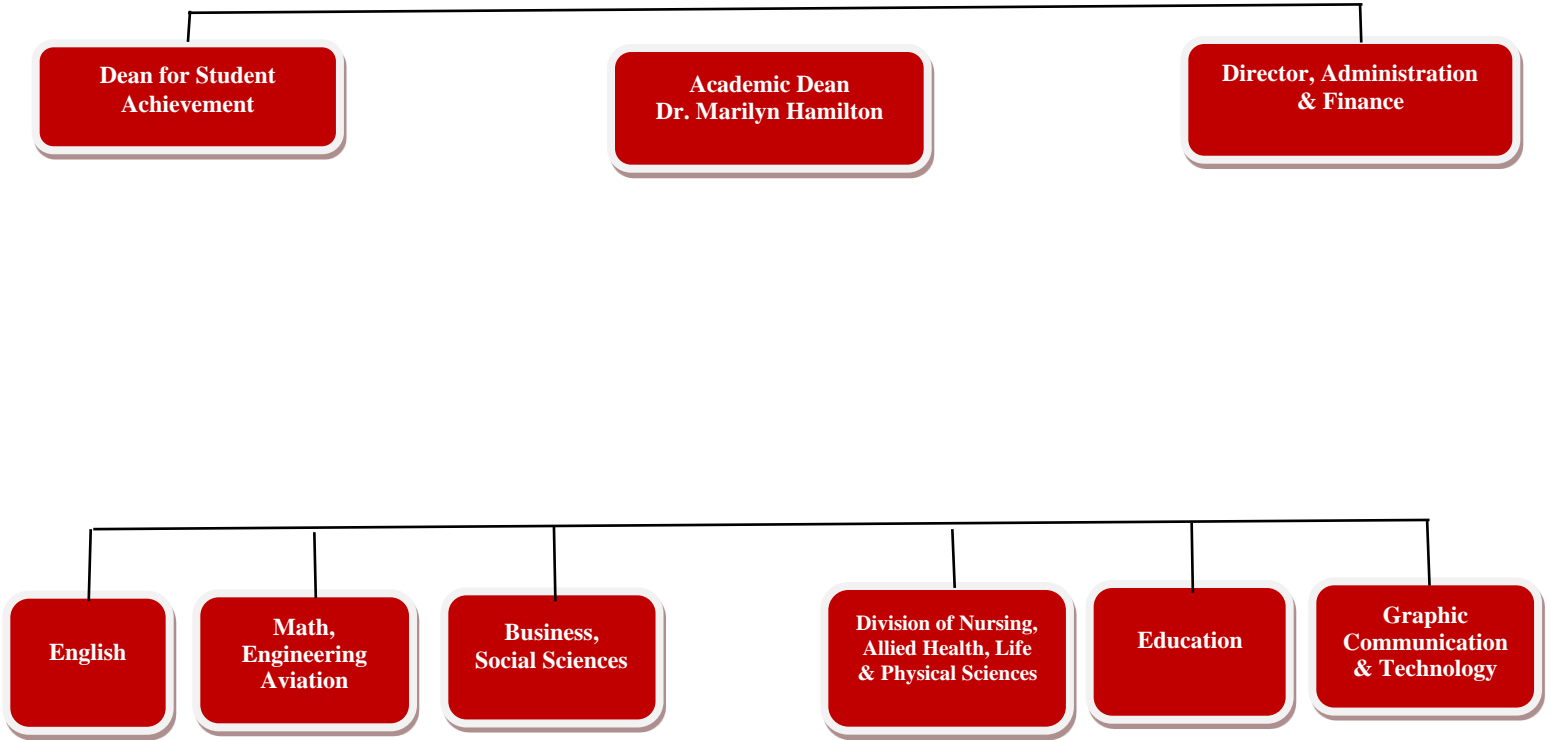
Day-to-day operations of the program are overseen by a Program Director who reports to the Division Chair of Nursing, Allied Health, Life and Physical Sciences, and the Academic Dean of the Community College. The following organizational charts indicate the organizational structure in the University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

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



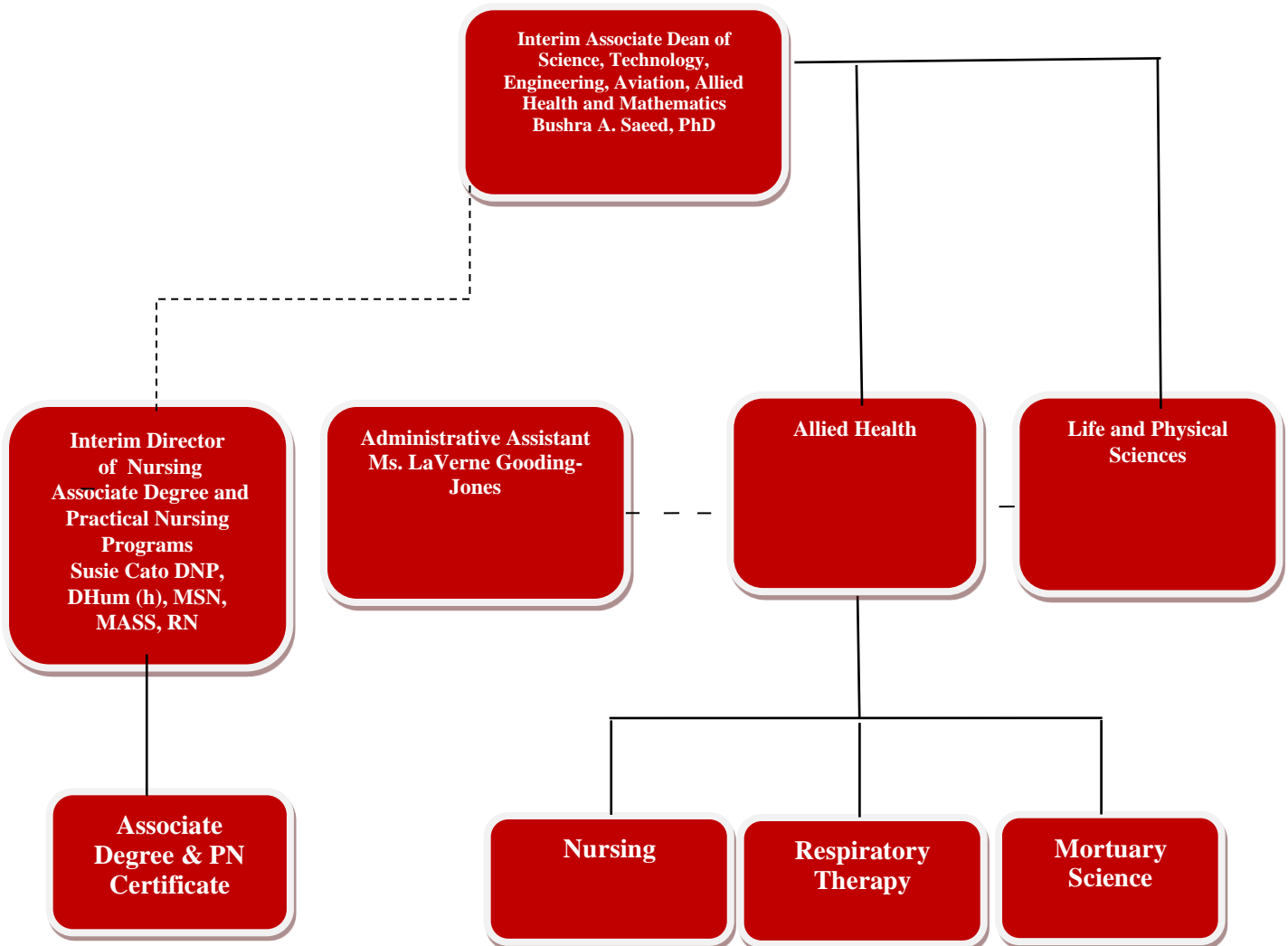
**CHART II: ORGANIZATIONAL CHART OF COMMUNITY COLLEGE**





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





## II: MISSION AND VISION

### Nursing Education Unit

#### Philosophy

The Nursing Education Unit's philosophy embodies the University's core values of excellence, collaboration, sustainability, innovation, and integrity. The faculty believe the discipline of nursing is an art and a science focusing on the health of patients, families, communities, and populations within our local communities and global societies. Nursing education relies on liberal education and

nursing science to prepare undergraduate nurses for practice in various roles across their lifespans and structured and unstructured healthcare settings.

