



The School of Science Health and Allied Health

RN-BS Completion Program

STUDENT HANDBOOK

THE DEPARTMENT OF NURSING

Medgar Evers College, CUNY 1638

Bedford Avenue

Brooklyn, NY 11205

Suite 206-213

2025-2026

RN-BS COMPLETION PROGRAM

Medgar Evers College
City University of New York
School of Science and Allied Health

DEPARTMENT OF NURSING

Dear RN-BS Nursing Student:

The faculty of the Nursing Department welcome you and applaud your decision to return to school to obtain the baccalaureate degree. As the landscape shifts in health care and medical technology, nurses must be able to update their knowledge and skills to maintain effective and quality care for the clients we serve.

The profession is truly advancing with expanding roles and responsibilities. The curriculum provides you with educational opportunities in community, nursing research, leadership and management. The program of study will build on your knowledge and expertise as registered nurses and provide a foundation for graduate nursing education.

Your faculty will educate, guide and mentor you as you journey towards this milestone. As nursing professionals, we all on this journey together.

*Sincerely,
Dr. Shirley Daniels, Ph.D., MSN, BS, RN Chair:
Department of Nursing*

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ACCREDITATION

- The RN-BS Completion Program (RN-BS) is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326

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NURSING PROGRAM INFORMATION:

I. A BRIEF HISTORY

- Medgar Evers College (MEC), established in 1969, with a mandate to meet the educational and social needs of the people located in Central Brooklyn, is highly motivated to achieve its mission. Its mission is to provide high-quality, career-oriented, undergraduate, and technical programs in the context of a liberal arts education. In that light, MEC is committed to offering three levels of nursing education
- The RN-BS Completion program is one of three nursing programs at MEC. The Department of Nursing (DON) also offers the entry level Associate in Applied Science (AAS) Degree Program (RN) and the entry level Practical Nursing (PN) Certificate Program. The RN-BS program is a completion program at MEC. Only Licensed Registered Nurses (RNs) can be admitted into the BS Program.

II. DEPARTMENT OF NURSING MISSION

- The mission of the Department of Nursing is congruent with the mission of the College. Access and excellence are hallmarks of the College and the department. The faculty agrees that education has the power to positively transform the lives of individuals. We are committed to excellence in nursing education. Providing students, a choice of opportunities among its various nursing programs increases access to a nursing career.
- The department promotes success in a nursing career by assessing the readiness of its graduates throughout the educational experience. It is our goal to ensure that our graduates achieve success, employ their skills and technology to enrich their community, our nation, and the world. We support lifelong learning and embrace career mobility.
- The department provides degree programs with clear articulation between them. The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system and an opportunity to gain maximum benefits from life experience and from their environment. The department promotes this mission by its commitment to excellence in nursing education.

III. DEPARTMENT OF NURSING PHILOSOPHY

- The philosophy of the Department of Nursing is congruent with the mission, goals, and objectives of the College. Faculty members of the department of nursing believe in preparing students for technical (PN, AAS) and professional (BS) nursing practice. The faculty is committed to preparing students for practice to meet the health and social needs of the diverse population of our local community and a global society of the 21st century. The department of nursing aspires to propel its graduates into the ever-expanding horizons of the nursing profession to become a springboard for the attainment of higher academic and professional goals. The faculty further subscribes to the idea that human beings, health, nursing, education, and society represent the organizing framework in developing the curriculum for individual and family centered

