SAINT MICHAEL COLLEGE OF ALLIED HEALTH

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CATALOG
AND

STUDENT HANDBOOK

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SAINT MICHAEL COLLEGE OF ALLIED HEALTH

HISTORY

Saint Michael College of Allied Health (SMCAH) was incorporated in Virginia on July 3, 2007, as an educational institution. The College is certified by the State Council of Higher Education for Virginia to offer an Associate of Applied Science Degree and a Practical Nursing Program. SMCAH's Associate of Applied Science Degree in Nursing and Practical Nursing programs are approved by the Virginia Board of Nursing. The College is accredited by the Council on Occupational Education, located at 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350 (http://www.council.org).

The College's main campus was relocated to the District of Columbia in 2021, which now houses the Practical Nursing Program and the Associate of Applied Science Degree in Nursing. Both programs are licensed by the District of Columbia Higher Education Licensure Commission and approved by the District of Columbia Board of Nursing. Additionally, both programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), located at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326.

OWNERSHIP

COLLEGE OFFICERS

President/ CEO: Michael Adedokun, Ph.D., APRN, NEA-BC, CNE, PMHNP-BC, AGPCNP, AGNP-C
Executive Vice President/Campus Administrator: Catherine Adedokun, Ed.D, MSN, RN (Administrator, Branch Location)

MISSION, GOALS, AND VALUES

MISSION

Saint Michael College of Allied Health (SMCAH)'s primary mission is to provide nursing education to men and women from diverse backgrounds and cultures. Upon completing the college's educational programs, the Northern Virginia, Maryland, and District of Columbia communities will be provided with a qualified and competent professional workforce to practice in culturally diverse communities and environments.

Educational Offerings:

1. **Associate of Applied Science in Nursing:**
   Our associate degree programs are designed to offer foundational knowledge and skills across various disciplines, preparing students for entry-level employment or further education in their chosen field.
2. **Practical Nursing:**
   The Practical Nursing program focuses on training students to become licensed practical nurses (LPNs), providing essential nursing care and supporting the healthcare needs of diverse patient populations.
3. **Medical Terminology, 1 credit hour (45 clock hours): Delivery Mode:** Online

Consistency with Purpose: Saint Michael College of Allied Health ensures that all programs are aligned with our mission by:

- **Relevance:** Continuously updating curricula to reflect the latest healthcare practices, technologies, and industry standards.
- **Quality:** Employing experienced and highly qualified faculty who bring practical knowledge and expertise to the classroom.
- **Support:** Offering comprehensive support services, including academic advising, career counseling, and tutoring, to help students succeed.
- **Engagement:** Providing hands-on learning opportunities through clinical placements, internships, and practical experiences that prepare students for real-world nursing roles.

By offering these educational programs, SMCAH fulfills its mission of fostering a qualified and culturally competent nursing workforce ready to meet the healthcare needs of diverse communities.

GOALS/Objectives

- To provide an environment that will enhance and stimulate learning for students.
- To employ and retain qualified and experienced faculty who meet the State Board of Nursing and Accreditation Commission for Education in Nursing (ACEN) criteria to implement a defined program of learning based on stated philosophy, goals, and curriculum framework.
- To prepare graduates who are eligible for licensure and can practice competently in entry-level positions in various healthcare settings.
- To maintain a high level of successful first-time NCLEX test takers so that nursing needs in the community are met promptly.
- Provides a student-centered education model by incorporating various teaching styles, encourages active student learning, and uses technology to enhance student learning.
- Ensure learners and the environment are reciprocal in which each entity influences the other.

SMCAH VALUES

- **Integrity**: Respect for the dignity, equality, diversity, and potential of self and others in personal and professional interactions.
- **Responsibility**: Accountability in personnel, professional, community, and fiscal affairs and services provided.
- **Accessibility:** Equal opportunity to advance professionally and personally in a clean, safe, stimulating, and aesthetically pleasing environment.
- **Collaboration**: Partnerships among students, faculty, staff, and community to promote open and effective communication, decision-making, and implementation of ideas and processes.
- **Life-long learning**: Facilitation of intellectual and technical growth through a commitment to continuous improvement, innovation, and appreciation of an individual's experience.

SMCAH VISION

Our vision is to meet the needs of the surrounding communities for nursing professionals by providing quality allied health education to a diverse population through dedication to high standards, quality instructional services, community alliances, and innovative leadership.

PHILOSOPHY

Saint Michael College of Allied Health's nursing faculty holds certain philosophical beliefs about the nature of a person, nursing, health, environment, the teaching and learning process, and nursing education. The following describes these concepts as they relate to healthcare delivery systems.

- **Person:** A biopsychosocial and spiritual being with health care needs that continually develop from conception to death within a dynamic environment. A person is a living system and possesses the potential for free will in decision-making.
- **Nursing**: Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, communities, and populations. Nurses enhance **human thriving** by strategically applying evidence-based nursing knowledge and skills to meet their clients' diverse healthcare needs throughout life.
- **Health:** This is a state of physical, mental, and social well-being and not merely the absence of disease or infirmity. Therefore, every human has a right to access healthcare, including resources that enable them to participate in patient-centred healthcare management and achieve their maximum health potential.
- **Environment:** The individual constantly interacts with the dynamic atmosphere in which they live. The environment includes social, physical, ethical, moral, cultural, and other influences that impact the client's ability to meet basic needs. The nurse recognizes environmental and personal conditions associated with clients' holistic well-being using **Nursing Judgment.** The nurse factors

these conditions into plans that assist the individual in utilizing learned coping mechanisms while positively enhancing their ability to interact with the environment.

- **Teaching/Learning:** Educational competence requires faculty/instructors to incorporate art and science in structuring a learning environment that immerses students into meaningful experiences designed to achieve course, level, and program outcomes. The teacher is guided by their knowledge, skills, and abilities and actively seeks resources to respond to the adult learner's unique needs, attitudes, and motivations. It is the learner's responsibility to become actively involved in the educational process to build a spirit of inquiry and embrace learning across the life span. The faculty/instructor, staff, and the College at large share in the individual and collective responsibility for creating and facilitating the development of a **Professional Identity** within an environment where learners can positively experience and actualize success.
- **Nursing Education:** A process that integrates the knowledge of physical sciences, nursing concepts, and technical skills to encourage the nursing student to successfully meet competencies delineated by the nursing practice's professional and legal regulations. Through the **Spirit of Inquiry**, the student is an active participant in applying critical reasoning to practice. Critical reasoning in this context is derived from evidence-based practice, which enables students to respond autonomously and collaboratively with interdisciplinary teams to address the ongoing challenges associated with the changing healthcare environment. **In teamwork,** the student must function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

PROGRAMS OF STUDY

Programs are offered at the Virginia Branch campus.