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

### **Vision**

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

### **Mission**

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

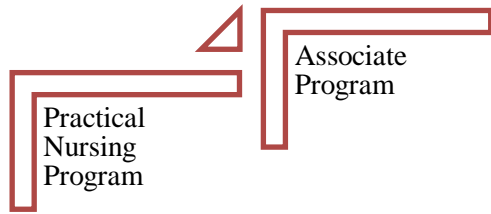
### **Competencies**

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

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

In addition to these 10 competencies, the faculty have adopted one additional competency for the baccalaureate program, which focuses on leadership within healthcare systems. *Table 1 Competencies* displays competencies for each program leading to a degree or certificate. As specified in the mission of the Nursing Education Unit, the faculty offer multiple pathways for students to earn a degree.

**Diagram 1 Nursing Education Programs**



**Table 1 Competencies**

<b>Practical Nursing Program and Associate of Applied Sciences Nursing Program</b>
1. Clinical Judgment
2. Communication
3. Evidence-Based Practice
4. Informatics
5. Leadership
6. Patient-Centered Care
7. Professionalism
8. Quality Improvement
9. Safety
10. Teamwork/Collaboration

**AAS Nursing Program Vision**

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

**AAS Nursing Program Mission**

The mission of the AAS nursing program is to prepare competent practitioners to meet the health-related needs of the diverse citizenry of the District of Columbia and the global society at large and address health needs across the lifespan. Graduates can practice in a variety of settings, under a variety of conditions (including natural and man-made disasters). The AAS nursing program enables graduates to achieve career mobility and practice advancement.

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

The Associate of Applied Science (AAS) Nursing Program at the University of the District of Columbia Community College (UDC-CC) embraces the missions and goals of UDC and UDC-CC. As a vital component

of this urban land-grant institution, the faculty are dedicated to providing nursing education opportunities to DC residents and promoting lifelong learning. The faculty believes that a well-prepared nursing workforce is essential to meet the healthcare market demands of the Washington, D.C. metropolitan area.

The AAS Nursing Program, the undergraduate nursing program at UDC-CC, equips students with the necessary knowledge, skills, and attitudes to become competent clinicians. Students are trained for roles as care providers, care managers, and members of the healthcare team, gaining experience in various structured settings. Graduates of the AAS Nursing Program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon passing, they can progress to post-licensure baccalaureate nursing programs.

Nursing is recognized as an evidence-based discipline that incorporates professional standards (American Nurses Association Standards of Practice and National Patient Safety Goals) and concepts (QSEN and Massachusetts Nurse of the Future Nursing Core Competencies) to address individual, group, and community healthcare needs. Nursing roles include specific competencies necessary for delivering safe and effective care. Nurses collaborate within clinical environments using effective oral and written communication skills to coordinate care, considering the ethical and legal implications of practice.

The 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, helping to evaluate the extent to which the program achieves its mission and goals. The role of nursing is consistent with the mission and philosophy of the University's programs and core values. Defined by the National League for Nursing (NLN), these core values are caring, integrity, diversity/inclusion, and excellence. They provide a foundation for nursing students as they transition into the evolving healthcare landscape. Upon program completion and appropriate licensure, UDC-CC nursing students become valuable members of the nursing profession and 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 and differences among individuals, ideas, values, and ethnicities.

**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, 2024).

**Integrity:** A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth-telling and how we always see ourselves from the perspective of others in a larger community (NLN, 2024).

**Diversity and Inclusion:** A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socioeconomic 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 ourselves and one another. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth (NLN, 2024).

**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, 2024).

#### **IV: DESCRIPTION OF THE ORGANIZING CURRICULUM FRAMEWORK**

The AAS Nursing Program's organizing curriculum framework identifies the major concepts, themes, and exemplars that structure the program's curriculum. This concept-based framework is built around three broad concepts, nine themes, selected microconcepts, and related exemplars, ensuring a comprehensive and organized approach to nursing education.

The framework integrates the National League for Nursing (NLN) educational competencies for associate degree programs, the QSEN Competencies for Undergraduate Programs, and the Massachusetts Nurse of the Future Nursing Core Competencies (MNFNCC). The QSEN and MNFNCC competencies are central to this framework, embedded throughout the curriculum to define the knowledge, skills, and attitudes necessary for graduates to provide high-quality, safe, and effective patient-centered care.

The framework forms the foundation of nursing education, guiding curriculum development, decision-making, and resource allocation to clarify and direct end-of-program student learning outcomes (EPSLOs). The curriculum is organized around the achievement of these EPSLOs. The concept-based curriculum model was selected to manage content saturation and provide a method for content organization. Students focus on the general principles of concepts and apply what they learn to specific priority exemplars. These concepts are applicable in various clinical settings, allowing for optimal use of limited clinical sites and preparing graduates for a wide range of positions in the current job market.

A deeper understanding of these concepts promotes the development of clinical judgment necessary for graduate nurses to function effectively within the healthcare system. This curriculum model is based on best practices from Jean Giddens' work on concept-based curricula. The concept-based curriculum aligns with the program's philosophy, program learning outcomes, EPSLOs, and organizing curriculum framework.

Learning activities include lectures, audio/visual materials, case studies, interactive activities, simulation labs, and hands-on patient care clinical experiences supervised by faculty. The nursing faculty approved all definitions of concepts and competencies within the curriculum. The concept competencies (NLN AD program educational competencies, QSEN Competencies for Undergraduate Programs, and MNFNCC) specify learning outcomes for each concept, allowing faculty to thread a concept through different courses, enabling nursing students to learn specific aspects of a concept in the most appropriate course.

## **Definitions of Broad Concepts**

**Professional Nursing and Health Care Concepts:** These concepts represent the critical attributes and collectively describe professional nursing practice. They are associated with professional comportment, linking to the identity of nursing as a healthcare profession (Giddens, 2024).

**Health and Illness Concepts:** These concepts help nurses understand the multiple health conditions experienced by clients across the lifespan (Giddens, 2024).

**Health Care Recipient Concepts:** These concepts help us comprehend the importance of diversity, equity, and inclusion in the context of the individuals for whom we provide care. They emphasize the need to recognize and respect the varied cultural, social, and personal backgrounds of patients, ensuring that care delivery is equitable and inclusive. Understanding these concepts is essential for providing personalized care that addresses the unique needs and values of each patient, thereby promoting better health outcomes and fostering an inclusive healthcare environment (Giddens, 2024).

