



The School of Science and Allied Health

AAS Degree Program

STUDENTHANDBOOK 2025-2026

THE DEPARTMENT OF NURSING

Medgar Evers College, CUNY

1638 Bedford Avenue

Brooklyn, NY 11225

Suite 206-213

AAS DEGREE PROGRAM

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

DEPARTMENT OF NURSING

Dear Nursing Student:

Welcome to the Department of Nursing and your studies toward the AAS degree. You have worked very hard to get to this point and we congratulate you. The program of study is a rigorous one which will require your full dedication. Much will be required of you, and much will be given to you. The faculty are dedicated in preparing you to become exemplary nurses who will provide care to individuals, families and communities with dignity, compassion, respect and a wealth of knowledge to be safe and effective nurses.

The journey at times will appear long and laborious, but with the help of your peers, faculty, family, advisors and trust in your abilities, you will be successful. It is important that you remain focused, recognize your areas of strengths and weakness, and develop a time management plan that is realistic to your life.

The faculty and staff of the nursing department as well as those of the College are dedicated to your success, feel free to reach out to us whenever you are in doubt, need clarification and even when you are doing well. We are here for you. You are our testimonials, when you succeed, we succeed, when you fail, we fail. Our mantra is creating success, one student at a time. That success begins with you.

Best Wishes,

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

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ACCREDITATION

- The AAS Degree Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326
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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 entry level Associate in Applied Science (AAS) Degree Program is a full-time program and is designed to be completed in four semesters. The AAS program is one of three nursing programs at MEC. The other two nursing educational programs are the Baccalaureate of Science in Nursing (BSN) upper division BS program for RNs, and the entry level Practical Nursing (PN) Certificate Program.
- The AAS program prepares beginning technical nurses to function in structured health care settings, under the leadership of baccalaureate and/or higher degree prepared registered nurses. Upon completion, the graduate is qualified to take the NCLEX RN exam. Successfully passing the exam, the graduate becomes a registered nurse (RN) and is ready for an entry-level position and assumes the role of a beginning practitioner in a variety of structured settings.

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 practice.

- 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 developed a curriculum 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, as well as 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 the entry-level technical nurse who will qualify to sit for the National Council Licensure Examination (NCLEX-RN).
- Prepare the graduate who will be accountable and a responsible nursing care provider to clients with common well-defined health problems in structured health care settings.
- Provide a foundation for further study in the discipline of nursing and opportunities, which will encourage pursuit of lifelong learning and professional and personal development.

V. PROGRAM LEARNING OUTCOMES

Graduates of the Medgar Evers College AAS Program will:

1. Minimize risk of harm to patients through use of principles of safe nursing practice (S)
2. Collaborate through effective communication with members of the health care team, and patients to provide optimal patient care outcomes. (TWC)

3. Demonstrate professional, moral, and ethical conduct with respect for patient and family preferences and diverse needs. (PCC)
4. Use quality measures to monitor, improve, and design patient care. (QI)
5. Incorporate best practices and current evidence in decision-making and delivery of health care. (EBP)
6. Integrate science with information and technology to communicate and use decision support systems in the delivery of patient care. (I)

VI. Curriculum Foundation

1. Maslow's Hierarchy of Needs is used in our program as the theoretical Framework along with Bloom's Taxonomy and incorporated with QSEN Competencies. In the context of nursing education, Maslow's theory is applied to understand the holistic needs of patients and how nurses can address these needs to provide effective care. Maslow's Hierarchy of Needs teaches students about the importance of considering all aspects of a patient's well-being, including, physiological, safety, love/belonging, esteem, and self-actualization needs. By understanding these needs, our students can prioritize care delivery and support patients in achieving optimal health outcomes.
2. Bloom's Taxonomy's Framework also guides the development of the department's learning objectives, curriculum planning, and assessment strategies, Bloom's is designed to target different levels of a student's Cognitive, Affective, and Psychomotor domains of learning.
3. QSEN Competencies are incorporated to also ensure that our students are taught how to incorporate evidence-based practice, patient-centered care, teamwork and collaboration, quality improvement, safety, and informatics into their clinical decision-making and practice. Our curriculum is guided by these competencies and prepares our students to provide safe, high-quality care, and improve patient outcomes.

VII. EXPECTED LEVEL OF ACHIEVEMENT

1. 80% of students will complete the AAS nursing program curricula within 100% (four semesters) of program length once Nursing major courses are started.
2. Graduates will pass the NCLEX on the first attempt.
3. 80% percent of AAS graduates will be employed as RNs within 12 months of licensure.

