School of Science and Allied Health

PN Certificate Program

STUDENT HANDBOOK
2025-2026

THE DEPARTMENT OF NURSING

Medgar Evers College, CUNY

1638 Bedford Avenue

Brooklyn, NY 11225

Suite 206-213

PN CERTIFICATE 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 a Certificate in Practical Nursing. 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

Enest Richards, BS, MPH, MS, ACUE
PN Program Coordinator

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Accrediting Body

The practical nursing (PN) certificate program is registered with the New York State Education Department:

New York State Education Department
The University of the State of New York
Professional Education Program Review
89 Washington Avenue, 2nd Floor, West Wing
Albany, NY 12234
Telephone: 518 486 2967; F a x : 518 473 0114
Email: www.OPPROGS@mail.nysed.gov.

1. 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 Practical Nurse (PN) Certificate program is a full-time program and is designed to be completed in three semesters. The PN 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 Associate in Applied Science (AAS) Degree Program. The PN program prepares individuals who will be able to perform therapeutic and preventative nursing measures in structured healthcare settings using fundamental knowledge fromthe natural and behavioral sciences and the humanities. The PN functions as a technical nurse under the leadership and guidance of the registered nurse.
- Upon completion, the student is qualified to take the National Council Licensure Examination (NCLEX- PN) exam. Successfully passing the exam, the graduate becomes a licensed practicalnurse (LPN).

2. 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.

3. 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 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.

4. PROGRAM GOALS

- Prepare the entry-level technical nurse who will qualify to sit for the National Council Licensure Examination (NCLEX-PN).
- Prepare the graduate who will be accountable and a responsible nursing care provider to clients with common well-defined health problems in structured healthcare 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.

5. PROGRAM LEARNING OUTCOMES

Graduates of the Medgar Evers College Certificate PN Program will:

a. Demonstrate professional, moral, and ethical conduct with respect for patient and family preferences and diverse needs.
b. Collaborate through effective communication with members of the health care team, and patients to provide optimal patient care outcomes

c. Incorporate best practices and current evidence in decision-making and delivery of health care.
d. Use quality measures to monitor, improve, and design patient care.
e. Minimize risk of harm to patients through use of principles of safe nursing practice
f. Integrate science with information and technology to communicate and use decision support systems in the delivery of patient care.

6. Curriculum Foundation

- 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.

- 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.

- 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**.**

7. EXPECTED LEVEL OF ACHIEVEMENT

- 80% of students will complete the PN Certificate nursing program curricula within 100% (three semesters) of program length once Nursing major courses are started.
- 80% Graduates will pass the NCLEX on the first attempt.
- 80% percent of PN graduates will be employed as PNs within 12 months of licensure.

8. ADMISSION CRITERIA

- 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.
- All requirements for admission to Medgar Evers College (MEC) must be met.
- Maintain a "B-", or higher, in all Science courses.

- Completion of College Core requirements.
- Minimum 2.7 cumulative Grade Point Average (GPA) required.
- Science courses must be current (within 5 years) upon application to the clinical phase.
- Any college courses attempted must have a letter grade (no INC).

9. TRANSFER CREDITS

- The Office of Admissions will review all transcripts and grant credits as appropriate.
- Science credits older than five (5) years are unacceptable for credit in the Nursing Program. B- in is required for all science courses**.**
- To be eligible for admission into the nursing program, transfer students from other colleges must be in good academic standing, not on academic probation, not academically or administratively dismissed and not barred from continuing enrollment in the nursing program at previously enrolled college(s).
- Credit will not be given for nursing courses taken at other institutions. All nursing courses must be taken at MEC.

10. CRITERIA for the NURSING CLINICAL PHASE

- 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).
- Submit copy of active BCLS/CPR certification (American Heart Association) **prior** to the start of the 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.

11. ACADEMIC POLICIES

Progression, Retention and Completion

Each candidate in the PN Program must satisfactorily complete the PN Certificate 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 may result in dismissal from the nursing program.
- Schedule advisement sessions 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 to progress. If you fail any component, you must repeat that component during the next available offering, to progress.
- A student who fails the lecture component of a course but successfully passes the skills lab and clinical components is required to complete ten (10) independent hours during the semester they are repeating the lecture.
- Students are allowed only two opportunities to withdraw from any nursing course during their time in the program. Withdrawing from two classes in the same semester is considered equivalent to one withdrawal.
- Subsequent withdrawals from a nursing course constitute a dismissal from the nursing program.
- Complete the program within 3 semesters.