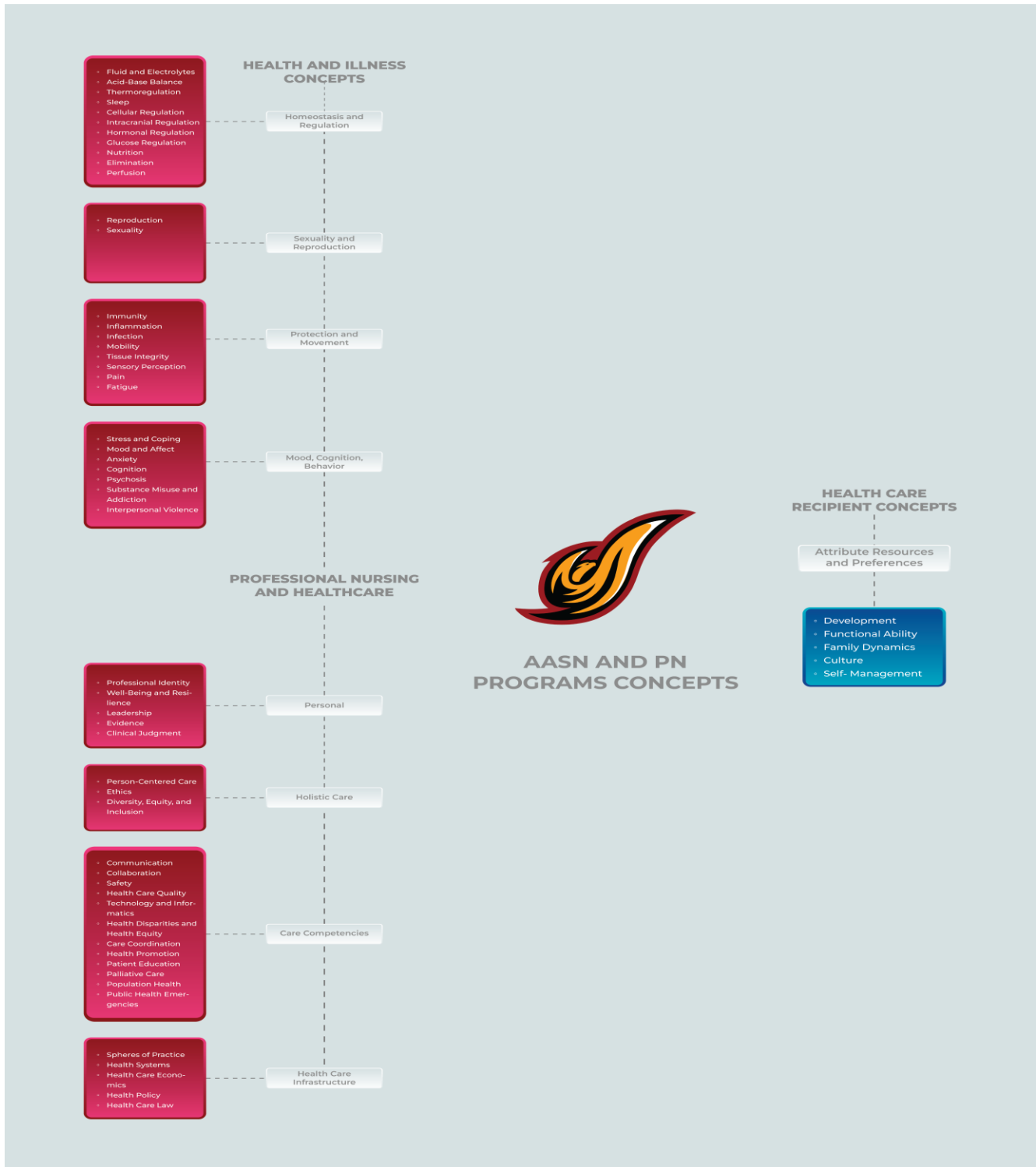
In addition to these three broad concepts, the framework is also organized using the following themes:

### **Definitions of the themes:**

1. **Attributes, Resources, and Preferences:** This theme focuses on understanding the unique attributes, available resources, and individual preferences of each patient. It highlights the importance of personalizing care to align with the patient's physical, emotional, social, and cultural characteristics, ensuring that healthcare delivery is tailored to meet their specific needs and preferences (Giddens, 2024).
2. **Homeostasis and Regulation:** This theme addresses the body's ability to maintain internal stability and regulate physiological processes despite external changes. It encompasses concepts such as fluid and electrolyte balance, temperature regulation, and endocrine function, ensuring that the body's internal environment remains stable and conducive to health (Giddens, 2024).
3. **Sexuality and Reproduction:** This theme covers the aspects of human sexuality and reproductive health, including sexual development, function, and reproductive processes. It also addresses the related psychological, social, and cultural factors, emphasizing the need for comprehensive education and sensitive care in these areas (Giddens, 2024).
4. **Protection and Movement:** This theme focuses on the body's mechanisms for protection and movement. It includes the integumentary system, immune response, musculoskeletal function, and neurological coordination, ensuring the body is safeguarded from harm and capable of movement and function (Giddens, 2024).
5. **Mood, Cognition, and Behavior:** This theme explores the psychological aspects of health, including mood regulation, cognitive function, and behavior. It addresses mental health conditions, cognitive disorders, and behavioral health, emphasizing the need for holistic approaches to mental well-being and behavioral health (Giddens, 2024).

6. **Professional Development:** This theme emphasizes the ongoing growth and development of nursing professionals. It includes continuing education, career advancement, leadership skills, and professional ethics, ensuring that nurses remain competent, ethical, and effective in their practice (Giddens, 2024).
7. **Holistic Care:** This theme underlines the importance of providing care that addresses the whole person, including physical, emotional, social, and spiritual needs. It promotes the integration of alternative therapies and a comprehensive approach to health and healing (Giddens, 2024).
8. **Care Competencies:** This theme focuses on the essential skills and competencies required for effective nursing practice. It includes clinical judgment, technical skills, communication, and collaboration, ensuring that nurses are well-equipped to provide high-quality care (Giddens, 2024).
9. **Healthcare Infrastructure:** This theme addresses the organizational and systemic aspects of healthcare delivery. It includes the structure of healthcare systems, policies, and regulations, resource allocation, and the integration of technology, ensuring that the infrastructure supports effective and efficient care delivery (Giddens, 2024).

**The graphic below depicts the concept-based conceptual framework:**



## V: ASSOCIATE OF APPLIED SCIENCE NURSING PROGRAM OUTCOMES

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

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

Program completion: 60% of students in each cohort will graduate on time based on the four-semester program of study.

Job placement rates: 90% of all graduates will be employed in a position requiring an RN license within nine months of program completion.

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

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

UDC-CC STUDENT LEARNING OUTCOMES (SLOs)	<i>AAS NURSING END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPLOs)</i>
1. To conceptualize, apply, analyze, synthesize, and evaluate information from a variety of sources	1. Utilize judgments in practice, substantiated with evidence, that integrate nursing and other disciplinary knowledge in providing safe, quality care and promoting the health of patients and families.
2. To work jointly with others to achieve objectives.	2. Model effective and therapeutic communication skills to improve the health outcomes of patients and their families.
3. To behave in a respectful and professional manner; maintain positive attitudes towards learning; and uphold professional ethics.	3. Implement the best evidence-based practice that is available based on the values and preferences of patients, families, and communities.
4. To leverage technology to support personal and professional objectives.	4. Examine the effectiveness of information and health technology in decision-making to mitigate errors, support decision-making, and communicate with the interdisciplinary team.