- **Education:** Education has evolved in response to the unique learning needs of our diverse student population. Teaching is directed toward facilitating learning through interactive communication and guided experiences in the acquisition of cognitive, affective and psychomotor skills. Nursing faculty are committed to providing an environment that fosters inquiry, critical thinking, technological preparedness, opportunities for personal growth based on ethical, legal and moral standards, professional development and career mobility. We believe in the diversity of the student population because of its potential for enriching the community. Therefore, we have developed a curriculum approach that provides for a variety of learning modalities that facilitate and encourages adult learners to attain their educational goals through excellence in nursing education.
- **Human Beings:** Each member of society is a unique human being with basic needs and the potential for individual growth and development. These needs, which are biological, psychosocial, cultural, and spiritual, motivate individuals to progress to a higher level of development. We believe that individuals constantly interact with their external environment, including families and communities resulting in dynamic and continuous adjustments in a culturally diverse environment.
- **Society:** Society has the responsibility to ensure the health, safety and welfare of all persons. Individuals, families, groups, and communities constantly interact with their environment, which influences the way society transmits culture and values through language, the arts, and social organizations. As population patterns change, environmental adjustments become necessary to address the needs of demographically and culturally diverse populations.
- **Health:** Scientific advances, technology, political and economic factors have created a marked impact on the delivery of health care services leading to a shift toward disease prevention, health promotion, and health maintenance. Therefore, the goal of optimum health of individuals, families, and communities can be achieved through education that enables them to make informed choices about their health care needs. We also believe in access and availability of adequate health care for all, regardless of age, gender, ethnicity, sexual orientation, or socioeconomic factors. Through collaboration, health care providers can monitor and influence, as appropriate, the environment to attain healthier communities. Clients have the right to receive information concerning their health care, as well as the right to participate in decisions affecting it. Healthcare providers must respect these decisions as they assist clients to adjust and adapt to their wellness-illness continuum in a constantly changing environment.
- **Nursing:** Nursing, as a dynamic, educative, and therapeutic process, involves critical thinking, decision-making, and caring in providing health services to individuals, families, groups and communities. The discipline of nursing, with professional and technical components, is governed by the standards established by the profession and operates within the legal parameters of the nurse practice acts. The nurse prepared at the associate degree level provides technical nursing care to clients in a variety of structured healthcare settings in collaboration with of the professional nurse and other members of interdisciplinary healthcare team. The nurse prepared in a practical nursing program earns a certificate and provides nursing services under the direction of the registered nurse. The nurse prepared at the baccalaureate is a generalist practitioner. In our view, differences exist in the characteristics of each program, in its goals, objectives, competencies, and outcomes, which are designed to reflect programmatic uniqueness.

IV. PROGRAM GOALS

- Prepare a beginning generalist professional nurse;
- Provide broad-based knowledge and skills in nursing leadership and management;
- Provide a foundation for graduate studies in advanced nursing practice; and, education.

V. PROGRAM LEARNING OUTCOMES

Graduates of the Medgar Evers College BS Nursing Program will:

1. Synthesize theoretical knowledge from the sciences, humanities, and nursing to enhance professional nursing practice.
2. Provide nursing care that is respectful of the cultural, ethnic and spiritual diversity of the client populations.
3. Incorporate critical thinking and clinical nursing judgement in providing safe and quality nursing care to diverse client populations.
4. Employ the use of information, technology and research findings in evidence-based nursing practice.
5. Demonstrate nursing knowledge, ethical attitudes, moral behaviors, and leadership abilities.

VI. EXPECTED LEVEL ACHIEVEMENT

- Fifty percent (50%) of students will complete the program within 100% of the program length once Nursing major courses are started
- Students and employers will report satisfaction with the program post-graduation; and,
- Eighty percent (80%) of students will be employed within 12 months of graduation.

VII. ADMISSION CRITERIA

- Meet all Medgar Evers College admission requirements.

VIII. TRANSFER CREDITS

- The Office of Admissions will review all transcripts and grant credits as appropriate
- All RNs are awarded 60 credits for previous nursing education (30 credits of arts and

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sciences and 30 credits of nursing).

- All RN-BS required nursing courses (NUR 300s and 400s) must be earned at Medgar Evers College. RN-BS nursing credits from other institutions cannot be transferred.

IX. REQUIREMENTS FOR NURSING

- All requirements for admission to Medgar Evers College (MEC) must be met.
- Review the RN-BS Handbook.
- Submit proof of a satisfactory physical examination and immunization record annually (NURL 318 and NURL 421).
- Submit a basic life support (CPR) certificate upon admission and at recertification.
- ALL supporting documents must be uploaded to Castlebranch document repository.

X. Immigration Center

- The Immigration Center under the auspices of CUNY Citizenship Now! at Medgar Evers College (CUNY) offers free legal immigration services to the immigrant community. In addition, the Center provides assistance to the community with Naturalization; Deferred Action for Childhood Arrivals (DACA); Relative Petitions; Adjustment of Status; Consular Processing; Certificates of Citizenship; Replacement of Lost/Damaged Immigration Documents; and Diversity Lottery entries.

XI. FERPA

- Notification under the Family Educational Rights and Privacy Act (FERPA) of Student Rights concerning Education and Directory Information:
- The FERPA affords students with THE RIGHT TO INSPECT AND REVIEW THEIR EDUCATION RECORDS. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals office. Additional information regarding the appeal procedures will be provided to you if a request is denied.

XII. AMERICANS with DISABILITIES ACT

- Students with disabilities and/or learning differences are entitled to receive reasonable accommodations to support their learning at the college. A student must be registered with the Office of Accessibility and Accommodation (B1024), and written documentation must be received by the faculty regarding the accommodations needed.