12. 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).
- Students are allowed only two opportunities to withdraw from any nursing course during their time in the program.
- Subsequent withdrawals from the nursing program constitute 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.

Admission Selection Process Used

- The number of students accepted each semester is determined by the program's capacity to ensure a high-quality educational experience. The Department of Nursing carefully evaluates enrollment limits to ensure that all admitted students receive the necessary academic support and resources for success in the program.
- Students are ranked according to the highest GPA and meeting the required NLN

score for the applying cohort of students.

13. 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 (DON) via the
- Admission Retention and Progression Committee (ARPC), in writing, for re-admission. The request for re-admission must be received by November 1 for spring re-admission and April for fall re-admission.
- Students seeking re-admission after being absent from the program for eighteen months are required to restart the program from the beginning.
- A letter of 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 an advisor in Academic Advising Center (AAC) to provide guidance relative to other career options.

14. 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 record.
- 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)

15. Examination Policy

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.

- Students will not have access to personal items including but not limited to backpacks, beverage or food containers, books, caps or hats, cell phones, coats/jackets/outwear with pockets, notebooks, smart watches, 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.

16. Student Absence during an Examination

- If a student is absent from an examination, they must notify the course faculty within 24 hours. Notification should be sent to the faculty member's designated MEC email address.
- Students who provide a valid doctor's note or emergency documentation for their absence will be allowed to take a make-up exam. All other students will receive a score of zero for the missed exam.

17. 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. The course faculty will determine exceptions based on extenuating circumstances.

18. 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.

19. Incomplete Grade (INC)

- 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 not be 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.

20. 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 PN curriculum code is 48.

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: Withdrew Unofficially: A grade of WU is to be assigned to students who participated in an academic activity related to the class at least once, stopped participating, did not drop the class or receive approval for an incomplete, did not otherwise officially withdraw from the course, and did not complete enough work for the instructor to be able to calculate an earned grade using the criteria delineated in the course syllabus.

A 'F' grade should never be given in place of a 'WU' grade.

21. STANDARDS of CONDUCT/ACADEMIC INTEGRITY

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 in 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 at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others, including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Visit:https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/ to review the complete CUNY Policy on Academic Integrity

Academic Dishonesty:

Academic dishonesty is prohibited at The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

22. CUNY Policies

MEC Title IX Policy

Title IX is a federal law that protects people from sex-based discrimination in educational settings. It protects against discrimination in academics, athletics, extracurricular activities, other education programs and activities, and hostile environments.

Title IX protects everyone who interacts with a school, including students, employees, and applicants. It applies to activities on campus, in school buildings, or in other locations related to the school.
Title IX protects against a variety of forms of discrimination, including Sexual Harassment, Date Rape, and Pregnancy Discrimination.

Title IX also requires schools to address hostile environments, even if some of the conduct occurred outside the school.
If you have questions, please contact Mr. Lance Houston, the Chief Diversity Officer and Title IX Coordinator (1150 Carroll Street, Room C208F) at 718-270-6169 (Office) or 917-921-9451 (cell) or Email: lance.houston16@mec.cuny.edu
Visit: https://www.mec.cuny.edu/office-of-compliance-diversity-and-inclusion/

CUNY Policy on Religious Accommodations: Under New York State Education Law 224-A, and according to CUNY's religious accommodation policy, students can request religious accommodations for any scheduled academic activities that may conflict with their religious

observances. To discuss accommodation due to religious observance for the upcoming holidays or any other religious observance throughout the academic year, please talk to your professor or someone at your Office of Student Life.
Visit: https://www.cuny.edu/about/administration/offices/transformation/diversity-equity-and-inclusion-hub/religious-accommodations/

23. 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.

24. 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 (B1020), and written documentation must be received by the faculty regarding the accommodations needed.

25. Student Resources

ACADEMIC CENTER FOR EXCELLENCE IN STUDENT SUPPORT (ACESS)
ACESS is a merger between the Writing and Learning Centers to centralize academic support services throughout the college. It seeks to provide students with the essential basic academic knowledge and skills necessary for rigorous undergraduate study. ACESS provides in-person and virtual tutoring across the disciplines. ACESS is located in the Bedford Building, Library room, B-1045. For Information, email acess@mec.cuny.edu or call 718-270-5138.