5. To deliver presentations that are designed to increase knowledge and to promote growth in the listeners' attitudes, values, beliefs, or behaviors.	5. Integrate leadership skills and theories based on evidence-based practice that results in optimal wellness for patients and their families.
6. To develop and express ideas through collection and interpretation of data, creation of images, and use of multiple styles of writing.	6. Coordinate holistic, compassionate, safe, and effective care respecting patients' preferences, values, age, culture, and needs.
7. To utilize qualitative and quantitative evidence to solve problems within a real-world context.	7. Model professional, legal, and ethical standards in providing quality nursing care for patients and their families.
8. To live as a global citizen by embracing diversity in every area of personal and professional life.	8. Plan safe and effective methods to improve the quality and safety of health care systems based on patient outcomes data.
	9. Plan strategies based on evidence-based methods to minimize the risk of environmental harm for clients, self, and others.
	10. Collaborate with nurses and other interdisciplinary professionals to plan patient outcomes that result in optimal health.

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

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

• **PATIENT-CENTERED CARE:**

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

• **TEAMWORK AND COLLABORATION:**

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

- **EVIDENCE-BASED PRACTICE:**

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

- **QUALITY IMPROVEMENT:**

Data should be used to monitor the outcomes of care processes, and improvement methods should be used to design and test changes to improve the quality and safety of health care systems continuously.

- **SAFETY:**

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

- **INFORMATICS:**

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

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

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

- **CLINICAL JUDGMENT:**

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

- **COMMUNICATION:**

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

- **EVIDENCE-BASED PRACTICE:**

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

- **LEADERSHIP:**

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

- **PATIENT-CENTERED CARE:**

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

- **PROFESSIONALISM:**

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

- **QUALITY IMPROVEMENT:**

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

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

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

- **Provision 1: Respect for Others**

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

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

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

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

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

- **Provision 4: Accountability**

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

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

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

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

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

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

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

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

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

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

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

### **Health Information Portability and Accountability Act (HIPAA) Privacy Expectations**

Nurses and nursing students should never discuss patients with others who do not "need to know." Nursing students are expected to protect client information and secure electronic records by not sharing electronic usernames and passwords with others. Breaking patient confidentiality will result in dismissal from the nursing program. Likewise, laboratory scenarios are considered private and must not be discussed outside of the lab setting. This violation can result in grounds for dismissal from the nursing program.

### **UDC AAS Nursing Program Honesty**

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

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

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

#### **Professional Demeanor/Attitude**

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

#### **Classroom Preparation**

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

### **VIII: PROGRAM OF STUDY**

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

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

**Associate of Applied Science (AAS) Nursing Program  
Teach-Out Curriculum Program of Study**

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

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

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

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

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

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<u>SECOND YEAR 200 LEVEL NURSING COURSES</u>			<u>CREDIT HOURS</u>	<u>GRADE</u>
<b><u>3<sup>rd</sup> Semester</u></b>	NURS-205C	Nursing Pharmacology	3	___
	NURS-200C	Maternal Child Nursing Theory/Practicum	7	___
<b>Total Third Semester Requirement</b>			<b>10 Credit Hours</b>	
<b><u>4<sup>th</sup> 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 64

### Associate of Applied Science Nursing (AASN)

#### Revised Curriculum Program of Study Effective August 2024

<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	___
BIOL-112C	Anatomy and Physiology II Lecture	3	___
BIOL-114C	Anatomy and Physiology II Lab	1	___
BIOL-245C	Clinical Microbiology Lecture	3	___
BIOL-244C	Clinical Microbiology Lab	1	___
URST-105C	Introduction to Social Science	3	___
FSEM-101C	First Year Seminar (nursing section) 1	___	___
<b>Total General Education and Science Requirements</b>		<b>22 Credit Hours</b>	

<u>FIRST-YEAR 100 LEVEL NURSING COURSES</u>	<u>CREDIT HOURS</u>	<u>GRADE</u>
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*All Clinical courses are composed of both theory, simulation, and practicum concurrently. There is only one grade given for the clinical course. Students are required to attend the theory class, simulation/laboratory, and the assigned practicum.*

<b><u>1<sup>st</sup> Semester</u></b>	NURS-106C	Medication Administration and Pharmacology	2	___
	NURS-115C	Foundations of Nursing Theory/Practicum	5	___
	IGED-111C	Foundation Writing II	3	___
	PSYC-201C	Principles of Psychology	3	___
<b>Total First Semester Requirement</b>			<b>13 Credit Hours</b>	
<b><u>2<sup>nd</sup> Semester</u></b>	NURS-131C	Common Concepts of Adults I Theory/Practicum	6	___
	NURS-200C	Maternal Child Nursing Theory/Practicum	7	___
<b>Total Second Semester Requirement</b>			<b>13 Credit Hours</b>	

	<u>SECOND YEAR 200 LEVEL NURSING COURSES</u>	<u>CREDIT HOURS</u>	<u>GRADE</u>	
<b><u>3<sup>rd</sup> Semester</u></b>	NURS-206C	Medication Administration and Pharmacology II	3	___
	NURS-210C	Common Concepts of Adults II Theor/Practicum	3	___
	NURS-215C	Mental Health Nursing Theory/Practicum	5	___
<b>Total Third Semester Requirement</b>			<b>11 Credit Hours</b>	
<b><u>4<sup>th</sup> 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 70

*If a prospective or current Nursing or Allied Health student appears before the University of the District Columbia's Judicial Hearing Committee resulting in a sanction of warning, and/or suspension from academic activities including courses, the prospective student/current student in the Nursing or Allied Health majors will not be able to enter or progress in the Nursing or Allied Health programs.*

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

Adults II, Complex Concepts Simulation Lab, and Nursing Seminar AAS. The curriculum provides continuity, sequence, and integration of learning. The structure fosters the promotion, prevention, rehabilitation, maintenance, and restoration of the health of individuals of all ages. The contents of each course meet the role expectations of our graduates, which are professional values, ethics, safety, diversity, and confidentiality issues. Courses address The Nurse Practice Act, Standards of Nursing Practice, Unprofessional Conduct Rules, and Delegation. In addition, students learn cultural, ethnic, and socially diverse concepts driven by local, national, and global issues. The learning experiences are progressive; the didactic and clinical portions are concurrent. Students have sufficient clinical experiences to foster communication and interpersonal relationship skills. Students participate in evidence-based clinical experiences, reflect contemporary practice, and nationally established patient health and safety goals (ACEN Standard 4.10). Students will meet stated student and program outcomes, including safe practice in contemporary healthcare environments. Practice learning environments are appropriate for student learning and support the end-of-program student learning outcomes and program outcomes (ACEN, Standard 4.9).