XIII. ACADEMIC ADVISEMENT CENTER

The Academic Advisement Center is a student-oriented center that assists students with their educational goals by providing information regarding:

- Academic policies
- Graduation evaluations
- Academic advisement
- Transfer credit information
- Student counseling
- Student re-admission information
- Financial evaluations
- Scholarship referrals
- Changes in grades on transcript
- Counselors in the Office of Student Affairs (Counseling Office) assists students to:
- Deal with stress and anxiety related to educational goals
- Deal with crisis situations
- Deal with disabilities and related services

XIV. ACADEMIC POLICIES

Progression, Retention and Completion

Each candidate in the RN-BS Program must satisfactorily complete the BS degree curriculum as outlined:

- Maintain a cumulative GPA of at least 2.5 and a grade of “C” or better in all required non-nursing courses;
- Maintain a cumulative GPA of at least 2.5 and a grade of “C” or better in all nursing courses;
- Satisfactory completion of clinical components of nursing courses with a passing (P) grade;
- Achieving less than a “C” in a nursing course is considered a failing grade. Only one failure in a nursing course is allowed. A second failure in a nursing course may result in dismissal from the nursing program.
- Schedule advisement session each semester with assigned nursing faculty advisor;
- A withdrawal from a nursing course may constitute a failure;
- A student is only allowed to withdraw twice from a nursing course
- Complete the program within two years
- Pass Nclex Exam by the start of the following semester to progress in the program.

XV. Examination Policy

In order to optimize the testing environment for all of our nursing students and to support the integrity and security of its examinations, the faculty of the DON will enforce the following guidelines:

- Students with disabilities and/or learning differences are entitled to receive reasonable accommodations to support their learning in the college. After an intake appointment and assessment of student documentation, students who are registered with the Office of Service for the Differently-abled (B1024) are entitled to receive reasonable accommodations to support their learning in the College. Students may enroll with the program throughout the year and are responsible for alerting faculty to accommodations needed.
- There will be no student access to personal items including but not limited to: backpacks, beverage or food containers, books, cap or hats, cell phones, coats/jackets/outwear with pockets, notebooks, or other electronic devices in any testing area.
- Cell phones are to be turned off and stored while in any testing area.
- Content areas of weaknesses identified on the exam may be reviewed at faculty's discretion. The DON exams are all computerized

XVI. Student Absence during an Examination

- In the event of an absence from an examination, it is the responsibility of the student to notify the course faculty within 24 hours. Notification must be made to the corresponding faculty's MEC email address. A determination at the faculty's discretion will then be made whether a makeup examination is warranted.
- Personal illness and death of an immediate family member will be considered an excused absence from an exam: however, the student is responsible for providing documentation of the death of the family member and written confirmation of the illness from their health care provider before being permitted to take a make-up exam.

XVII. Student Late for an Examination

- A student who is late for an examination will be required to complete the examination in the remaining examination period, extra time will not be given. Once the student leaves the examination area they cannot return. The course faculty will determine exceptions.

XVIII. Student Absence from Final Examination

- A student who fails to take the final examination for a course may be assigned an Incomplete (INC) grade at the end of the semester at the discretion of the teaching nursing faculty. This grade may be assigned only if there is documented illness or other unusual circumstances. An absence grade may not be assigned to students who are making UNSATISFACTORY PROGRESS in the course at the time that they are unable to take the final examination.

- The INC is a temporary grade that may be given for the student who is performing passing work during a semester, and who for some documented reason has not been able to complete an assignment. The INC grade is at the discretion of the faculty teaching the course. If granted the INC grade, the student must finish all assignments prior to the end of the subsequent semester.

XIX. Withdrawal from the Nursing Program

- A student who withdraws for non-academic reasons must provide appropriate documentation to support the withdrawal.

XX. Re-Admission

- Re-Entry is Not Automatic.
- Review of student performance when the course was completed.
- Timely submission of the request (in writing) A student who withdraws from the program and is re- admitted, must follow the curriculum in effect at the time of re-admission.
- Students are directed to petition the Department of Nursing via the Admission Retention and Progression Committee (ARPC), in writing, for re-admission

XXI. Dismissal Policy

The following student behaviors may lead to program dismissal (involuntary program withdrawal). The Department of Nursing reserves the right to dismiss a student for any serious reason specifically those reasons listed below, but not limited to:

- Any performance or negligence that puts the patient at risk
- Any performance or negligence that puts the patient at risk
- Unprofessional conduct (see Rules of the NYS Board of Regents, Part 29, Unprofessional Conduct
- Failure to immediately report a patient care error to clinical instructor and/or responsible staff nursing personnel
- Fraudulent or untruthful charting in a medical chart
- Dishonesty, stealing from the college or clinical agency, plagiarism, cheating on examinations (See policy on Academic Integrity)
- Use of profanity/threatening behavior in the classroom, laboratories and/or clinical facility or any environment where MEC is represented
- Disrespectful or aggressive behavior toward faculty, staff, other students and personnel at the Health Care facilities, including all Nursing Program vendors
- Violation of Health Insurance Portability and Accountability Act (HIPAA)

XXII. TERMS TO REMEMBER

Grade Point:

A=4 points, B=3 points, C=2 points, D=1 point for example, a student who earns an “A” grade for a 4-credit course receives 16 points (A=4 points X 4 credits=16 points)

Grades are earned as follows:

- A+ =97.0-100
- A =93.0-96.9
- A - =90.0-92.9
- B+ =87.1-89.9, B =83.0-87.0, B- =80.0-82.9
- C+ =77.0-79.9, C=70.0-76.9
- D+ =67.1-69.9, D =63.0-67.0, D- =60.0-62.9
- F = 0.0-59.9

Grade Point Average (GPA): To determine your GPA, divide the number of grade points by the total number of credits earned. For example, 45 grade points divided by 15 credits earned = 3.0 GPA.

Change of Major: A student may obtain permission to transfer from one major/or program to another by getting the permission of the Department which the student wishes to enter. The chairperson of the department to which the student wishes to transfer must sign a Change-of-Major form. Completed forms are submitted to the Registrar’s Office.

Curriculum Code: The RN – BS curriculum code is 45.

Reg. Code (Registration): Four numbers used by the Registrar to identify the course and must be included for course entry in computer.

Required Course: Course needed to complete a certain program of study or curriculum.

Subject Code: Three- or four-letter abbreviations used to identify a particular subject such as NUR for nursing lecture and NURL for nursing clinical and NURC for skills lab. Students are required to register for all components that apply.

Withdrawal (W): The process of officially leaving a class by completing the necessary forms from the Registrar and filing it with the registrar within six (6) weeks of the start of the semester.

NC: No credit grade.

WU: A grade that is placed on your record if you leave a class without officially withdrawing. A “WU” grade will change to an “F” grade after one semester. The office of the Registrar or personnel in the Academic Advisement Center will assist the student, on a case-by-case basis to change the WU grade to a W grade.

XXIII. STANDARDS of CONDUCT/ACADEMIC INTEGRITY

Standards of conduct relate to the following expectations:

- Respect the rights of faculty, staff, peers, and all other persons at all times.
- Observe school policies as stated in the College Catalogue and other written materials.
- Demonstrate respect for College property and facilities.
- Follow regulations for using and borrowing college library materials.
- Meet financial obligations promptly and honestly.

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- Always speak truthfully.
- Take examinations without cheating. Honesty is required. A zero (0) grade will be entered for any student caught cheating.
- Avoid plagiarism or putting one's name on any work done by another.
- Maintain client confidentiality. Ethical behavior is expected by all students as related to the role of the nurse.
- Accept all clinical/ client assignments as given. This is not negotiable.
- Abstain from taking personal belongings of others. Integrity is important.
- Politely question directions/ information not clearly understood. Rudeness will not be tolerated.
- Comply with fire and safety regulations.
- Abstain from the use of profane language.
- Demonstrate ethical behavior.
- Abstain from rude behavior.
- Follow grievance procedure as outlined by the department (see XIV).
- Abstain from fighting. Civil charges may be brought against any individual who violates another's civil rights.
- Uphold the good reputation of the College in the community and encourage pride in being associated with the College and the program.

Academic Integrity:

- Academic integrity is the responsibility of every student. "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, falsification of records of official documentation and collusion in dishonest acts undermines the College's educational mission and the student's personal and intellectual growth. Medgar Evers College students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned." Please review the MEC Handbook on Academic Integrity Policies and Procedures.

Academic Dishonesty:

- Engaging in acts of academic dishonesty can end a student's college career at MEC, and jeopardize future career goals. All alleged cases of academic dishonesty are subject to sanctions. Once administered, the disciplinary file becomes a part of the student's permanent record

Sexual Harassment:

- It is the policy of CUNY to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment (Title IX) is illegal under Federal, State and City laws, and will not be tolerated within the University. Therefore, MEC promotes a no tolerance policy with respect to sexual harassment.