Counseling Services
Many students find balancing their academic, personal, and professional lives challenging and sometimes overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help. Email CAP@mec.cuny.edu, and a Counselor will contact you. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu. In addition,

peer support groups are available via the college's Center for Women's Development and Male Development and Empowerment Center. Students can contact staff in the centers at Levelyn@mec.cuny.edu or Anbrereton@mec.cuny.edu, respectively." The office is located in the Bedford Building, Room: B-1005. Counseling & Psychological Services - Medgar Evers College (cuny.edu)

Computing Labs

Computer Labs are available for you to complete and print your papers in each building. These resources are located below:

Bedford Building Computing Labs:
Monday – Friday, 7 a.m. – 10 p.m.
Saturday 8 a.m. – 10. p.m.
Sunday, 11 a.m. to 8 p.m.

Carroll Street Technology Lounge:
Monday – Friday, 9:00 a.m. – 7 p.m.

Academic Building 1:

Reserved Computing Labs
It contains two labs, C05 and C07. Other labs include the Department of Mathematics—Lab C12 and the Department of Physical, Environmental, and Chemistry Lab C09.
Check usage and schedules with individual departments.

Library Resources

Offer information about access and expectations. The Charles Evans Inniss Memorial Library entrance is on the first floor of the Bedford Building. There are also computers and printers available in the library for you. For reference help, you can email or use the chat box for live help during library hours. Ask_A_Librarian@mec.cuny.edu

The Ella Baker/Charles Romain Child Development Center

The Ella Baker /Charles Romain Child Development Center (EB/CR CDC) is located in the Carroll Street Building of Medgar Evers College. We provide both a Pre-School and an Afterschool Program, for student parents. EB/CR CDC is a National Association for the Education of Young Children (NAEYC) accredited program, with four stars from QUALITY stars NY. We operate a universal pre-kindergarten and 3K program through the Department of Education as well as our traditional Busy Bees 2-year-old program and Office of Children and Family Services (OCFS) program for children ages 2 to 12. The center is open from 7:45 a.m. to 10:00 p.m., Mondays - Thursdays, and until 3:00 p.m. on Fridays. Ella Baker Center - Medgar Evers College (cuny.edu)

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

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

26. 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 and Allied Health (ABl – x6217). The Dean will convene a

meeting with the ARPC to discuss the written grievance. If there is no resolution, the student can proceed to step four.

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.

27. CLINICAL POLICIES *(Subject to change)*

- Refusal of clinical assignment in 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.
- Hemline below the knee. Above the knee hemline not permitted. White stockings (no bare legs)
- Pants with white socks.
- White leather nursing shoes. No sneakers of any kind. No clogs.
- Sweater (if desired): blue or white 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, bright colored nails, long nails, or piercings/other jewelry.
- Unacceptable: any attire deemed inappropriate by the hospital or Department of Nursing.
- 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.
- Students must participate in post-conference;
- Students who arrive late will be dismissed, and the day will be recorded as a clinical absence.

- Students must be present on the assigned unit.

Social Media/HIPAA

- Posting any information related to a client's diagnosis or treatment on social media can result in dismissal form 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, students will be required to make up any time missed by completing additional independent skills/simulation lab hours.
- Should a student find it necessary to be absent related to i.e., death in the family or major accident/hospitalization documented proof is required. Documentation will be submitted to the clinical and course faculty.
- There are no absences allowed from lecture, skills lab or clinical. Absences will result in failure. Lateness is not allowed. Continued lateness or excessive lateness will be treated as an absence and will result in 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.
- One Concept Map written 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.

28. Nursing Skills Lab

Skills lab policies must be adhered to as described below:

a. Nursing skills lab hours include day, evenings and weekend hours which are posted within the Department of Nursing. 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).