Associate of Applied Science in Nursing (A.A.S./ 24 months)
SMCAH Governing Board approved the Practical Nursing certificate and Associate of Applied Science in Nursing offered at the DC main campus. Credits and coursework earned at the DC campus are transferable to Virginia's branch campus. The governing board has also authorized the offering of MET:100: Medical Terminology, following approval from the District of Columbia Higher Education Licensure Commission (HELC).

Programs offered at the DC Main Campus

Practical Nursing (Certificate Program): The program is 16 months, during the day and evening (4 semesters). Associate Applied Science in Nursing (A.A.S./ 24 months).
MET:100: Medical Terminology, one credit hour (45 clock hours): Delivery Mode: Online

PRACTICAL NURSING PROGRAM

Saint Michael College of Allied Health offers a Practical Nursing Program of 39 theory and clinical practicum credit hours. The program spans 16 months, with classes held during both the day and evening (4 semesters).

PROGRAM DESCRIPTION

The Practical Nursing program provides students with a range of classroom and clinical experiences to prepare them for employment in nursing homes, hospitals, and other healthcare settings. Upon completion, graduates will be eligible to take the licensure exam for Practical Nurses (NCLEX-PN).

PROGRAM MISSION

The mission of the Practical Nursing Program is to provide entry-level nursing education to men and women from diverse backgrounds and cultures. Upon completion of the practical nursing program, the Northern Virginia and District of Columbia metropolitan areas will be provided with competent, qualified, dedicated, and caring practical graduate nurses to practice nursing in this culturally diverse environment.

PRACTICAL NURSING END-OF-PROGRAM LEARNIG OUTCOMES

Patient-Centered Care: Integrate principles of effective communication with knowledge of quality and safety competencies.

Evidence-Based Practice: Initiate changes in approaches to care when new evidence warrants evaluating other options for improving outcomes or decreasing adverse events.

Safety: Use national patient safety resources:

- for own professional development
- to focus attention on safety in care settings.

Teamwork/collaboration: Function competently within own scope of practice as a health care team member.

Quality Improvement: Maintain confidentiality of any patient information used to determine outcomes of quality improvement efforts.

Patient-Centered Care (QSEN) **Definition:** Integrate the best current evidence with clinical expertise and patient/family preferences and values to deliver optimal health care.		
Student Learning Outcomes The student will:	**Student Learning Outcomes** The student will:	**Student Learning Outcomes** The graduate will:
Level 1: Provide patient-centered care with sensitivity, empathy, and respect for the diversity of human experience.	**Level 2: Demonstrate** respect for the dignity and uniqueness of others, value diversity, integrity, mutual trust, civility, self-determination, and regard for personal preferences and desires	**Level 3:** Integrate principles of effective communication with knowledge of quality and safety competencies.
Evidence-Based Practice (EBP) (QSEN) **Definition:** Integrate the best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care		
Student Learning Outcomes The student will:	**Student Learning Outcomes** The student will:	**Student Learning Outcomes** The graduate will:
Level 1: Describe evidence-based practice to include the components of research evidence, clinical expertise, and patient/family values	**Level 2:** Demonstrate knowledge of evidence-based practice and processes.	**Level 3:** Initiate changes in approaches to care when new evidence warrants evaluation of other options for improving outcomes or decreasing adverse events
Safety (QSEN) **Definition**: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance		
Student Learning Outcomes The graduate will:	**Student Learning Outcomes** The graduate will:	**Student Learning Outcomes** The graduate will:
Level 1: Describe the benefits and limitations of selected safety-enhancing technologies (such as barcodes, Computer Provider Order Entry, and electronic prescribing)	Participate as a team member to design, promote, and model the effective use of technology and standardized practices that support safety and quality.	**Level 3:** Use national patient safety resources: • for own professional development • to focus attention on safety in care settings
Teamwork and Collaboration (QSEN). **Definition:** Function effectively within nursing and inter-professional teams, foster open communication, mutual respect, and shared decision-making to achieve quality patient care.		
Student Learning Outcomes The student will:	**Student Learning Outcomes** The student will:	**Student Learning Outcomes** The graduate will:
Level 1: Describe the scope of practice and	**Level 2:** Demonstrate awareness of strengths and	**Level 3:** Function competently within your scope

roles of all health care team members.	limitations as a team member.	of practice as a member of the health care team
Quality Improvement (QSEN) **Definition:** Use data to monitor the outcomes of care processes and use improvement methods to continuously design and test changes to improve the quality and safety of health care systems.		
Student Learning Outcomes The student will:	**Student Learning Outcomes** The student will:	**Student Learning Outcomes** The graduate will:
Level 1: Describe strategies for improving care outcomes in the setting in which one is engaged in clinical practice.	**Level 2:** Participate in quality improvement by providing input into developing policies and procedures and effectively using resources to achieve patient care outcomes.	**Level 3:** Maintain confidentiality of any patient information used to determine outcomes of quality improvement efforts

ADMISSION POLICIES

GENERAL ADMISSION STATEMENT

Enrollment in the Saint Michael College of Allied Health Practical Nursing Program is open to applicants 17 years and older. However, the student must be at least 18 years old before taking the National Licensure Examination. All the rights, privileges, programs, and activities are available to all students regardless of religion, gender, age, race, color, or national origin.

ADMISSION REQUIREMENTS

Application forms can be obtained at Saint Michael College of Allied Health at 1106 Bladensburg Road NE, Washington, DC 20002. After completing the following requirements, applicants will be considered for admission to the Saint Michael College of Allied Health Practical Nursing Program.

- Submit proof of high school education: diploma, transcript, or GED
- Obtain a minimum score of 76% on Reading Comprehension and 70% on Math on the Entrance Exam.