VIII. ADMISSION CRITERIA

- Completion of Medgar Evers College/CUNY Skills Assessment Examinations (Reading, Writing, and Mathematics).
- Enrollment at Medgar Evers College a minimum of one semester.
- Maintain a "B-", or higher, in all science courses.
- Completion of College Core requirements.
- Minimum 2.7 cumulative Grade Point Average required.
- A criminal background check may be required.
- Completion of the application process for acceptance into the Clinical Nursing

- Repeat science courses which are 5 years or older upon application to enter clinical phase.
- Satisfactory score on the National League for Nursing Pre-Admission Examination-RN (Verbal Ability, Mathematics, Science and Composite Score). General, NLN benchmark is an overall score of 100. However, the Admission, Retention and Progression Committee will evaluate the testing cohorts NLN scores to ensure that candidates are given an opportunity for admission.
- Required orientation prior to admission to the Nursing Clinical Phase.
- Any requirements as determined by the Department.

IX. **CRITERIA for the NURSING CLINICAL PHASE**

- Possess a minimum cumulative grade point average (GPA) of at least 2.7 with a grade of C or better in ENGL 112, MTH 136, and PSY 101.
- Successfully complete science courses (BIO/BIOL 251; CHEM/CHEML 105) with grades of B- or better.
- If students have completed the additional science requirements for the nursing program (BIO/BIOL 252; BIO/BIOL 261, the grades must be B- or better.
- Attend required Information Session by nursing department.
- Once accepted, students are required to attend clinical orientation prior to the start of the semester.
- Students are required to pay any additional fees related to program enrollment as determined by the Department.
- A criminal background check and drug screen is required at the cost of the student.
- Submit a current (within one year) physical examination and upload to Castle Branch (See attachment). **Note:** a current physical examination is required to be completed prior to the start of **each fall** semester.
- Submit copy of active BCLS/CPR certification (American Heart Association) **prior** to the start of the fall semester, which must remain valid throughout the academic year. Each semester, students are expected to submit and maintain a valid, active CPR card throughout the program.
- All CUNY nursing departments require applicants for admission into nursing clinical to provide documentation in one of the following categories:
 - U.S. Citizenship,
 - Permanent Residency,
 - International student with F-1 Status,
 - Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, or Deferred Action Status by the U.S. Government.

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 Services (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 AAS Program must satisfactorily complete the AAS degree curriculum as outlined:

- Sequential completion of all pre-requisite, co-requisite and nursing courses as required.
- Maintain a minimum cumulative GPA of 2.7 and a grade of B- or better in all biology courses.
- Maintain a minimum cumulative GPA of 2.7 and a grade of B- or better in all nursing courses.
- Achieving less than a B- 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 will result in dismissal from the nursing program.
- Schedule advisement session each semester with assigned nursing faculty advisor while enrolled in the clinical phase of the nursing program.
- Pass all three (3) course components (lecture, skills lab & clinical). Failure in one component will result in the failure of the course.
- Students are allowed only two opportunities to withdraw from a nursing course during their time in the program.
- Subsequent withdrawals from a nursing course constitutes a dismissal from the nursing program.
- Complete the program within three years.

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 Accessibility and Accommodation Services (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.
- At the discretion of faculty, any other absence would warrant a zero on the missed exam or the percentage of the missed exam will be added to the final exam (e.g., if the exam missed is worth 25% and the final exam 30%, with the absence, the final becomes worth 55%).

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 is unable to take the final examination in a nursing course due to extenuating circumstances (such as illness or a death in the family) may receive an INC (incomplete) grade at the end of the semester.
- An INC grade will only be assigned if the student provides documentation of the illness or other unusual circumstances beyond their control that prevented them from taking the final exam.

- An INC grade will not be given to students who are making unsatisfactory progress in the course at the time they are unable to take the final exam.
- No student will be allowed to advance to the next nursing course with an INC grade in any required course within the nursing curriculum. Progression is only permitted with a letter grade on the transcript for all required courses. For more information on the policies related to an INC grade, please refer to the College Catalog.