Students are expected to:

b. Attend regularly scheduled skills lab;

c. Practice on own time in the skills. Satisfactory completion of psychomotor skills in the laboratory is required before a student can be permitted to go into the clinical practice setting.

d. Skills lab grade is pass or fail

e. Adhere to lab hours as posted;

f. Wear white lab coats while in the skills lab at all times;

g. 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.

h. Tardiness is not permitted

i. As classes are scheduled in the lab, students are required to make appointments for independent practice sessions with CLT for use of labs;
j. Nursing faculty have reserved time for teaching skills lab courses;
k. Independent practice is available during hours posted.
l. Students are required to leave the laboratory clean and orderly after practice;
m. Students are expected to sign attendance book each time they attend skills and computer lab.
n. Students are to handle all equipment with care.
o. Eating, drinking, smoking or gum chewing is NOT permitted in any of the skills labs.
p. 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;
q. Children are not permitted in nursing classes or labs.
r. 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. PN CURRICULUM PROGRAM MAPPING

PN PROGRAM CURRICULUM MAPPING

Semester I

Course	Title	Credits
BIO104 or BIO 251	Human Body Structure and Function	4
BIOL 104	Human Body Structure and Function (Lab)	0
ENG 112	College Comp I	3
NUR 023	Introduction to Practical Nursing	2
NUR 024	PN Fundamentals of Nursing	5
NURC 024	Skills Lab	0
NURL 024	Clinical	0
		14

Fall Semester II

Course	Title	Credits
NUR 024	Nutrition	3
NUR 025	Pharmacology/Calculation	3
NUR 026	PN Medical/Surgical Nursing	6
NURC 026	Skills Lab	0
NURL 026	Clinical	0
		12

Spring Semester III

Course	Title	Credits
NUR 028	Maternal Child Health and Psych	5
NURC 028	Skills Lab	0
NURL 028	Clinical	0
NUR 029	PN Medical/Surgical II, Specialties	7
NURC 029	Skills	0
NURL 029	Clinical	0
NUR 030	PN State Board Review	1

	13
Grand Total	39

PN COURSE DESCRIPTIONS

NUR 023 Introduction to Practical Nursing
Credit 2: Class hours 2;
This course provides the student with an overview of the historical development of nursing in general, and the roles and responsibilities of the practical nurse in particular. Nursing will be introduced to students within the framework of Maslow's basic hierarchy of human needs and the nursing process. Emphasis willbe placed on assisting the student to acquire skills in gathering information, which will be needed to build a solid foundation for success in the nursing program. Students will also be introduced to the concepts of the PN Program framework which includes health, human beings, education, and nursing
Pre-requisites: Successful Department of Nursing Completion of Admissions Process; Letter of Acceptance into the Nursing Program. Co-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 024; NUR 025
NUR/NURC/NURL 024 PN Fundamentals of Practical Nursing
Credits 5: Class hours 3; 2 hours skills lab; 6 clinical hours
This course introduces the student to the nursing process and assists the student to gain mastery of the nursing process, nursing and communication skills required to provide practical nursing care to clients. TheCollege laboratory focuses on the beginning acquisition of psychomotor practical nursing skills. Clinical experiences permit the student to transfer nursing content and communication skills into practice within a nursing process framework. Students begin to relate the integration of knowledge obtained from nursing, physical science and the humanities to plan nursing care in long term care settings.
Pre-requisites: Successful Department of Nursing Completion of Admissions Process; Letter of Acceptance into the Nursing Program.
Co-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 025
NUR 025 class hours
Credits 3;
This course introduces the P.N. student to the concepts of nutrition and how application relates to the clients' level of wellness and well- being. The student will have the opportunity to identify and discuss thenutritional health practices among diverse urban populations. Students will learn the dietary significance of carbohydrates, proteins, lipids, vitamins, minerals and otherselected aspects of nutrition as they relate to clients across the health care spectrum. Students will explorehow culturally diverse populations differ in their nutritional intake and how

these differences may impactthe client's health status.
Pre-requisites: Successful Department of Nursing Completion of Admissions Process; Letter of Acceptance into the Nursing Program.
Co-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024
NUR 026 Pharmacology
Credits 3: 3 class hours
This course is designed to introduce the practical nursing student to basic concepts related to classifications of medications and specific body responses. Emphasis will be placed on the nurse's responsibilities in the administration of medication and drug calculations. Students will also practice administering medications in a simulated environment.
Pre-requisite: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024
Co-requisite: NUR 027
NUR/NURC/NUR 027 Medical and Surgical Nursing I
6 credits: 4 class hours; 2 skills lab hours; 6 clinical hours
This course introduces the student to the roles, functions, and responsibilities of the PracticalNurse in the care of adults with common recurring medical/surgical diagnoses. The student will be guided to plan and provide care while integrating relevant concepts from the physiological, psychosocial, cultural and spiritual domains. Clinical experiences will be provided in acute care settings enabling the student to transfer theory into practice.
Pre-requisite: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024, NUR 025
Co-requisite: NUR 026
NUR/NURC/NUR 028 Maternal/Child Health/Psychosocial Nursing
Credits 5: 3 class hours; 2 skills lab hours; 6 clinical hours
This course introduces the student to maternal child health and psychosocial nursing. The studentwill explore principles of family centered care, health promotion, illness prevention, theoretical perspectives of human development, the nature of health and communication across the life spanin a psychosocial context. The student also explores the roles and responsibilities of the PracticalNurse in the care of clients during the perinatal period and the continuum from infancy through adolescence. Planning care for the infant, child, and pregnant woman, based on anatomical, physiological, and psychosocial differences are emphasized. The influences of ethnicity and culture on childbearing and childrearing are