CANDIDATE ACCEPTANCE PROCEDURE

The Admissions Committee is responsible for reviewing all applications and admission documents. Successful applicants granted admission into the Practical Nursing Program are notified in writing. In addition, successful applicants must return a signed copy of the application form and a $75.00 application fee to the school's admissions office two weeks prior to the start of classes. Admission is granted to qualified applicants who have met all the admission criteria and standards published in the catalog.

PRACTICAL NURSING PROGRAM CURRICULUM PLAN

Level 1	Credits	Level 2	Credits	Level 3	Credits
BIO 201: Anatomy and Physiology I	4	PN116: Medical/Surgical		PN 119: Mental Health	
BIO 202: Anatomy and Physiology II	4	Nursing II	5	Nursing	2
PHR 110: Pharmacology	3	PN 117: Maternal Health	2	PN 120: Gerontology	
NURT110: Nutrition	3	Nursing		Nursing	3
PN 114: Fundamentals of Nursing	4	PN 118: Pediatric Nursing	2	PN 121: Nursing Transitions	
PN115: Medical/Surgical Nursing I	5				2

Level 1 Courses	Professional Competencies Level Outcomes
PHR 110: Pharmacology NURT110: Nutrition PN 114: Fundamentals of Nursing PN115: Medical/Surgical Nursing I	**Patient-Centered Care:** Provide patient-centered care with sensitivity, empathy, and respect for the diversity of human experience. **Evidence-Based Practice**: Describe evidence-based practice to include the components of research evidence, clinical expertise, and patient/family values. **Safety:** Describe the benefits and limitations of selected safety-enhancing technologies (such as barcodes, Computer Provider Order Entry, and electronic prescribing). **Teamwork/collaboration:** Describe the scopes of practice and roles of all health care team members. **Quality Improvement:** Describe strategies for improving care outcomes in the setting in which one is engaged in clinical practice.
Level 2 Courses	**Professional Competencies Level 2 Outcomes**
PN116: Medical/Surgical Nursing II PN 117: Maternal Health Nursing PN 118: Pediatric Nursing	**Patient-Centered Care:** Demonstrate respect for the dignity and uniqueness of others, value diversity, integrity, mutual trust, civility, self-determination, and regard for personal preferences and desires. **Evidence-Based Practice**: Demonstrate knowledge of evidence-based practice and processes. **Safety:** Participate as a team member to design, promote, and model effective use of technology and standardized practices that support safety and quality. **Teamwork/collaboration:** Demonstrate awareness of strengths and limitations as a team member. **Quality Improvement:** Participate in quality improvement by providing input into the development of policies and procedures and effectively utilizing resources to achieve optimal patient care outcomes.
Level 3 Courses	**Professional Competencies Level 2 Outcomes**
PN 119: Mental Health Nursing PN 120: Gerontology Nursing PN 121: Nursing Transitions	**Patient-Centered Care**: The graduate will integrate principles of effective communication with knowledge of quality and safety competencies. **Evidence-Based Practice**: Initiate changes in approaches to care when new evidence warrants evaluating

	other options for improving outcomes or decreasing adverse events. **Safety:** The graduate will use national patient safety resources: • for own professional development • to focus attention on safety in care settings. **Teamwork/collaboration:** The graduates will function competently within their scope of practice as a health care team member. **Quality Improvement:** The graduate will maintain confidentiality of any patient information used to determine outcomes of quality improvement efforts.

Practical Nursing Summary of contact hours

Courses	Credits	Theory Contact Hours	Skills Lab Contact Hours	Simulation	Clinical Contact Hours
BIO 201: Anatomy and Physiology I	4	128	45	0	0
BIO 202: Anatomy and Physiology II	4	128	45	0	0
NURT110: Nutrition	3	48	0	0	0
PHR 110: Pharmacology	3	80	0	0	0
PN 114: Fundamentals of Nursing	4	90	45	32	64
PN115: Medical/Surgical Nursing I	5	90	45	32	96
PN116: Medical/Surgical Nursing II	5	90	45	32	96
PN 117: Maternal Health	2	48	25	16	16
PN 118: Pediatric Nursing	2	48	20	16	16
PN 119: Mental Health Nursing	2	48	0	16	40
PN 120: Gerontology Nursing	3	48	0	0	128
PN 121: Nursing Transitions	2	96	0	0	0
Total	39	942	270	144	456

Semesters: SMCAH semester-length, including summer, consists of 16 calendar weeks of instructional and clinical time.

Lecture: Ratio 1:1; one (1) lecture hour and 2 hours of student preparation time per week x 16 weeks semester is one credit hour. This means 48 hours of class time and 90 hours of student preparation are required for three credit hours per semester.

Laboratory: Ratio 1:3; three (3) supervised laboratory work hours and 2 hours of student preparation time per week x 16 weeks semester 1 credit hour. This means 45 hours of laboratory time and 30 hours of student preparation is required for one credit hour per semester.

Clinical: Ratio 1:4; four (4) hours supervised student clinical teaching per week x 16 weeks semester 1 credit hour. This means 60 hours of supervised student clinical teaching is required for one credit hour per semester.

Academic Standing, Progression, and Retention (Practical Nursing)

Academic Standing

A student is considered to be in **good academic standing** when the following conditions are met:

A student is in **good academic standing** if the following conditions are met:

- A minimum grade of **76% ("C") or higher** is maintained in all theory courses.
- A **passing grade** is achieved in all clinical courses.
- All financial obligations to the College are satisfied.
- The student consistently demonstrates **safe clinical practices** appropriate to their level of education.
- The student adheres to all College **academic and general policies**.

Course Progression

- A student who receives a grade below **76%** in a course must **repeat the theory** portion of the course, earn a minimum grade of 76%, and successfully pass the **clinical component**.
- A course may be repeated **only once**.
- Students are **not permitted to remain on academic probation for more than two semesters**.
- Students may not remain enrolled in the program for longer than **24 months or 150% of the published program length**.

Failure and Probation Policy

- **Two Failures in the Same Course** → Student will be **required to withdraw** from the program.
- **Two Failed Courses** → Student will be placed on **academic probation** and may not progress until both failed courses are successfully completed.
- Students failing two courses are **not meeting Satisfactory Academic Progress (SAP)**, and financial aid hours cannot be updated until the courses are passed.
- The student will be removed from probation only after passing the failed courses.
- **Three Failed Courses (any combination)** → Student will be **required to withdraw** from the program.