XXIV. DEPARTMENT OF NURSING GRIEVANCE PROCEDURE

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- The University and its Colleges have a variety of grievance procedures for dealing with student- related issues, including disciplinary action for a violation of student conduct standards, admission decisions, tuition and fees matters, financial awards or policies, including satisfactory academic progress, educational policies, procedures, and grading concerns.
- Concerns about non-academic matters should be addressed directly with the Chair of the department.
- Concerns about academic matters should first be addressed through the grievance process. A student wishing to proceed with his or her complaint is entitled to due process by following the procedure below:

Step one: To address and resolve the dispute with the faculty member and/or program coordinator. The student has the option to proceed to step two if there is failure to obtain a satisfactory agreement.

Step two: (a) A letter of complaint should be written and forwarded to the Admission, Progression and Retention Committee (ARPC). Once the written petition is received, students will receive an acknowledgement from the committee. The committee will respond to the petition within 30 days during the academic semester. If the student does not receive a response from the ARPC within 30 days, the student may then proceed to make an appointment to meet with the DON Chairperson. If there is no resolution, student may proceed to step three.

Step two: (b) Once ARPC has met and reviewed a student's petition, the student will be invited to meet with the ARPC to discuss the committee's recommendation(s). The committee's decision(s) is then forwarded to the DON Chairperson. The student will receive a letter from the ARPC chairperson regarding the outcome of the appeal or petition. If the student wishes to appeal the outcome, the student can proceed to step three.

Step three: The student may make an appointment and submit a written petition to the Dean of the School of Science Health & Technology (ABI – x6217). The Dean will convene a meeting with the ARPC to discuss the written grievance. If there is no resolution,

Step four: If there is no resolution, the student may petition the Academic Standards Committee.

- The Department of Nursing may or may not accept the recommendation from the Academic Standards committee based on State Regulations and/or Accreditation Standards. Please refer to the CUNY Website for student grievance procedures.

XIV. CLINICAL POLICIES

- Students must always maintain professional decorum.
- Faculty reserve the right to dismiss students from the clinical setting for infractions committed.
- If for any reason, a hospital denies a student the privilege of continued practice in that hospital (we are guests), the student is dismissed from the program (as clinical is a

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required component of each nursing course).

- Students must accept responsibility and accountability for nursing actions in accordance with the Standards of Practice for nurses when collaborating in a clinical practice setting with interdisciplinary members of the health care team.
- A clinical evaluation is required

Hair Care/ Jewelry and Nail Care

- Hair neatly styled and off the face and uniform collar – no brightly colored hair (i.e., blue, red, etc.)
- Minimum make-up. All body tattoos should not be visible when student is in clinical uniform
- Scents: avoid wearing any detectable odors or fragrances – no perfume or cologne (as it may cause some patients to become ill)
- Acceptable: small post earrings, wedding band, & simple watch with a second hand and short, well-manicured nails – no nail polish.
- Unacceptable: chipped: acrylic wraps or nails, bright colored nails, long nails, or piercings/other jewelry
- Unacceptable: any attire deemed inappropriate by the hospital or nursing department.
- Good hygiene and neat appearance of the entire body are required.
- Note: Student is considered to be out of uniform for any infraction of the above policies. Instructors are authorized to send a student home for infraction of dress code policies. An anecdotal note will be placed in student's file.

Punctuality

- Students are required to arrive at scheduled classes and clinical practice on time.
- Instructors are authorized to refuse admittance to students who arrive more than ten (10) minutes late. Students who are unavoidably late or absent in emergency situations must follow established rules and must notify her/his assigned instructor. This is especially critical when assigned to clinical at one of the affiliating agencies. Students must notify agency.
- Each student is required to be in the clinical area promptly.

Social Media/HIPAA

- Posting any information related to a client's diagnosis or treatment on social media can result in dismissal from the nursing program. Client information is shared only with members of the health team directly responsible for care. Students are also not to discuss information on elevators or in public spaces in the hospital. Students may not access any information on a hospital medical information system that is not related to their assigned client. Students must comply with the code of conduct outlined in HIPPA training.
- The program adheres to the Privacy and Security rules concerning academic and medical records. The Health Insurance Portability and Accountability Act (HIPPA) outlines the requirements. All students' academic records are maintained in a locked file in the Department office.

Absence

- Students are expected to attend all scheduled clinical days. If there is an absence from a clinical experience, students will be required to make up any time missed.
- Should a student find it necessary to be absent related to i.e., death in the family or major

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accident/hospitalization documented proof is required. Documentation will be submitted to the clinical and course faculty.

- Students are responsible for maintaining the necessary grade level, submitting written work on time, and making up work missed through absence. Failure to meet these standards will result in course failure.

Procedure for Reporting Absence

- Absence from a scheduled clinical day due to illness or another emergency must be reported to clinical instructor (and the clinical agency if required to do so). The student must inform the clinical instructor and present documented proof of the absence to the clinical instructor. Additionally, the student must inform the lead professor of the course:
- Documentation is required for every clinical absence.