XIX. Incomplete Grade (INC)

- A student will not be given a passing grade in clinical if an INC is given in the nursing lecture. A final grade of INC may be assigned only if illness or other emergency situation prevented the student from completing the course requirements of the final exam (at the discretion of faculty member). The student must be passing the course prior to the final exam with a B- or better and have appropriate attendance to receive an incomplete in the course.
- Students who receive a final grade of INC must take the final exam and receive a passing grade within one month after the originally scheduled exam. It is the student's responsibility to contact the professor to make arrangements to meet the conditions set forth by the department for the removal of the INC grade. The student must meet the conditions set by the professor assigning the grade and the Admission Retention Progression Committee (ARPC). A change of grade will be not considered after one month of the originally scheduled exam date. NOTE: No student will be permitted to progress to the next nursing course with an INC in a required course. If the INC is not removed after one month of the scheduled exam, the INC will change to an F grade and the student will be required to repeat the course. Stop-out criteria will apply.

XX. Withdrawal from the Nursing Program

- An attempt is defined as having registered in the course for at least three weeks and appeared on the roster and/or received any grade (academic or administrative).
- A withdrawal from a nursing course is a first attempt.
- Students are allowed only two opportunities to withdraw from and repeat a nursing course during their time in the nursing program.
- Subsequent withdrawals from the nursing program constitutes dismissal from the program.
- To progress in the nursing program, students must complete level requisite courses.
- A student who withdraws for non-academic reasons must provide appropriate documentation to support the withdrawal.

XXI. Re-Admission

- Re-Admission is Not Automatic.
- Opportunity for re-admission and repeat a nursing course is NOT automatic but based on the following:
 - Space availability the next time the course is offered.
 - 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. The request for re-admission must be received by November 1st for spring re-admission and April 1st for fall re- admission.
- Students who are seeking re-entry must take a re-admission examination with a minimum passing grade of 80%.
- A letter acceptance from the DON is required and kept on file.
- There is no re-entry for students who have failed out of the program (failed 2 nursing courses). The student failing 2 nursing courses is encouraged to see the Chair, and an advisor in Academic Advising Center (AAC) to provide guidance relative to other career options.

XXII. 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:

- Unexcused absences according to the nursing policy
- 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
- Failure to comply with directives from faculty or staff on campus and clinical setting
- 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)

XXIII. 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 curriculum code is 47.

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

XXIV. STANDARDS of CONDUCT/ACADEMIC INTEGRITY

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 placed into the student's file. Any 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.

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.
- Speak truthfully at all times.
- 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.
- Participate in student organization of choice. Skills labs are not available for practice during MEC club hours. MEC seeks to educate a well-rounded individual.
- Politely question directions/ information not clearly understood. Rudeness (verbal, nonverbal or written) 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 XV).
- 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

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.

XXV. DEPARTMENT OF NURSING GRIEVANCE PROCEDURE

- 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. To read the CUNY Student Complaint Procedure go to the CUNY website.

XVI. CLINICAL POLICIES *(Subject to change)*

- Refusal of clinical assignment is not permitted, irrespective of client's diagnosis. Refusal to accept and assignment will result in a failing clinical grade. No exceptions
- Students must maintain professional decorum at all times.
- 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 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.
- Clinical instructors will collect a Nursing Concept Map from each student to place in student's folder each semester.
- A clinical evaluation is required each semester (midterm/final).
- The Clinical grade is pass or fail only.

Uniforms

Students must be in full uniform in the clinical area, which means:

- Clothing should be neat, clean and pressed/ironed.
- Females: Navy Blue top and Bottom. Hemline below the knee. Above the knee hemline not permitted. White stockings (no bare legs)
- Males: White nursing pants with blue top. White socks.
- White leather nursing shoes. No sneakers of any kind. No clogs.
- Sweater (if desired): dark blue cardigan.
- No perfume or cologne (as it may cause some patients to become ill).
- MEC ID in plastic holder. College ID should be available and visible at all times.
- Some hospitals issue additional ID card. This must be worn at all times.
- Medgar logo center on left sleeve.