Academic Support

- Students at risk of failing a course will be **counseled by the instructor** and provided with strategies to improve academic performance.
- **Mid-course evaluations** will be conducted for reassessment and early intervention.
- **Tutorial sessions** are available for all courses, Monday through Friday, from **3:30 p.m. to 4:30 p.m.**, upon student request.

Exit Examination and NCLEX Preparation

- To graduate, students must achieve a **minimum composite score of 900** on standardized achievement exams (e.g., HESI).
- Students who fail the **exit exam twice** will be permitted a third attempt after completing **HESI norm-referenced exams** in:
    - Fundamentals of Nursing, and
    - Medical-Surgical Nursing.
- Students must achieve passing scores on both exams to be eligible for the third exit exam.

- An **external NCLEX-PN review course** is recommended after completion of the Nursing Transition course to prepare for licensure.

GRADUATION REQUIREMENTS FOR PRACTICAL NURSING PROGRAM

- Eligibility for graduation requires that all students complete all course requirements and maintain a passing grade of 76%.
- The student must also fulfill all academic and financial requirements.
- Complete Virtual ATI NCLEX-PN Review before taking the Exit Exam.
- Sit for the HESI Exit Exam and earn a 900 composite score or ATI Exit Exam with a passing score of 76 %. SMCAH may also use other standardized norm-referenced tests, and students will be informed of their passing scores before the exam.

ADMISSION STATEMENT FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING

Enrollment in Saint Michael College of Allied Health's Associate of Applied Science Degree in Nursing is open to applicants who have graduated from an accredited high school or have obtained their GED. Students must be at least 18 years old to take the National Licensure Examination. All rights, privileges, programs, and activities in the program are made available to all students regardless of their religion, gender, race, age, color, or national origin.

PROGRAM DESCRIPTION

Associate of Applied Science Degree in Nursing (A.A.S.N)

The **Associate of Applied Science Degree in Nursing (A.A.S.N.)** program is designed to prepare students for entry-level professional nursing practice and eligibility for licensure as a Registered Nurse (RN).

Curriculum

The curriculum consists of **70 credits** that integrate:

- **General Education Courses** – English composition, mathematics, natural sciences, humanities, and social sciences.
- **Nursing Core Courses** – Nursing fundamentals, the nursing process, clinical reasoning, and patient-centered care across the lifespan.

Instruction emphasizes the **nursing process** and **basic nursing concepts** as a framework for organizing and delivering safe, effective, and compassionate care. Students gain foundational knowledge, clinical skills, and the ability to provide culturally competent care for diverse patient populations.

Program Length

- **Day Program**: 24 months (2 academic years).

Licensure Preparation

Graduates of the program are eligible to apply for the **National Council Licensure Examination for Registered Nurses (NCLEX-RN)**. Successful completion qualifies graduates for licensure as a Registered Nurse (RN) in **Virginia, Maryland, and the District of Columbia**.

Outcomes

Graduates will be able to:

- Demonstrate competency in evidence-based nursing practice.
- Apply critical thinking and clinical judgment in patient care.
- Communicate effectively within interprofessional health care teams.
- Deliver safe, ethical, and culturally sensitive nursing care.
- Transition successfully into professional nursing roles in diverse health care settings.

PROGRAM MISSION

The mission of the Associate of Applied Science in Nursing (A.A.S.N.) program is to **prepare competent, qualified, and compassionate professional nurses** who are committed to providing safe, evidence-based, and patient-centered care. The program is dedicated to serving the **health care needs of the District of Columbia, Maryland, Virginia, and the broader community** by educating graduates who demonstrate clinical excellence, cultural sensitivity, ethical responsibility, and a lifelong commitment to professional growth.

ADMISSION REQUIREMENTS

Application forms can be obtained at Saint Michael College of Allied Health, 1106 Bladensburg Road, NE, Washington, DC 20002.

Applicants will be considered for admission to Saint Michael College of Allied Health Associate of Applied Science (Nursing) after completing the following requirements:

- Provide an official high school transcript from an accredited high school or GED.
- Achieve a Reading Comprehension Score of 75% or higher and a math score of 70% or higher on the Evolve Reach Admission Assessment Exam.

- The program admission assessment is administered after the students have completed the 27 general education credits.

Direct Admission Requirements

To be admitted directly into the **Associate of Applied Science in Nursing (A.A.S.N.)** program, applicants must provide an **official transcript** demonstrating successful completion of **27 credit hours of pre-nursing coursework** from a **regionally or nationally accredited institution recognized by the U.S. Department of Education**.

Required Pre-Nursing Courses (27 Credits)

- **English Composition I** – 3 credits
- **College Mathematics (or higher-level equivalent)** – 3 credits
- **General Psychology** – 3 credits
- **Human Growth and Development** – 3 credits
- **Anatomy & Physiology I with Lab** – 4 credits
- **Anatomy & Physiology II with Lab** – 4 credits
- **Microbiology with Lab** – 4 credits
- **Humanities Elective** – 3 credits

Applicants must achieve a minimum grade of **"C" (76%) or higher** in each pre-nursing course to be considered for direct admission.

Additional Admission Requirements

- **Transfer Students**
  - Must maintain a **minimum cumulative GPA of 2.5** from all previous colleges or universities attended.
  - Science courses, including **Anatomy and Physiology, College Mathematics, and Microbiology**, must have been completed within the **last five (5) years** at the time of admission.
  - **Advanced standing will not be granted** to applicants who have withdrawn from, or been dismissed from, another nursing program.
- **Transcript Requirements**
  - Applicants must submit an **official transcript reflecting 27 college credits**. Submission of this transcript **exempts the applicant from providing an official high school transcript**.
  - However, applicants must still provide **proof of a high school diploma or GED completion** to establish **Financial Aid eligibility** in compliance with federal requirements.
- **Application Process**
  - Submit a **completed application form** with all required documentation.
  - Pay the **non-refundable application fee** as specified in the admissions packet.
- **Foreign Credentials**
  - Applicants with academic records from institutions outside the United States must have their transcripts evaluated by a **Saint Michael College of Allied Health (SMCAH)-approved**
  - **Credential Evaluation Agency**:
    - **Educational Credential Evaluators, Inc. (ECE)**
      PO Box 514070, Milwaukee, WI 53203
      Telephone: (414) 289-3400
      Email: eval@ece.org

CANDIDATE ACCEPTANCE PROCEDURE

The Admissions Committee is responsible for reviewing all applications and admission documents. The SMCAH admissions committee consists of 3 to 4 nursing faculty members who work together to decide who is accepted as part of the next matriculating class.