### **IX: PROGRESSION AND GRADUATION**

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

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

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

#### **GRADUATED STUDENTS RETURNING FOR NCLEX-RN BOARD APPLICATIONS**

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

#### **COMPETENCY REMEDIATION OPTION 1**

Student must:

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

## **COMPETENCY REMEDIATION OPTION 2**

Student must:

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

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

## **ADVISEMENT AND REGISTRATION**

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

## **NURSING FACULTY ADVISORS**

<b>FACULTY NAME</b>	<b>LOCATION BLDG 53</b>	<b>PHONE NUMBERS</b>	<b>BASED ON FIRST LETTER OF YOUR LAST NAME</b>
<b>Dr. Susie Cato</b>	<b>Room 310C</b>	<b>274-5914</b>	<b>AAS NURSING PROGRAM DIRECTOR PN and Transfer Students</b>
<b>Dr. Stella Akpuaka</b>	<b>Room 310F</b>	<b>274-6284</b>	<b>B, J, L, Q</b>
<b>Dr. Sakpa Amara</b>	<b>Room 128A</b>	<b>274-6397</b>	<b>T, W, V</b>
<b>Dr. Stella Ayika</b>	<b>Room 310A</b>	<b>274-6939</b>	<b>I, P, S, U</b>
<b>Prof. Rosette Beck</b>	<b>Room 310E</b>	<b>274-6542</b>	<b>F, C, H</b>
<b>Dr. Andrea Doctor</b>	<b>Room 310D</b>	<b>274-5293</b>	<b>E, M, R, N</b>
<b>Dr. Bolanle Olajuyigbe</b>	<b>Room 310B</b>	<b>274-6861</b>	<b>G, K, O, X</b>
<b>Dr. Vonda Rogers</b>	<b>Room 128F</b>	<b>274-5907</b>	<b>A, D, Y, Z</b>

### **CLASS ATTENDANCE POLICY**

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

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

## **X: PROGRESSION, WITHDRAWAL, DISMISSAL AND READMISSION**

### **PROGRESSION**

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

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

### **WITHDRAWAL**

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

### **GRADING SYSTEM**

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

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

### **CONSORTIUM OF UNIVERSITIES**

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

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

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

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

## **DISMISSAL**

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

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

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

## **READMISSION**

1. Students in good academic standing, who have not been enrolled for one or more semesters in the AAS nursing program, must submit a letter of intention by the 3rd Friday in January for consideration for the following Fall term and the 3<sup>rd</sup> Friday in September for the following Spring term to be screened for eligibility to register for nursing courses.
2. Students who withdraw from the AAS nursing program and apply for readmission at a later date, even though the student has earned a "C" grade in nursing courses during a previous enrollment, may be asked to

repeat some or all of the nursing courses previously completed, especially if the time between withdrawal and readmission is one year or longer.

3. Any student in the nursing program who has a break in their program of study must demonstrate **clinical competencies** beginning with the Foundations of Nursing skills and the last clinical course that the student was enrolled.
4. Readmission of nursing students is contingent upon recommendations of the APG Committee and space availability. If a student is readmitted, he/she will be readmitted on space availability under the current curriculum plan.

## REQUIREMENTS FOR GRADUATION

### DEGREE REQUIREMENTS

1. The Teach-Out Curriculum of the Associate Degree requires a minimum of 64 semester hours and 70 semester hours for graduates of the Revised Curriculum; 15 of which must be in residence.
2. Completion of appropriate University-Wide requirements. (Refer to University Catalog).
3. Completion of all courses on the program of study with a minimum grade of "C."
4. A cumulative grade point average of 2.8 must be maintained.

### COMMENCEMENT

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

### AAS Nursing Program Pinning Ceremony Policy

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

### The "Nightingale Pledge"

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

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

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

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

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records or identification.
3. Violation of any law of the land.
4. Class disruption by use of abusive or obscene language.
5. Insubordination.
6. Fighting at a clinical site or on University premises.
7. Being intoxicated or under the influence of illegal drugs while on clinical assignment or University premises.
8. Vandalism or stealing.
9. Sleeping while on duty at a clinical assignment.
10. Leaving a clinical assignment or room/area without the instructor's permission.
11. Failure to notify the designated clinical personnel of absence or lateness.
12. Violation of any duly established rules and/or regulations.
13. Falsifying or altering documents such as CPR cards.

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

## **XI: GENERAL INFORMATION**

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

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

1. Textbooks, Uniform, CPR, and equipment
2. Transportation to and from clinical experiences (carpool encouraged)
3. Meals, locker fees, and parking facilities as determined by the specific agency to which the student is assigned
4. Standardized Nursing Examination fees each semester, diagnostic, and exit exam
5. Learning resources (review materials)

6. Student Nurses' Association membership dues
7. School pin, upon completion of requirements for graduation
8. National Criminal Background Clearance (prior to being admitted to the nursing program and yearly)
9. Health Clearance
10. Liability Insurance (currently covered in University fees)

## **HEALTH REQUIREMENTS**

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

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

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

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

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

## **ACCIDENTS AND ILLNESSES INCLUDING COMMUNICABLE DISEASES**

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

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

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

## **CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION**

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

## **LIABILITY INSURANCE REQUIREMENT**

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

### **NATIONAL CRIMINAL BACKGROUND CLEARANCE**

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

In addition, students are required to complete a Child Protective Services Background (CPSB) Check. Students are required to submit the CPSB clearance prior to admission into the nursing program and before attending pediatric clinical experiences. If the school/clinical agency denies placement for a student because of the CPSB background clearance, the student may not be able to complete the program. It is the student’s responsibility to contact the appropriate authorities to address and remove any citations on the CPSB report. The student may not return to clinical or the program until appropriate action has been taken.

### **CLASSROOM, LABORATORY, AND CLINICAL EXPECTATIONS**

- **Attendance:** To meet the course objectives, students are expected to attend class and all planned learning experiences whether on campus or off-campus. Absenteeism jeopardizes academic success. Students are not permitted to miss any lab experiences.
- **Children:** To provide an optimal learning environment, children are not permitted to be on campus or in the classroom, laboratory, and clinical settings.
- **Eating and Smoking:** Eating and smoking are **not** permitted in the classrooms or laboratories.
- **Inappropriate Behavior:** Use of profanity and/or harsh loud verbal communication, disrupting the classroom, laboratory, and/or clinical settings, with outbursts or verbal threats, irresponsible statements and remarks, or slanderous comments are **unacceptable**. These behaviors may result in removal from the course, classroom, laboratory, and/or clinical and may result in dismissal from the nursing program.

- **Weapons:** Actual or potentially hazardous objects (guns, knives, sharp objects, etc.) are **not** allowed in the classroom, laboratory, and/or clinical setting.
- **Electronic Devices:** Permission for use of tape recorders and digital equipment in campus classrooms and laboratories may be discussed with the faculty (teaching the course/class) and used only with permission from the faculty (teaching the course/class). In the classroom, cell phones must be placed in silent mode.
- **Any device that disrupts class is not permitted in the classroom or laboratory.**
- **Computer and skills/technology laboratory:** The Laboratory/Simulation Coordinator addresses laboratory concerns.
- **Referrals:** Students referred to the laboratories for specific enhancement and/or remediation must make appointments with the Laboratory/simulation Coordinator for assistance.
- **Attire:** In the classroom setting, students must always wear business casual attire with their ID badges.

## CLINICAL EXPECTATIONS

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

1. **Length of Clinical Experiences:** The specific days and hours for the clinical nursing experiences vary with the course and the agency providing the nursing experience. Information regarding individual schedules will be given at the beginning of each course. Campus laboratory sessions are mandatory.
2. **Relationships:** Students will be responsible primarily to the UDC nursing faculty and secondarily to nursing service employees at the institutions providing the clinical experiences. Students are responsible for reporting significant information to the appropriate person at the clinical sites.
3. **Clinical Agency Policies and Procedures:** Students are required to attend orientations to the clinical agencies and must complete designated training for fire, evacuation, safety, and infection control.
4. **Professional Responsibilities:** Students are expected to comport themselves as novice professionals and to function as accountable, responsible, and self-directed individuals.
5. **Attendance and Promptness:** Clinical participation and attendance are mandatory. Students are expected to be present and punctual for clinical. Failure to do so precludes the student's ability to meet clinical objectives. Students arriving late to clinical ten (10)

minutes or more after starting time will be sent home or sent to the campus by the clinical instructor, and the student will be marked absent for that clinical day.