Equipment

- Bandage scissors
- Stethoscope
- Penlight
- A watch with a second hand
- Writing pen (black ink)
- Small pocket-sized writing pad or e-book

Hair Care/ Jewelry/Nail Care/Cosmetics

- Hair neatly styled and **off of** the face and uniform collar and pulled back into a pony

tail– 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.
- Acceptable: small post earrings, wedding band, a simple watch with a second hand, short, well-manicured nails – no nail polish, natural eyelashes – no eyelash extensions.
- Unacceptable: chipped: acrylic wraps or nails, Polish of any kind, 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.
- Policies subject to change as situations in the department change (Ex. New student issues arising that warrant policy changes)

Punctuality

- Students are to arrive at scheduled class/sites on time.
- Students are expected to arrive at clinical practice areas on time & in full uniform; Instructors are authorized to refuse admittance to students who arrive more than ten (10) minutes late. It is the instructor's prerogative to give a 10-minute grace period;
- Students who must be late or absent in emergency situations must follow established rules and must notify his/her assigned instructor.
- Each student is required to be in the clinical area on time.
- Pre-conference attendance is a necessary and mandatory pre-requisite to giving nursing care and performing as a team member.
- Late students will be dismissed and that day is counted as a clinical absence.
- Students must participate in post-conference;
- Students must be present on the assigned unit as assigned.

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

- Clinical absences are not permitted.
- Students are expected to attend all scheduled clinical days. If there is an absence from a clinical experience due to extenuating circumstances, students will have the opportunity to make up any time missed by completing independent skills/simulation lab hours.
- Should a student find it necessary to be absent due to reasons such as a death in the family or a major accident/hospitalization, documented proof is required. This documentation must be submitted to the clinical and course faculty.
- No absences are permitted from lecture, skills lab or clinical. Absences may result in failure. Lateness is not permitted. Two instances of lateness will be considered equivalent to one clinical absence, and two clinical absences may result in course failure. Please note that absences are justifiable causes for failure.
- You must attend your assigned section for any lecture, skills or clinical. There are no makeups allowed in other sections. Substituting one section for another is not permitted. Only your assigned faculty can give you a grade.
- 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.

Written Work

Concept Maps are required for each clinical course.

Each student will submit one (1) Concept Map per each semester to be placed in student's file.

A Concept Map is to be written for each client (minimum of one Concept Map every other week).

Students will use proper spelling/grammar; Neatness and legibility are required.

Medication Active Learning Templates (MALT) are required. Students are expected to write a MALT for each drug his/her assigned client is taking (whether student gives the drug or not).

Charting is required. Charting into medical record must follow proper procedures. Students must comply with clinical agency requirements regarding documentation protocols. No documentation is done without the approval of the clinical instructor.

Prior to writing on the electronic health records (EHR) or an official document, the instructor must approve the written information.

All assignments prepared to meet nursing course requirements are expected to be written according to standards established by the American Psychological Society as set forth by the Publication of the American Psychological Association, Washington, DC.

Plagiarizing will not be tolerated. As you write your paper you will be using ideas from your textbooks, journals, and client records. It is essential that you indicate the source of these ideas. You may do this by using a direct quotation or by paraphrasing and giving credit to the source.

XXVII. Nursing Skills / Computer Laboratories

Skills lab policies must be adhered to as described below:

- Nursing skills lab hours include evenings and weekend hours which are posted within 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, and review are also available as part of the academic program.

Students are expected to:

- Attend regularly scheduled skills lab;
- Practice on own time in the skills and computer laboratories. Satisfactory completion of psychomotor skills in the laboratory is required before a student can be permitted to go into the clinical practice setting.
- Skills lab grade is pass or fail
- Adhere to lab hours as posted;
- Wear lab coats while in the skills lab at all times;
- Students will not wear high heeled or open toed shoes, hats, caps, jewelry, etc. The skills lab is a professional nursing environment. At times students will be required to wear their uniforms.
- Tardiness is not permitted
- As classes are scheduled in the lab, students are required to make appointments for independent practice sessions with CLT for use of labs;
- Nursing faculty have reserved time for teaching skills lab courses;
- Studying is not permitted in the skills labs individually or in groups. Students

who wish to study are encouraged to use the library, learning center, or other available areas.

- Independent practice is available during hours posted.
- Students are required to leave the laboratory clean and orderly after practice;
- Students are expected to sign attendance book each time she/he attends skills and computer lab;
- Students are to handle all equipment with care;
- Eating, drinking, smoking or gum chewing is NOT permitted in any of the skills labs;
- Cell phones must be turned off, placed on mute or vibrate when in the skills or computer labs. Students are asked to leave the class if one wishes to take a call or place a call;
- Children are not permitted in nursing classes or labs.
- Clinical instructors may at times refer students to the skills lab for extra practice (see Referral Form) due to failure to perform a skill to the satisfaction of the instructor in the clinical setting. Students must abide by clinical instructor's referral by completing the assigned practice within the time period specified and returning the Referral Form to the clinical instructor.