The selection process includes the applicant's academic history, such as prerequisite and college-level coursework, pre-admission test results, and references. To be seriously considered, applicants must:

- Achieve a Reading Comprehension Score of 75% and a math score of 70% on the Evolve Reach Admission Assessment *Exam (higher scores carry more weight in the selection process).*
- Earn A's and B's in all prerequisite coursework Exams *(higher grades carry more weight in the selection process).*
- Earn A's and B's in academic courses relevant to the Nursing program curriculum *(especially A&P, Microbiology, and College Mathematics).*
- Evaluate recommendations from individuals who know the applicant's strengths, particularly those related to becoming a nurse.

Successful applicants granted admission into the Associate of Applied Science (Nursing) are notified in writing. In addition, successful applicants must return a signed copy of the application form and $75.00 application fees to the school's admissions office two weeks before classes start. Admission is granted to qualified applicants who have met all the admission criteria and standards published in the catalog.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING CURRICULUM PLAN

Name of Class/Course	General Education Course	Core course	Credit Hours	Theory Hours	Laboratory Hours	Student Preparation Hours	SIMS	Clinical Hours
BIOL 201: Anatomy and Physiology I with Laboratory	x		4	128	45	120		
BIOL 202: Anatomy and Physiology II with Laboratory	x		4	128	45	120		
BIOL 203: Microbiology with Laboratory	x		4	128	45	120		
ENGL 111: English Composition I	x		3	128	0	90		
ENGL 112: Research and Literature	x		3	128	0	90		
PSYC 201: General Psychology	x		3	64	0	90		
PSYC 202: Developmental Psychology	x		3	64	0	90		
MATH 111: College Mathematics	x		3	128	0	90		
NUTR 110: Nutrition	X		3	48	0	90		
PHR 110: Pharmacology		x	3	128	0	90		
NURS111: Fundamentals of Nursing		x	3	128	0	90		
NURS112: Techniques of Clinical Nursing		x	3	0	90	60	32	74
NURS 210: Critical Thinking in Nursing		X	2	48	0	60	0	0
NURS 211: Medical-Surgical Nursing I		x	5	128	0	90	32	96
NURS 212: Maternal Health/Pediatric Nursing		X	6	128	0	90	32	48
NURS 213: Mental Health in Nursing		X	4	64	0	90		80
NURS 214: Medical-Surgical Nursing II		x	5	128	0	90	32	96
NURS 215: Gerontology/Community Health Nursing		x	3	128	0	90	32	96
NURS 216: Nursing Leadership		x	3	64	0	90	0	0
NURS 217: Capstone		x	3	128	0	90	0	0
Total Hours			70	1968	225	1830	160	490

Semesters: SMCAH semester-length, including summer, consists of 16 calendar weeks of instructional and clinical time.
Lecture: Ratio 1:1; one (1) lecture hour and 2 hours of student preparation time per week x 16 weeks semester is one credit hour. This means 48 hours of class time and 90 hours of student preparation is required for three credit hours per semester.
Laboratory: Ratio 1:3; three (3) supervised laboratory work hours and 2 hours of student preparation time per week x 16 weeks semester= 1 credit hour. This means 45 hours of laboratory time and 30 hours of student preparation is required for one credit hour per semester.
Clinical: Ratio 1:4; four (4) hours supervised student clinical teaching per week x 16 weeks semester= 1 credit hour). This means 60 hours of supervised student clinical teaching is required for one credit hour per semeste

SMCAH COURSE SEQUENCE / A.A.S.N.

Semester 1	**CREDIT HOURS**
MATH 111: College Math	3
ENGL 111: College Composition	3
PSYC 201: General Psychology	3
BIOL 201: Anatomy & Physiology I	4
Total	13
Semester 2	**CREDIT HOURS**
BIOL 203: Microbiology	4
PSYC 202: Developmental Psychology	3
BIOL 202: Anatomy & Physiology II	4
ENGL 112: Research & Literature	3
Total	14
Semester 3	**CREDIT HOURS**
PHR 110: Pharmacology	3
NUTR 110: Nutrition	3
NURS 111: Fundamentals of Nursing	3
NURS 112: Techniques of Clinical Nursing	3
Total	12
Semester 4	**CREDIT HOURS**
NURS 210: Critical Thinking in Nursing	2
NURS 211: Medical- Surgical Nursing I	5
NURS 213: Mental Health Nursing	4
Total	11
Semester 5	**CREDIT HOURS**
NURS 212: Maternal Health / Pediatric Nursing	6
NURS 214: Medical- Surgical Nursing II	5
Total	11
Semester 6*	**CREDIT HOURS**
NURS 215: Gerontology / Community Health Nursing	3
NURS 216: Nursing Leadership	3
NURS 217: Capstone Course	3
Total	9
Total Credit Hours	**70**

Only students with a GPA of **3.0 or higher are eligible to combine NURS 215, NURS 216, and NURS 217.*

The following NLN broad program outcomes and competencies, along with QSEN Core Competencies, are described in the following visual:

Student Learning Outcomes	NLN. Competencies for RNs	QSEN Competencies
1. NLN. Human Flourishing (Outcome) Promote the dignity, self-determination, and personal growth of diverse patients, their families, and themselves to provide individualized, culturally appropriate relationship-centered nursing care.	The graduate will collaborate with the health care team to decrease patient/family distress caused by financial and healthcare risks during transitions in care.	
2. NLN. Nursing Judgment (Outcome) Make judgments in practice, substantiated with evidence, that integrate nursing science in providing safe, quality care to diverse patients and their families in collaboration with the health care team.	The graduate will provide safe, quality care based on evidence and standards of care that promote patients' health within the context of the family and community.	
3. NLN. Professional Identity (Outcome) Articulate a unique role as a health care team member, committed to evidence-based practice, caring, advocacy, and safe quality care to provide optimal health care for diverse patients and their families.	The graduate will function to the full scope of safe nursing practice, including management/leadership opportunities dictated by the District of Columbia and Virginia board of nursing regulations.	
4 QSEN.: Teamwork and Collaboration (Definition) Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.		The graduate will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
5. NLN. Spirit of Inquiry (Outcome) By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.	The graduate will function ethically according to the scope of practice requirements as a registered nurse, collaborating and communicating successfully with patients' families and members of the interprofessional standards.	