6. **Confidentiality:** Information and experiences relative to clients, patients, residents, and personnel in the agency are to be held in **strict confidence**. Discussion of experiences is limited to individuals involved in care. Health Insurance Portability and Accountability Act 1996 guidelines are to be followed.
7. **Unprofessional Behavior:** Use of profanity, disrupting course settings with outburst or verbal threats, irresponsible statements and remarks, or slanderous comments are **unacceptable**. These behaviors may result in removal from the clinical site and dismissal from the AAS nursing program.
8. **Unsafe Behavior:** Substance abuse (alcohol, illegal drugs, and chemicals), unethical nursing actions, and/or sleeping on duty are grounds for immediate dismissal from the clinical site and the AAS nursing program. These actions seriously jeopardize safety.
9. Students are **strongly advised** not to work more than twenty (20) hours per week. Scheduled work hours should not include the shift or tour of duty immediately prior to assigned clinical experiences. Students are expected to follow the Code of Ethics and function safely in the clinical setting.
10. **Electronic Devices: Pagers, cellular telephones, computers, cameras, tape recorders, and/or other electronic devices are not allowed in clinical settings.** Specific devices identified by faculty in the course requirements are the only devices allowed in clinical agencies.

## **SIMULATION LAB**

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

### **Goals**

1. Increase the safety and effectiveness of patient care through inventive, interdisciplinary training.

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

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

### **Dress Code**

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

### **Classroom**

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

### ***Business Casual Attire***

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

- Blouse, top, or sweater
- UDC Shirts
- Vest
- Occasionally an informal jacket
- Appropriate shoes and accessories

All bottoms (i.e., pants, jeans, shorts, skirts, etc.) must be an appropriate length for the professional environment. Casual attire is to be worn; tight-fitting clothing, bare midriffs, low necklines, strapless tops, and miniskirts are not permitted.

### **Clinical Attire**

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

While in uniform, the following are appropriate and required.

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

laboratory coat and/or uniform one inch below the shoulder seam

- Pen with black ink
- Penlight/flashlight (AA or AAA model)
- Pocket-size notebook or pad of paper
- Scissors (bandage type)
- Stethoscope with dual chest-piece (bell and diaphragm in adult and pediatric sizes)
- Blood Pressure Cuff
- Wristwatch with a second hand (preferably with a flexible band and waterproof features)
- Jewelry permitted includes a wedding band and one pair of 8mm or less stud earrings.

### **Areas with exceptions**

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

### **Laboratory Attire**

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

## **Preparedness in Classroom, Lab, and Clinical Settings**

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

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

### **Infractions that require Disposition Actions, (including, but not limited to):**

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

- Any other disposition issues outlined by the UDC AAS Nursing Program

### **Nursing Students Disposition Policy**

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

### **Procedures for Assessing Dispositions**

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

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

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

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

**Disposition Report**

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

Program Director  
Nursing Faculty

Clinical/lab Coordinator

Adjunct Faculty

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**Reason for Disposition Report:**