XXVIII. Approximate fees / Expenses

Items	Location/Approximate amount
Tuition and Fees	CUNY Catalog
Annual physical examination	Varies depending on provider
CPR certification BLS(AHA)	\$90
Uniform with emblem, Shoes, equipment	\$200-\$250
ATI Resources	\$1500 (\$550 to 650 each semester)
Castle branch (background/drug screen)	\$131
NCLEX Licensure Fee	\$143
NCLEX Examination Fee (Pearson Vue)	\$200

XXIX. AAS CURRICULUM PROGRAM MAPPING**AAS PROGRAM CURRICULUM MAPPING****Spring Semester I**

Course	Title	Credits
BIO 251	Human Anatomy and Physiology II	4
BIOL 251	A&P Lab	0
PSYC 101	Introduction to Psychology	3
CHEM 105	Chemistry for Health Professions	4
CHEML 105	Chem for Health Professions Lab	0
ENGL 112	College English I	3
MTH 136	Algebra and Trigonometry	3
		17 credits

Fall Semester II

Course	Title	Credits
BIO 252	Human Anatomy and Physiology I	4
BIOL 252	A&P Lab	0
NUR 130	Fundamentals of Nursing Practice	6
NURL 130	Clinical	0
NURS 130	Skills Lab	0
NUR 131	Clients with Altered Psychosocial Function	5
NURL 131	Clinical	0
		15

Spring Semester III

Course	Title	Credits
BIO 261	Microbiology	4
BIOL 261	Micro Lab	0
NUR 272	Childbearing/Childrearing Family	6
NURL 272	Clinical	0
NURS 272	Skills Lab	0
NUR 274	Commonly Occurring Health Prob I	6
NURL 274	Clinical	0
NURS 274	Skills Lab	0
		16

Fall Semester IV

Course	Title	Credits
CIS 101	Computer Fundamentals	3
NUR 275	Commonly Occurring Health Prob II	8
NURL 275	Clinical	0
NURS 275	Skills Lab	0
NUR 276	Transition to Nursing Practice	2
		16
	Grand Total	64

XXX. AAS COURSE DESCRIPTIONS

NUR 130 Fundamentals of Nursing Practice
Credit 6: Class hours 3; Skills lab hours 2; Clinical hours 6
<p>This course introduces the student to the nursing profession, the theoretical framework, and essential components of nursing practice in the care of clients of diverse cultural backgrounds. Principles of pharmacology, drug calculation, and medication administration are incorporated to enable the student to begin the development of a comprehensive approach to clinical practice. The nursing process is introduced as a foundation for the development of critical thinking skills and competencies and concepts of teaching and learning in providing safe nursing care to individuals. Student learning experiences are provided in the classroom, college skills laboratory and variety of health care settings. The student will be introduced to the significance of nursing research and technology in clinical practice.</p>
Pre-requisites: BIO 251, BIOL 251, BIO 252, BIOL 252, CHM 105, CHML 105, ENGL 112, MTH 136, and Successful Department of Nursing Completion of Admissions Process
Co-requisites: NUR 131, BIO 261, BIOL 261.
NUR 131 Care of Clients with Altered Psychosocial Functioning
Credits 5: Class hours 3; Clinical hours 6
<p>This course is designed to provide the basic knowledge and skills to care for individuals with alterations in biopsychosocial functioning. It focuses on specific problems that occur along the health illness continuum and the impact these alterations have on the individual, family and society. Within the framework of the nursing process, students are exposed to role playing, assisted to develop therapeutic communication skills, and to recognize how persons of different cultures react to alterations in mental health. Students are assisted to enhance the use of self in client interactions. Clinical experiences are provided in acute or sub-acute care settings and selected community mental health centers.</p>
Pre-requisites: BIO 251, BIOL 251, BIO 252, BIOL 252, MTH 136, ENGL 112,
Co-requisites: BIO 261, NUR 130
NUR 272 Care of Childbearing/Childrearing Family
Credits 6; Class hours 3; Skills lab hours 2; Clinical hours 6

This course combines the fundamental principles underlying the nursing care of the childbearing family before, during, and after parturition with the major health care needs of the child as he/she evolves from infancy to adolescence. Aspects of childbearing in the developing family at different stages of the life cycle are introduced. Students build on their problem solving and critical thinking skills when planning nursing care of the mother and/or child. They are expected to integrate and synthesize knowledge from nutrition, pharmacology, growth and development, and biological, physical and behavioral sciences into the plan of care. Learning opportunities are provided in the classroom, college skills laboratory, and a variety of settings such as acute care, comprehensive health care centers, clinics, family planning centers, head start programs, and day care centers.