PROGRESSION POLICY-A.A.S. N

Nursing education builds on prior learning. Certain required courses must be completed before taking advanced courses. The following courses must be completed with a C and above grade before proceeding to the next more advanced course; a 2.5 GPA is needed to graduate.

Level 1	Level 2	Level 3
NURS 111: Fundamentals	NURS 212: Maternal Health/Pediatric Nursing	NURS 215: Gerontology Nursing
NURS 112: Techniques of Clinical Nursing	NURS 213: Mental Health Nursing	NURS 216: Leadership in Nursing
PHR 110: Pharmacology	NURS 214: Medical-Surgical Nursing II	NURS 217: Nursing Capstone
NUTR 110: Nutrition		
NURS 210: Critical Thinking in Nursing		
NURS 211: Medical-Surgical Nursing I		

Associate of Applied Science Degree in Nursing – End of Program Learning Outcomes

Human Flourishing

The graduate will collaborate with the health care team to decrease patient/family distress caused by financial and healthcare risks during transitions in care.

Nursing Judgment

The graduate will provide safe, quality care based on evidence and standards of care that promote patients' health within the context of the family and community.

Professional Identity

The graduate will function to the full scope of safe nursing practice, including management/leadership opportunities dictated by the District of Columbia and Virginia Board of Nursing regulations.

Teamwork and Collaboration

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

Spirit of Inquiry

The graduate will function ethically according to the scope of practice requirements as a registered nurse, collaborating and communicating successfully with patients' families and members of the interprofessional standards.

Associate of Applied Science in Nursing Student Learning Outcomes

Human Flourishing		
AAS-N Student Learning Outcomes: T		
Level 1 Outcome: Students will examine personal beliefs, values, and biases about respect for human dignity, equality, and justice.	**Level 2 Outcome: Students will practice civility when communicating with patients, families, and the healthcare** team regarding controversial issues.	**Level 3 Outcome - The graduate will collaborate with the healthcare** team to decrease patient/family distress caused by financial and healthcare risks during transitions in care.
Nursing Judgment		
AAS-N Student Learning Outcomes:		
Level 1 Outcome- Students will report data to assist in formulating healthcare goals/outcomes in collaboration with patients, their families, and healthcare team members.	**Level 2 Outcome: Students will apply the nursing process and evidence-based practice to prioritize and deliver safe, high-quality, client-centered care for diverse** client populations.	**Level 3 Outcome-** The graduate will provide safe, quality care based on evidence and standards of care that promote patients' health within the context of the family and community.
Professional Identity		
AAS-N Student Learning Outcomes:		
Level 1 Outcome- Students will identify the scope of practice and professional standards governing registered nurse practice.	**Level 2 Outcome**- Students will apply legal, ethical, and practice standards to care for varied client populations and advance their professional identity.	**Level 3 Outcome-** The graduate will function to the full scope of safe nursing practice, including management/leadership opportunities as dictated by the District of Columbia and Virginia board of nursing regulations.
Spirit of Inquiry		
AAS-N Student Learning Outcomes:		
Level 1 Outcome- Students will describe evidence-based practice in nursing, including the rationale for its use.	**Level 2 Outcome-** Students will apply evidence-based practice standards to guide the care of varied client populations.	**Level 3 Outcome-** The graduate will function ethically according to the scope of practice requirements as a registered nurse, collaborating and communicating successfully with patients' families and members of the interprofessional team.

Teamwork and Collaboration		
AAS-N Student Learning Outcomes:		
Level 1 Outcome- Students will **d**escribe their strengths, limitations, and values in functioning as a member of a team	**Level 2 Outcome-** Students will: a. Demonstrate awareness of own strengths and limitations as a team member. b. Initiate a plan for self-development as a team member. c. Act with integrity, consistency, and respect for differing views	**Level 3 Outcome-** The graduate will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

*Description of the college activities that may take students away from the college campus (*Off-Campus Academic Activities)

The nursing programs at Saint Michael College of Allied Health include structured learning experiences both on campus and in external health care settings. The **Practical Nursing (PN)** and **Associate of Applied Science in Nursing (A.A.S.N.)** programs consist of three integrated components:

1. **Classroom Instruction** – Students receive lectures and participate in discussions designed to build a strong foundation in nursing theory, health sciences, and professional practice.
2. **Laboratory Sessions** – Students practice and refine nursing skills in on-campus skills laboratories and simulation centers that replicate real-world patient care environments.
3. **Clinical Rotations** – Students participate in supervised clinical experiences at **health care facilities** such as hospitals, long-term care centers, physicians' clinics, and community-based health agencies. These rotations provide direct patient care opportunities and allow students to apply classroom learning and laboratory skills in real clinical settings.

Through this combination of **theory, practice, and clinical application**, students develop the knowledge, skills, and professional competencies required for safe, effective, and compassionate nursing care.

Clinical Education Policies

Clinical education is an essential component of the **Practical Nursing (PN)** and **Associate of Applied Science in Nursing (A.A.S.N.)** programs. These experiences provide students with the opportunity to integrate theory, laboratory practice, and patient care into real-world clinical settings. Students are expected to adhere to the following policies while participating in off-campus clinical activities.

1. Attendance and Punctuality

- Attendance at all scheduled clinical experiences is **mandatory**.
- Students must arrive on time and remain for the entire assigned shift.
- Absences may jeopardize course completion, as clinical hours are required for program progression and licensure eligibility.
- Make-up clinical hours are subject to faculty and facility approval and may not always be available, and additional fees may apply.