XXV. NURSING SKILLS /COMPUTER LABORATORIES

Nursing laboratories are located in the AB1 Campus located at 1638 Bedford Avenue. Nursing skills lab hours include day, evenings and weekend hours which are posted in the Nursing department. A college laboratory technician (CLT) is available to assist the student in fulfilling assignments (lab availability, supplies, etc.). Independent skills practice is available via referral, by appointment and walk-in within specified hours. Small group demonstrations, review and tutoring sessions are also available as part of the academic program. **Students are expected to;**

- Check lab schedules for available openings.
- Independent practice will be available during open lab times.
- Students are required to leave the laboratory clean and orderly after practice.
- A skills checklist, laboratory attendance and progress records will be maintained.
- Students are to handle equipment with care.
- No cell phones allowed in the lab.
- Eating, drinking, smoking or gum chewing are not allowed in the laboratory.
- No children are permitted in the classroom, college skills lab or hospital setting at any.
- Professional, courteous and respectful behavior is required from everyone.
- Students who break rules will be asked to leave the lab and will be marked absent for the day.

XXVI. APPROXIMATE FEES/EXPENSES

Items	Location / Approximate amount
Tuition and Fees	CUNY Catalog
Annual physical examination	Varies depending on provider
CPR certification BLS (AHA)	\$90 +
Nursing Textbooks	\$1000-\$1200
Shadow Health	\$120.00+
Castlebranch (background/drug screen)	\$131

XXIX. RN-BS CURRICULUM PROGRAM MAPPING**RN-BS CURRICULUM PROGRAM MAPPING****Semester I**

Course No.	Title	Credits
NUR 304	Perspective on Professional Nursing: Past and Present*	3
NUR 316/ NURL 316	Health Assessment of the Adult Client	4
MTH 209	Elementary Statistics	4
ENGL 212	World Literature	3
		Total 14

Semester II

Course No.	Title	Credits
BIO 323	Pathophysiology	3
NUR 318/ NURL318	Community Health Nursing for Diverse Populations	5
NUR 321	Introduction to Nursing Research	4
NUR 322	Psychosocial Health in Groups	3
		Total 15

Semester III

Course No.	Title	Credits
NUR 421/ NURL421	Nursing Leadership and Management *	4
NUR423	Health Policy for Nurses	3
PHIL201	Introduction to Ethics	3
CIS280	Computer Applications in Health Care	3
SSC 101	Culture, Society, & Social Change	3
		Total 16

Semester IV

Course No.	Title	Credits
NUR 425	Professional Nursing and Trends in Health Care Delivery	3
HIST 200	Growth and Development of U.S	3
ENGL 313	Writing for Science and Technology	3
SSC 305	Critical Issues in Society	3

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ART 100 or MUS 100	World Art or World Music	3
		Total 15
Total		60
	Previous credits awarded	60
Total		120

XXVII. BS COURSE DESCRIPTIONS

NUR 304: Perspectives on Professional Nursing: Past and Present

3 credits; 3 class hours (Hybrid)

This course traces the history of nursing from its ancient beginning and monastic movement to the establishment of organized nursing and post Nightingale era. Emphasis is placed on the social climate of the times and the impact of development of nursing as a profession. The history evolves through the leadership of early nursing pioneers, extending to modern day reformers in health care.

Pre-requisites: Current New York State RN license and Medgar Evers College admission requirements.

NUR 316/NURL 316: Health Assessment of the Adult Client

4 credits; 3 class hours; 3 lab hours (Hybrid)

This course provides students the skills for further refinement in the assessment of the health status of individual adults in the context of the family for early case finding, referral and follow-up skills. Drawing on the conceptual framework of growth and development, the nursing process is utilized in the collection and recording of relevant data, especially health history and complete physical assessment to identify normal and deviations from wellness in the adult client. Guided college laboratory experience provides opportunity for practice and refinement in the necessary hands-on skills and techniques.

Co-requisites: NUR 304

NUR 318/NURL 318: Community Health Nursing for Diverse Populations

5 credits; 3 class hours; 6 lab hours (Hybrid)

This course integrates the knowledge of professional nursing and concepts of family and community client systems in developing comprehensive

community nursing care skills. Emphasis is placed on health promotion, health maintenance, health teaching and disease prevention. Principles of epidemiology and the nursing process provide a framework for maximizing the health of the community.

Clinical laboratory experience in diverse community health settings enable students to identify relevant concepts and apply principles of teaching in family and community environments.