Pre-requisites: NUR 130, NUR 131, BIO 251, BIO 252, BIO 261; CHM 105; ENGL 112, MTH 136

Co-requisites: NUR/NURS/NURL274, PSYCH 101

NUR 274 Commonly Occurring Health Problems I

Credits 6: Class hours 3; Skills lab hours 2; Clinical hours 6

The focus of this course will be on care of adult clients with commonly occurring health problems. The course continues to build on the concepts and principles presented in Fundamentals of Nursing Practice, this course focuses on respiratory, cardiac, endocrine, hematology system and the concepts and principles of pain management, fluid and electrolyte disorders and perioperative and oncology nursing. There will be a continued focus on the application of the nursing process and the ongoing development of competencies in providing care for individuals and families.

Pre-requisite: NUR 130, NUR 131, BIO 251, BIOL 251, BIO 252, BIOL 252, BIO 261, BIOL 261, CHEM 105, CHEML 105, ENGL 112, MTH 136

Co-requisite: PSYC 101, NUR/NURL/NURS 272

NUR 275 Commonly Occurring Health Problems II

8 credits: 3 class hours; 2 skills lab hours; 12 clinical hours

This course further explores commonly occurring health problems that impact the care of adult clients. The course specifically focuses on the gastrointestinal, renal, neurological musculoskeletal, reproductive, immune and integumentary systems. Students are expected to integrate and synthesize knowledge from pharmacology and the behavioral, physical and social sciences when using the nursing process to plan client centered care. Conceptual learning is reinforced to strengthen critical thinking and problem-solving skills. The effects of long-term health problems on the client, family and community are discussed. Learning opportunities are provided in the classroom, skills laboratory, and increased clinical experiences in acute care facilities.

Prerequisites: BIO 251, BIOL 251, BIO 252, BIOL 252, CHEM 105, CHEML 105, BIO 261, BIOL 261, ENGL 112, MTH 136, PSYCH 101, NUR 130, NUR 131, and NUR 272,

NUR 274.
Co-requisite: CIS 101 or CL 101, ENGL 150, NUR 276
NUR 276 Transition into the Nursing Profession
Credits 2: Class hours 2; Computer lab hours 2
<p>This course introduces the student to current issues and trends in healthcare delivery. It is designed to facilitate the transition from the role of nursing student to that of beginning practitioner. Components of the course focus on nursing as a profession, and incorporate principles of management, legal and ethical issues, current legislative, and political trends in nursing and health care. The leadership role is explored within the context of nursing practice in a variety of structured settings. Students will perform a self- assessment to determine readiness for the NCLEX-RN Examination. The course will include didactic and computer exercises providing students the opportunity for individual preparation for the national exam. An important component of the course requires that the student take the NLN Diagnostic Test to determine student's readiness to take the NCLEX. Learning experiences are provided in the classroom and College skills laboratory. Students will be required to use the computer labs for required practice and self-paced learning and to further develop their computer skills as well as to familiarize themselves with computer technology that will be used to take the certifying examination. Additionally, the student will register to take the NCLEX-RN to ensure the student the best opportunity to be successful the first time taking the examination.</p>
Pre-requisites: NUR 130, NUR 131, NUR 272 NUR 274, BIO 251, BIO 252, BIO 261; CHM 105; ENGL 112, MTH 136, PSY 101
Co-requisites: NUR 275, ENGL 150, CIS 101

XXXI. 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.

XXXII. 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.

XXXIII. 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.

XXXIV. 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.

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
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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	PhD - 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-	mdixon@mec.cuny.edu	AAS, PN
May T. Dobal Associate Professor	PhD – University of Texas MN, BS, AAS, RN	718-270-6437	mdobal@mec.cuny.edu	RN-BS, AAS, PN
Jean Gumbs Professor	PhD – Hampton University MScN, BScN,	718-270-6434	jgumbs@mec.cuny.edu	RN-BS, AAS
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	EdD - Capella University MS, 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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The Department of Nursing

COURAGE, STRENGTH, FORTITUDE

AAS PROGRAM