2. Transportation

- Students are **responsible for their own transportation** to and from clinical sites.
- The College does not provide transportation services.
- Travel time and associated expenses are the responsibility of the student.

Professional appearance is an essential component of nursing education and practice. Students are expected to present themselves in a manner that reflects the values of the nursing profession and the standards of the College and its clinical partners.

Professional Appearance and Uniform Policy

Professional appearance is an essential component of nursing education and practice. Students are expected to present themselves in a manner that reflects the values of the nursing profession and the standards of the College and its clinical partners.

Clinical Appearance Requirements

Students must adhere to the following requirements during all clinical experiences:

- **Uniform**: Wear the designated College-approved uniform (scrubs, ID badge, closed-toe non-slip shoes).
- **Grooming**: Hair must be neat, clean, and off the collar/away from the face. Long hair must be secured or covered (surgical cap if needed). Extreme colors, styles, or ornaments are not permitted. Beards and mustaches must be well-groomed.
- **Nails**: Fingernails must be short and clean; no artificial nails. Clear or light polish may be permitted if neat, unless prohibited by the clinical site.
- **Jewelry**: Must be conservative and minimal. One watch with a second hand, one pair of stud earrings, and a wedding band only. No visible body piercings (tongue, nose, brow, etc.).
- **Tattoos**: All visible tattoos must always be covered during clinicals.
- **Personal Hygiene**: Maintain proper cleanliness; no smoke or strong odors.
- **Conduct**: No chewing gum, tobacco, or vaping during clinicals.
- **Technology**: Use of computers/phones is permitted only for academic or clinical purposes. No gaming, social media, or photography. No personal calls/texts during patient care; communication allowed during breaks only.

Student Identification

- Students will be issued a college picture ID during the clinical phase.
- The ID must always be worn on the uniform while on-site.
- Driver's licenses or other government-issued IDs may be used to verify identity if required.

Uniform Policy

Official Uniform

- **Female**: Plain white top (no lace, ruffles, embroidery, or culottes) with the SMCAH crest patch sewn on the left sleeve, two inches below the shoulder seam, and hunter green pants.

- **Male**: Plain white top (same requirements as above) with crest patch placement identical to female uniform, and hunter green pants.
- **Shoes**: White, comfortable, closed-toe shoes. All-white leather tennis shoes, Oxford, or loafers are acceptable.
- **Lab Coat**: White coat with SMCAH crest patch sewn on the left sleeve, two inches below the shoulder seam.

Required Miscellaneous Items

- Bandage scissors
- Watch with a second hand
- Black ink pen
- Stethoscope
- Small pocket calculator (optional)

General Guidelines for Classroom Dress Policy

Clothing and appearance should be neat and appropriate for a professional learning environment. The following are **prohibited**:

- Sheer garments without proper undergarments
- Tank tops
- Flip-flops
- Shorts
- Micro-mini skirts or dresses
- Midriff-baring blouses
- T-shirts with profanity or indecent messages
- Torn or cut-out jeans
- Sleeveless T-shirts
- Any clothing exposing underwear

Enforcement

Clinical Setting

- First violation: Dismissal from the clinical site.
- Repeated violations: Academic Warning for unprofessional behavior and possible course failure.

Classroom Setting

- First offense: Verbal warning.
- Second offense: Removal from class.
- Further violations: Suspension from the program.

1. Immunizations and Health Requirements

- Students must provide documentation of current **immunizations**, including but not limited to: Hepatitis B, MMR, Varicella, Tdap, Influenza, and COVID-19 (if required by clinical sites).
- A **negative TB test (Quantiferon or equivalent)** is required **annually**. A chest X-ray will be required if a student tests positive.
- Students must maintain current **CPR certification for Healthcare Providers** throughout the program.
- Individual clinical facilities may mandate additional health requirements.

2. Liability and Insurance

- Students are covered under the College's **professional liability insurance** during clinical education.
- Students are strongly encouraged to carry **personal health insurance**, as the College and clinical facilities are not responsible for costs associated with illness or injury incurred during clinical assignments.

3. Professional Conduct

- Students must comply with the **policies and procedures** of each clinical site.
- Respectful, ethical, and professional behavior is always expected.

- Any form of misconduct, unprofessional behavior, or patient safety violation may result in immediate removal from the clinical site and disciplinary action by the College.

4. Confidentiality and HIPAA Compliance

- Students must maintain **strict confidentiality** regarding all patient information.
- Discussions of patient cases must occur only in appropriate educational settings.
- Unauthorized disclosure of protected health information (PHI) is grounds for dismissal from the program.

5. Evaluation and Grading

- Students are evaluated on clinical performance, professionalism, attendance, and competency.
- A **satisfactory grade** in the clinical component is required to pass the corresponding nursing course.
- Failure to demonstrate competency or professional behavior may fail of the course, regardless of theory grades.

STUDENT PROGRESSION/PROBATION FOR ASSOCIATE OF APPLIED SCIENCE IN NURSING

Student Progression and Probation Policy

Associate of Applied Science in Nursing (A.A.S.N.)

The following policies govern student progression, academic probation, and dismissal in the Associate of Applied Science in Nursing (A.A.S.N.) program at Saint Michael College of Allied Health. These standards ensure that all graduates demonstrate the academic and professional competencies required for safe, effective nursing practice.

Academic Progression Requirements

- Students must maintain a **minimum cumulative GPA of 2.5** to remain in good academic standing.
- Students who receive a grade of **D or below in any nursing course** must repeat the course and obtain a grade of **C (76%) or higher**.
- Students may repeat a course only once. Both the original and repeated course grades will appear on the transcript and will be used in GPA calculation.
- A student who fails a repeated course or fails a total of **three nursing courses** will be **dismissed from the program**.
- Clinical nursing courses include: **NURS 111, NURS 112, NURS 113, NURS 211, NURS 212, NURS 213, NURS 214, NURS 215, NURS 216, and NURS 217.**

Academic Probation

- Students who fail to achieve a cumulative GPA of **2.5 or higher** will be placed on **academic probation**.
- Probation status is determined at the end of each semester.
- Students may not remain on probation for more than **two semesters**.
- While on probation:
    - Students are limited to a maximum of **9 semester hours**.
    - Students must **meet with an academic advisor** before registering. Advisors may further limit course load.
    - Academic probation is noted on the **student's permanent record**.
- Removal from probation occurs once the student achieves:
    - A cumulative GPA of **2.5 or higher**, and
    - A grade of **C or higher** in all courses attempted during probation.