Theory Class (more than two): Tardy/Unprepared

Clinical Rotation (more than two): Tardy/Unprepared

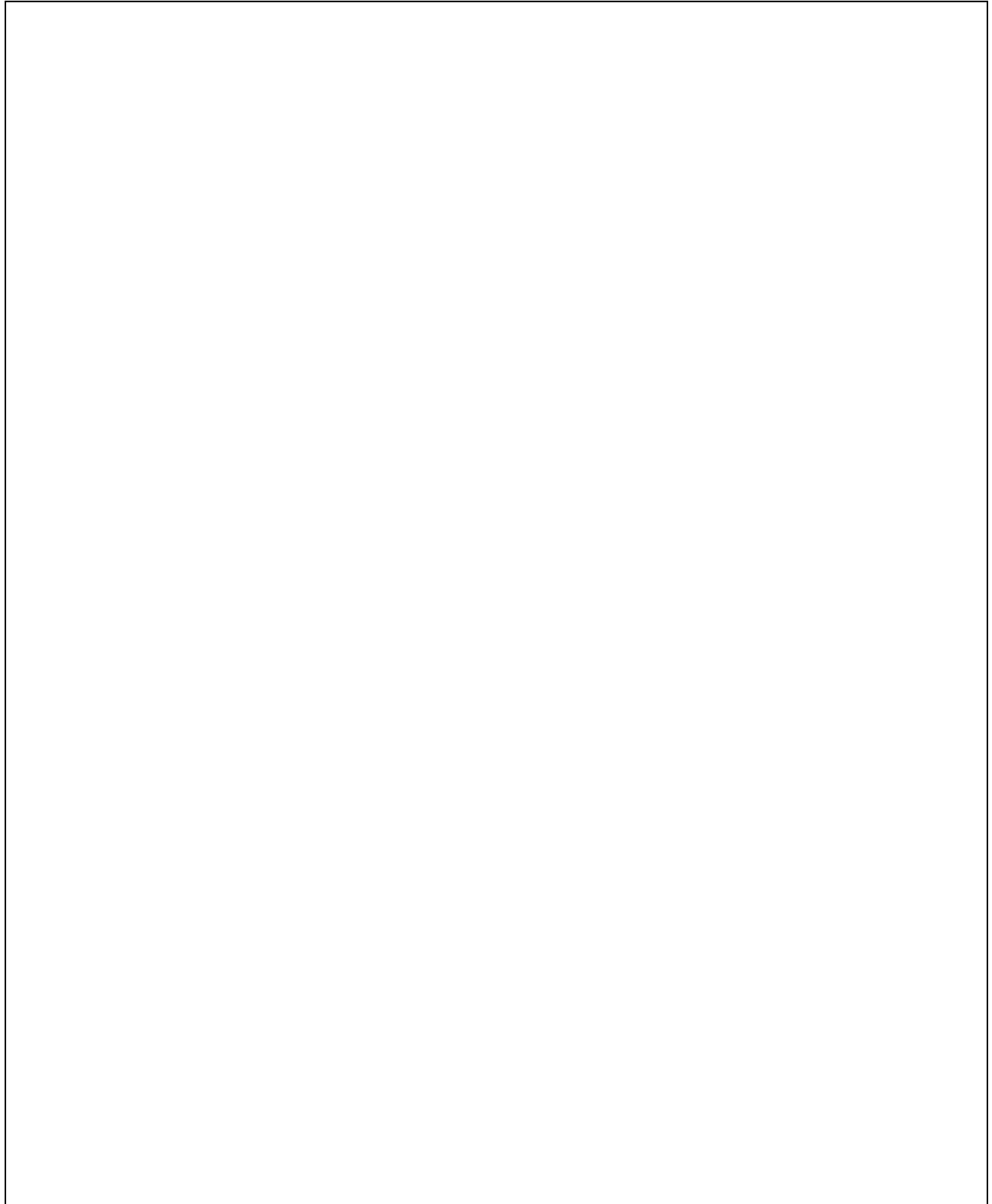
Lab (more than two): Tardy/Unprepared

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

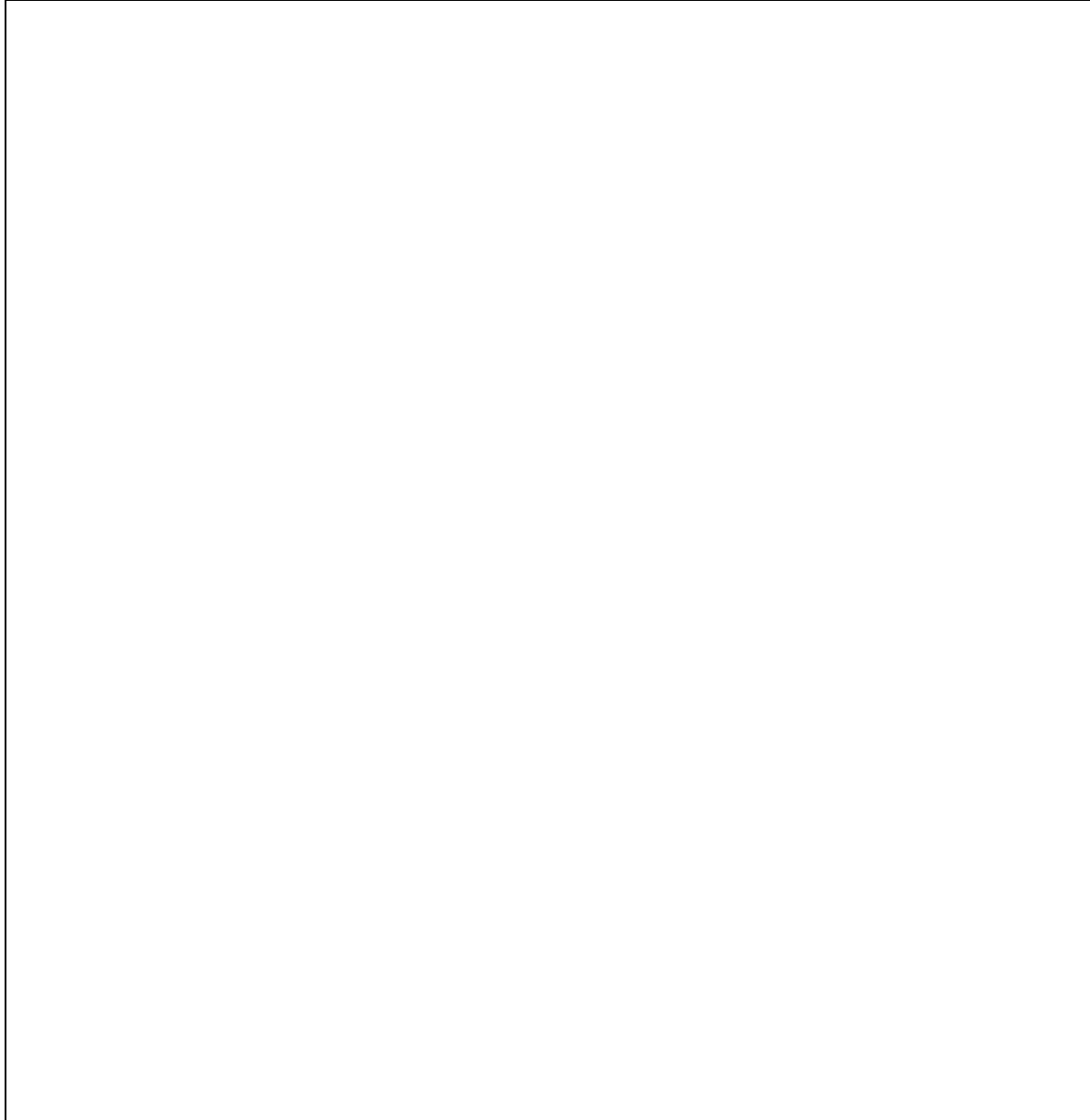
Unprofessional Behavior

Improper Classroom/Lab/Clinical Attire

**Detailed explanation of concern. Provide supporting documentation:**



**Student's response to the disposition inquiry:**

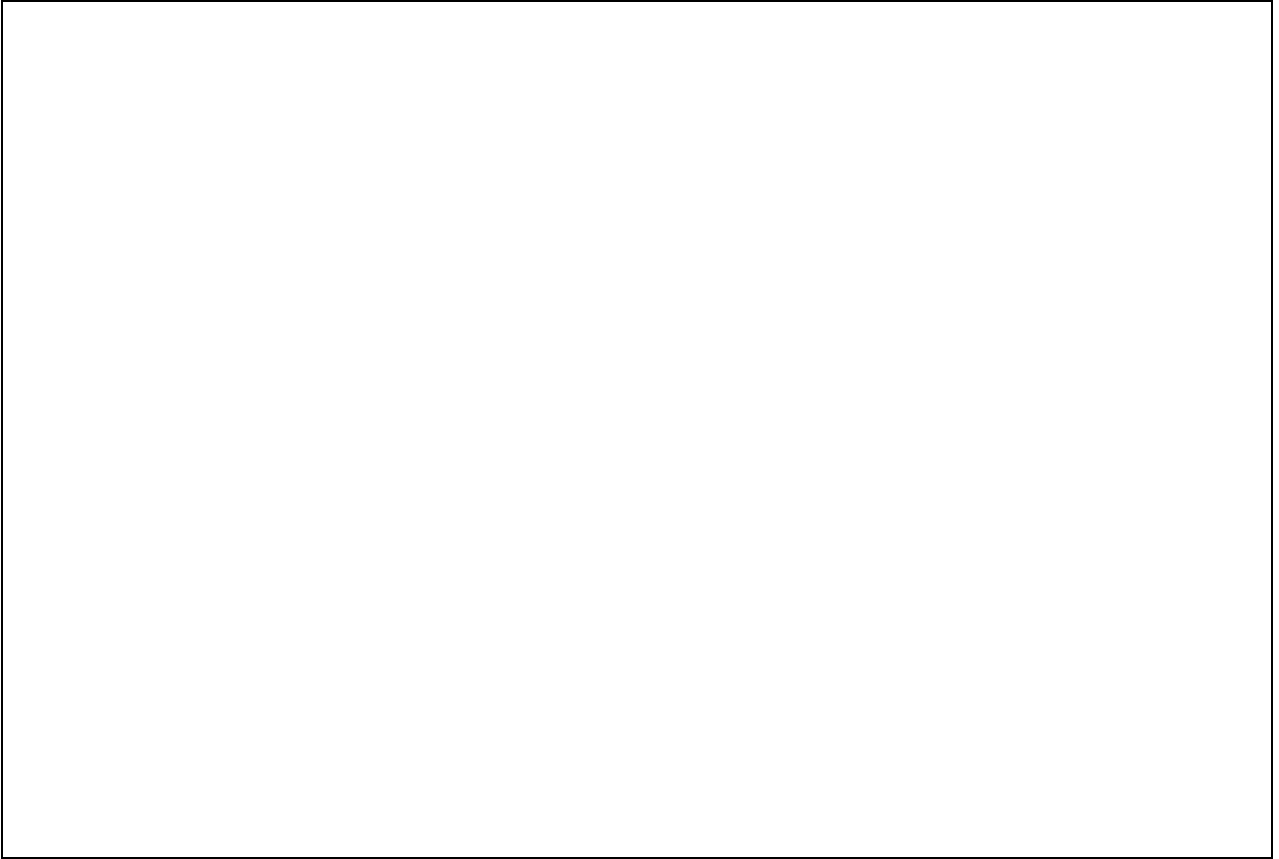
A large, empty rectangular box with a thin black border, intended for a student's response to a disposition inquiry. The box is currently blank.