examined. Nursing needs of clients experiencing stress, anxiety, loss, grief, and death are discussed. Classroom content on mental illness and substance abuse will be expanded in clinical experiences. The student will integrate the nursing process, principles of therapeutic communication, safety, and growth and development, and family roles into the care of clients in health care settings. Clinical experiences will be provided to enable the student to transfer theory into practice of the MCH and psychosocial client. The student will spend five weeks in pediatrics, five weeks in obstetrics and five weeks in mental health settings.
Pre-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024, NUR 025; NUR 026; NUR 027
Co-requisites: NUR 029; NUR 030
NUR/NURC/NUR 029 Medical/Surgical Nursing II
Credits 7: 4 class hours; 2 skills lab hours; 1-6 clinical hours
This course continues the exploration of the roles, functions and responsibilities of the Practical Nurse in the care of adults with selected, specialty oriented medical/surgical problems. The studentwill be guided to plan and provide care integrating relevant concepts from the physiological, psychosocial, and spiritual domains. Clinical experiences in medical/surgical specialty units; and observational experiences in the Operating Room, transplant, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable him/her to transfer higher concepts of theory into practice.
Pre-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024, NUR 025; NUR 026; NUR 027
Co-requisites: NUR 028; NUR 030
NUR 030
1 credit; 2 class hours
This course includes didactic and computer exercises to prepare practical nurse students for the NCLEX-PN. The test plan and test taking skills are used as a guide for course presentation. Reviewquestions will reflect the components in the test plan as well as current nursing practice. Diskettes will be used in the computer laboratory experience to realistically simulate the computerized method for taking the NCLEX. Correct answers and the rationale for selection

of answers will follow each review, each review test, and comprehensive examination. An important component of this course requires that the student register to take NCLEX-PN. This is to ensure the student the best opportunity to be successful the first time taking the exam. Computer laboratories will be available for student's required practice and self-paced learning. Guided independent study is a major focus of the course.
Pre-requisites: BIO 104 or 251, BIOL 104 or 251, ENGL 104; NUR 023; NUR 024, NUR 025; NUR 026; NUR 027
Co-requisites: NUR 028; NUR 029

XXX. 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.

XXXI. 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.

XXXII. 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.

XXXIII. 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
D E P A R T M E N T O F N U R S I N G

SKILLS LAB REFERRAL FORM

DATE:_____

TO: _____

FROM:_____

(Student Name)_____is being referred by clinical faculty tofor 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**

_____ _____ _____
Signature of Student **Date** **CLT Signature** **Date**

cc: Student file

DEPARTMENT OF NURSING

Faculty Profile Table:

Faculty Profile Table				
Faculty	Education	Office Number	Email Address	Teaching Programs
Janice Bloomfield-Alves Assistant Professor	EdD – Dowling College MS, BS, RN	718-270-6231	jalves@mec.cuny.edu	RN-BS, AAS, PN
Shirley Daniels Chair, 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	kholton@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 Lecturer	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 Lecturer	MS- Chamberlain University BSN, RN	718-270-6222	Dewilliams@mec.cuny.edu	AAS, PN

COLLEGE LABORATORY TECHNICIAN

College Laboratory Technician
Telephone 718-270-6233

OFFICE SUPPORT STAFF

Arianna Williams
Administrative Coordinator
Telephone 718-270-6222
email: Arianna.Williams46@mec.cuny.edu

Anita Meyers, MLS
Clinical Coordinator
CUNY Office Assistant III
Telephone 718-270-6222
email: AMeyers@mec.cuny.edu

The Department of Nursing

COURAGE, STRENGTH, FORTITUDE

PN Certificate Program