Pre-requisites: MTH 209, NUR 304, NUR 316, ENGL 210

Co-requisites: NUR 321, NUR 322

NUR 321: Introduction to Nursing Research

4 credits; 4 class hours (Hybrid)

This course is designed to promote the student's understanding of the research process, using critical appraisal. Upon completion of the course, the student can review, and use research findings in nursing and other disciplines which are applicable to clinical practice. Emphasis is placed on using research as the basis for clinical decision-making that demonstrates quality and cost-effective outcomes of nursing care. Ethical, moral, and legal issues are considered in relation to nursing research.

Pre-requisites: MTH 209,
NUR 304, NUR 316 Co-
requisites: NUR
318, NUR 322

NUR 322: Psychosocial Health in Groups

3 credits; 3 class hours (Hybrid)

Students are introduced to group dynamics concepts within the context of general systems theory. The concept of health and the relativity of mental health as a function of cultural and environmental factors are explored. A number of specific group dynamics with implications for increased awareness of self and others in goal development, decision-making, and leadership functions are examined with a view to enhancing individual effectiveness and mental health in group settings.

Pre-requisites: NUR 304, NUR 316

Co-requisites: NUR 318, NUR 321

NUR 421/NURL 421: Nursing Leadership and Management

4 credits; 3 class hours; 3 lab hours (Hybrid)

This course explores contemporary leadership and management concepts, models, and strategies and the functions of managers, leaders, and professional colleagues in nursing. Management theories and their applicability to nursing are examined with the technological developments that contribute to managerial role taking. Leadership concepts, principles and management skills, those external socioeconomic and ethno-political factors that influence health care delivery are further examined. To enhance the pragmatic appreciation of the theoretical component of this course, students are provided an opportunity to understudy a nurse manager as a preceptor in an assigned clinical nursing setting.

Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322

Co-requisites: NUR 423

NUR 423: Health Policy for Nurses

3 credits; 3 class hours

This course introduces the student to the history, organization, delivery, and financing of the U.S. Healthcare System. Students will learn about U.S. health care policy, including analysis of the political, cultural and economic forces that influence the development of health policy and healthcare. Discussions will include health care costs and financing, public health, health care reform, health care quality, Medicare, Medicaid, long-term care. The course will highlight current problems and opportunities for patients, caregivers, purchasers (government and business) and insurers of health care as they seek to operate within the current U.S. health system

Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322

Co-requisite: NUR 421

NUR 425: Professional Nursing and Trends in Health Care Delivery

3 credits; 3 class hours (Hybrid)

This course describes the roles and functions of the professional nurse and their responsibilities for ethical and legal practice. There is an emphasis on the impact of trends in health care delivery on the professional nurse. This course will equip the student with current professional nursing practices to positively impact their careers.

RN-BS HANDBOOK

Pre-requisites: NUR 304, NUR 316, NUR 318, NUR 321, NUR 322,
NUR 421, NUR 423

XXVIII. CRIMINAL BACKGROUND CHECKS

- Current laws generally permit a state licensing board or agency to deny a license to practice nursing if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background be reported and investigated prior to granting a license to practice nursing.
- Medgar Evers College Nursing Program does not require a criminal background check for admittance, but the school's educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites frequently require a student to pass a criminal background check before the student can be placed for clinical training. Therefore, all clinical students will be required to have a criminal background check completed prior to the start of the initial clinical practice experience. The cost for this clinical requirement is the student responsibility.
- A student may also have to complete more than one criminal background check during the course of the Nursing program at Medgar Evers College, depending on the number of sites where you are placed and the requirements of each site.
- If the student receives a negative incident finding from a criminal background check result, the student must resolve that issue before the start of the clinical practice experience. This may require that the student withdraw or not be permitted to register for the course for the semester until the issue is satisfactorily resolved. There are NO alternative clinical placements.
- Please note that if a student is not permitted to take part in a clinical practice experience required by the program based on the results of a criminal background check, the student may be unable to complete the course requirements. It is important for a student to consider this before enrolling in the Nursing program. Medgar Evers College has no obligation to refund the student's tuition or fees or to otherwise accommodate the student in the event the student is ineligible to complete course requirements based on the results of a criminal background check, or if the student denied a license to practice nursing.
- I am aware of the contents of this document, and I am entering the program with full awareness of the information above.

XXIX. STATEMENT OF NONDISCRIMINATION

- Medgar Evers College, as a unit of The City University of New York, adheres to all federal, state, and local laws and administration of education policies. Medgar Evers College is an equal opportunity and affirmative action institution. The College does not discriminate on the basis of age, sexual orientation, religion, race, color, national or ethnic origin, disability, veteran or marital status in its student admissions, employment, access to programs, and administration of education policies.