**Complete the Following:**

**Meeting in full details**

A large, empty rectangular box with a thin black border, intended for the student to write the details of a meeting.

## Action plan

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to write their action plan.

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

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

---

Program Director

Date

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

---

Faculty Signature

Date

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

---

Student:

Date:

## **NURSING PROGRAM COURSES AND TESTING**

### **COURSES**

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

### **FINAL CLINICAL EVALUATIONS**

Drug and Solution Computation Examinations are given in all practicum courses. As specified in the course syllabi, students are allowed three opportunities to successfully pass the computation examination. These three opportunities will be provided prior to the first clinical day. Failure to meet the minimum standard will preclude students from meeting course objectives, receiving clinical assignments, and progressing in the program. Students must perform at a satisfactory level on the clinical evaluation. Unsatisfactory performance of any components of the clinical evaluation will result in failure of the course.

### **TESTING**

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

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

## **NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) INFORMATION**

## **ELIGIBILITY REQUIREMENTS**

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

**Conviction of a crime other than a minor traffic violation, uncleared background check, and uncleared CPSB check could result in ineligibility for nursing licensure.** Under these

circumstances, early notification of the appropriate state board of nursing is recommended to clarify mechanisms related to determining eligibility.

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

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

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

## **XII: STUDENT ACTIVITIES**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

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

#### **STUDENT BILL OF RIGHTS**

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

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

### **STUDENT RESPONSIBILITIES:**

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

### **GRADE APPEAL PROCEDURE**

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

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

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

### **Grievance Policy and Procedure**

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

- Step 1 Request a conference with the faculty or staff member involved.
- Step 2 Should no solution be reached with the faculty or staff member within five (5) working days, the student should request, in writing, a conference with the Program Director. The written request should include the cause of the problem.
- Step 3 If, after the written request is presented to the Program Director and a conference is held, the student is not satisfied, the student, within five (5) working days shall request, in writing, that the matter be considered by the Dean of Academic Affairs.
- Step 4 The Dean of Academic Affairs will submit the appeal to a college-wide academic appeals committee for consideration and recommendation. The Committee, which includes faculty representatives from various departments, as well as student representation, will submit its recommendation to the Dean within 15 working days from the date of receiving the case. The Dean will inform all parties involved of his/her decision.

If the grievance is unresolved, the student may continue the process up to the Academic Level.

## **STUDENT ORGANIZATIONS**

### **UDC-CC STUDENT GOVERNMENT ASSOCIATION**

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

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

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

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

### **STUDENT NURSES ASSOCIATION**

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

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

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

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

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

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

### **NATIONAL BLACK NURSES ASSOCIATION**

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

### **ACHIEVEMENT AWARDS**

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

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

### **NURSING SCHOLARSHIP CRITERIA APPLICATION PROCEDURE**

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

### **ELIGIBILITY REQUIREMENTS**

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

### **FREEDMEN'S HOSPITAL SCHOOL OF NURSING ALUMNI CLUB SCHOLARSHIP**

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

#### **Criteria:**

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

The applicant must be able to satisfy the following conditions:

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

### **TOM HICKEY SCHOLARSHIP AWARD**

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

#### **Tom Hickey Scholarship Award Criteria:**

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

### **DAUGHTERS OF THE AMERICAN REVOLUTION – LENA FERGUSON SCHOLARSHIP**

The Daughters of the American Revolution (DAR) is a non-profit, non-political volunteer women's service organization dedicated to promoting patriotism, preserving American history, and securing America's future through better education for children, according to the website. Further, DAR awards thousands of dollars in scholarships and financial aid each year to students, including support for schools serving underserved children. The National Society Daughters of the American Revolution (NSDAR) annually awards \$10,000 to the University of the District of Columbia for students accepted and enrolled in the Baccalaureate of Science in Nursing (BSN) program or Associate of Applied Sciences in Nursing program.

The scholarship is named in honor of the late Lena Santos Ferguson, who was a DAR member and instrumental in establishing this scholarship in the 1980s as an outreach to people of color in the District of Columbia. For the first 20 years of the scholarship until her passing, Mrs. Ferguson was personally involved in promoting the scholarship to the District of Columbia's public schools as well as selecting and celebrating the student recipients every year.

#### **Criteria:**

- Entering or Continuing Students
- Need-based or Merit
- Grade Point Average of 3.0
- Students who graduated from District of Columbia public schools but who may reside in the District of Columbia, Maryland, or Virginia post-high school graduation
- Full or Part-Time enrollment

**Scholarship Details:** Funds may be used for the payment of tuition, fees, books, and education supplies for students enrolled in the RN-BSN Program courses or AAS nursing Program courses.

**Award Amount:** \$5,000 per student (2 students each year)

### **XIII: RESOURCES**

## **COUNSELING AND ACADEMIC ADVISEMENT**

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

## **FINANCIAL AID**

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

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

## **EMPLOYMENT**

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

## **LEARNING RESOURCES CENTER (LIBRARY AND MEDIA)**

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

## **XIV: NURSING PROGRAM COMMITTEES**

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

### **ADVISORY COMMITTEE**

#### **Section 1: The Purposes**

The purposes of the Advisory Committee shall be:

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

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

The membership of the Advisory Committee shall be:

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

### **ADMISSION, PROGRESSION AND GRADUATION (APG) COMMITTEE**

#### **Section 1: The Purposes**

The purposes of the APG Committee shall be:

- 1.1 Recruit, interview, advise, and counsel all prospective students on academic matters.
- 1.2 Compile data relative to determining a student's eligibility for matriculation.
- 1.3 Review data and recommend candidates for placement, progression, and graduation, or dismissal.

- 1.4 Submit written committee reports.
- 1.5 Update AAS Nursing Program handbook as needed on an annual basis.

**Section 2: Membership**

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

- 2.1 A chairperson shall be elected.

**CURRICULUM COMMITTEE**

**Section 1: The Purposes**

The purposes of the Curriculum Committee shall be to:

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

**Section 2: Membership**

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

- 1.5 A chairperson shall be elected.

**STUDENT-FACULTY RELATIONS COMMITTEE**

**Section 1: The Purposes**

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

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

**Section 2: Membership**

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

- 2.1 A chairperson shall be elected.

## **OUTCOMES COMMITTEE**

### **Section 1: The Purposes**

The purposes of the Outcome Committee shall be to:

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

### **Section 2: Membership**

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

- 2.1 A chairperson shall be elected.

**XV: NURSING STUDENT HANDBOOK RECEIPT FORM**

Attention: Dr. Susie Cato, Program Director

Division of Nursing, Allied Health, Life and Physical Sciences

University of the District of Columbia Community College

5171 South Dakota Ave NE, Room      Washington, D.C. 20017

I have received the Nursing Program Handbook. Date: \_\_\_\_\_

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

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

---

**Printed Name**

**Signature**

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

**NURSING HANDBOOK RECEIPT AND ADVISOR VERIFICATION FORM**

Attention: \_\_\_\_\_, Faculty Advisor

University of the District of Columbia Community College

Associate of Applied Science (AAS) Nursing Program

5171 South Dakota Avenue NE, 20017

Washington, D.C. 20017

I received the Nursing Program Handbook on \_\_\_\_\_  
Date

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

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

---

**Printed Name**

**Signature**

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**Telephone Number(s) (Home)**

**(Work)**

**(Cell)**