XXX. NURSING CODE OF HONOR

- Upon entering the nursing program each student reads and signs a Code of Honor which is placed in each student's folder as evidence of commitment to a standard of Honor. By honor, we mean exhibiting behavior that is ethical, honest, and trustworthy - in short, behavior that can best be described as professional.
- I will actively pursue behaviors that are consistent with professional conduct. I will endeavor to keep professional communications confidential, discussing them only in private, professional settings.
- I will perform my nursing practice in a safe manner, consistent with the policy of safe practice as defined by the Department of Nursing. I will maintain a professional relationship with faculty, colleagues, clients, and other health care providers.
- I agree, with full understanding of the implications that I will not plagiarize in my written work. I will not represent any other person's work as my own. I will not knowingly give or receive information about examinations. I will not utilize any stolen examinations.
- If I violate the Department of Nursing Code of Standards or participate in any activity commonly known as cheating, and/or violate professional standards of practice and conduct, I recognize that this will result in disciplinary action including possible expulsion from the Department of Nursing.

XXXI. STUDENT CONTRACT WITH THE DEPARTMENT OF NURSING

Student Conduct

- The student handbook provides notice of expected conduct within the classroom, skills lab, and clinical settings. Inappropriate behavior will necessitate the completion of an anecdotal record that will be signed by both the student and faculty and placed in the student's file. Any major infractions which include but are not limited to cheating on an examination or not following directions in the clinical setting is grounds for immediate dismissal from the program.
- I am aware of the content written in the STUDENT HANDBOOK. Policies and procedures contained therein have been explained to me, and I promise to abide by its content and to adhere to all standards outlined.

**MEDGAR EVERS COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
SCHOOL OF SCIENCE HEALTH AND TECHNOLOGY
DEPARTMENT OF NURSING**

SKILLS LAB REFERRAL FORM

DATE: _____

TO: _____

FROM: _____

(Student Name)_____ is being referred
by clinical faculty to _____ for remediation.

Remediate the following activities (List Activities):

1. _____
2. _____
3. _____

Signature of Clinical Instructor

Date

To: Clinical Instructor/Professor: Student Skills Lab Remediation Validation

Date	Activity	Satisfactory	Unsatisfactory
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signature of Student

Date

CLT Signature

Date

cc: Student file

DEPARTMENT OF NURSING FACULTY

Faculty Profile Table:

Faculty Profile Table				
Faculty	Education	Office Number	Email Address	Teaching Programs
Shirley Daniels Chair, Assistant Professor	Ph.D. - University of Phoenix MSN, BS, RN	718-270-6224	daniels@mec.cuny.edu	RN-BS, AAS, PN
Monika Dixon Assistant Professor	MSN- Chamberlain University BS, RN	718-270-6222	mdixon@mec.cuny.edu	AAS, PN
May T. Dobal Associate Professor	PhD – University of Texas MA, BS, ADN, RN	718-270-6437	mdobal@mec.cuny.edu	RN-BS
Jean Gumbs Professor	PhD – Hampton University MScN, BScN,	718-270-6434	jgumbs@mec.cuny.edu	RN-BS. AAS, PN
Kevin Hamilton Assistant Professor	MSN - Stonybrook School of Nursing PMHNP – BC, RN	718-270-6222	khamilton@mec.cuny.edu	RN-BS, AAS, PN
Karen Holton Assistant Professor	MS- LIU BS, RN	718-270-6098	kholtan@mec.cuny.edu	AAS, PN
Mabel Korie Assistant Professor	PhD – Molloy College MS, RN	718-270-6074	mkorie@mec.cuny.edu	RN-BS, AAS, PN
Ann McKenna Assistant Professor	MS – LIU BS, RN	718-270-6229	AMcKenna@mec.cuny.edu	RN-BS, AAS, PN
Enest Richards Assistant Professor	MS – Mercy College MPH, BS, RN	718-270-6108	erichards@mec.cuny.edu	RN-BS, PN
Janette Turner Lecturer	MS – SPS BS, RN	718-270-6233	jturner@mec.cuny.edu	AAS, PN
Dessa Williams Assistant Professor	MS- Chamberlain University BSN, RN	718-270-6222	Dewilliams@mec.cuny.edu	AAS, PN

OFFICE SUPPORT STAFF

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CUNY Office Assistant III
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email: AMeyers@mec.cuny.edu

The Department of Nursing

COURAGE STERNNGTH, FORTITUDE

**RN-BS COMPLETION
PROGRAM**