Professional/Behavioral Probation

- A student may be placed on probation for **behavior inconsistent with ethical, legal, or professional nursing standards** as determined by faculty.
- If a student takes a leave of absence while on probation, the probation status remains in effect upon return.

Leave of Absence

- Students may request a **leave of absence (LOA) of up to six (6) months**.

- Failure to notify the College or exceeding the six-month limit will require the student to **reapply for admission**.
- Students returning after an interruption may be required to complete **skills competency testing** before resuming nursing courses.

Dismissal Policy

- Dismissal will occur if a student:
    - Fails a repeated nursing course.
    - Fails a total of three nursing courses.
    - Remains on probation beyond two semesters without meeting progression standards.

Program Delivery and Enrollment Policies

- Students are expected to maintain **continuous enrollment** in nursing courses.
- The College will make reasonable efforts to offer nursing courses at least once per year; however, **course availability is dependent on enrollment**. A minimum of **6–8 students** is required for a course to run.
- Program length or cohort progression may be adjusted due to circumstances beyond the College's control (e.g., natural disasters, clinical placement availability, or insufficient enrollment).
- Students may be assigned to **clinical sites outside their place of residence**, including **urban and rural areas**.
- Clinical and class schedules may include **evenings, nights, and weekends**.
- Students are responsible for **all transportation, parking, and accommodation costs** related to the clinical practicum.

Exit Examination and NCLEX Preparation

- To graduate, students must achieve a **minimum composite score of 900** on standardized achievement exams (e.g., HESI).
- Students who fail the **exit exam twice** will be permitted a third attempt after completing **HESI norm-referenced exams** in:
    - Fundamentals of Nursing, and
    - Medical-Surgical Nursing.
- Students must achieve passing scores on both exams to be eligible for the third exit exam.
- An **external NCLEX-RN review course** is recommended after completion of the Capstone course to prepare for licensure.

Important Information Regarding Licensure Requirements and Program-Specific Details

The nursing programs at **Saint Michael College of Allied Health** are designed to prepare students for eligibility to sit for the **National Council Licensure Examination (NCLEX)** and to pursue licensure as a **Registered Nurse (RN)** or **Practical Nurse (PN)**. While successful completion of the program is required for licensure, graduation **does not guarantee licensure**.

Licensure Requirements

- Licensure as a nurse is regulated by state boards of nursing. In the **District of Columbia, Maryland, and Virginia**, applicants must:
    - Graduate from a state-approved nursing program.
    - Submit an official transcript verifying program completion.
    - Pass the **NCLEX-RN** (for A.A.S.N. graduates) or **NCLEX-PN** (for PN graduates).
    - Complete all required **criminal background checks, fingerprinting, and fees**.
    - Meet standards of **good moral character and professional fitness**.
- State boards of nursing retain the authority to deny licensure to individuals who do not meet these requirements, regardless of academic achievement.

Program-Specific Requirements

In addition to state licensure requirements, all nursing students at Saint Michael College of Allied Health must:

- Meet the **academic progression standards** outlined in the Student Handbook, including GPA and course grade requirements.
- Successfully complete all **clinical experiences**, including attendance, professional conduct, and health clearance requirements (immunizations, TB testing, CPR certification, etc.).
- Adhere to **professional appearance policies** and standards of conduct during clinical placements.
- Achieve the **minimum required score on standardized exit examinations** (e.g., HESI) to be eligible for graduation.
- Participate in an **NCLEX review course** as recommended for licensure preparation.

Student Responsibility and Transparency

The College is committed to ensuring that students are fully informed of both academic and licensure requirements. However, students are responsible for understanding and fulfilling all program-specific obligations and state board requirements. Transparency regarding these requirements allows students to make **informed decisions** about their educational and professional pathways.

Distance Education Requirements

All nursing students enrolled in programs that require clinical externships must complete in-person training at their assigned clinical sites. This includes placements conducted outside the District of Columbia as part of the distance education program. Students are required to fulfill all prerequisites, meet technology and documentation standards, and be fully prepared prior to starting their externship. Regular attendance, adherence to professional conduct, and full compliance with clinical site policies are essential. Clinical externship locations may vary depending on geographic considerations, and students are responsible for arranging their own transportation to and from these sites.

Eligibility for Clinical Externship

To ensure preparedness and maintain program standards, all students must meet specific eligibility requirements before commencing their clinical externship:

- Completion of Prerequisites: Students must complete any required online courses, skills assessments, and preparatory training before beginning the externship. Details on specific prerequisite courses can be found in the course syllabus or program handbook.
- Academic Standing: Students must meet and maintain academic standards, including a minimum GPA or grade requirement, to qualify for clinical externships. This ensures students possess the foundational knowledge necessary for hands-on practice.

Technology and Documentation Requirements

During the clinical externship, students will need to meet certain technology and documentation requirements to track their progress and comply with program standards:

- Electronic Health Record (EHR) Systems: If the externship site uses specific EHR systems, students may be required to complete online training modules in these systems prior to starting. These modules ensure that students are familiar with documenting and accessing patient records appropriately.
- Online Documentation: Students may need to document their clinical hours, patient interactions, and skill assessments in an online platform. This helps both the students and program faculty track progress and competencies in real-time.
- Access to Clinical Resources: Students should have access to necessary online resources to support their learning and documentation, such as a learning management system or dedicated platform where clinical hours and evaluations are logged. This platform may also host additional resources, forms, and support materials relevant to their externship.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING GRADUATION REQUIREMENTS

To be eligible for graduation, students must complete all course requirements (70 credits).

Students must also:

- Maintain a minimum of 2.5 GPA.
- Meet all other academic and financial requirements.

- Complete the Virtual ATI NCLEX-RN Review before taking the Comprehensive Exit Exam.
- Sit for the HESI Exit Exam and earn a 900 composite score or 76 % on the ATI Exit Exam.
- SMCAH may also use other standardized norm-referenced tests, and students will be informed of their passing scores before the exam.

ADMISSION RECORDS

Applications and documents submitted by an applicant for admission remain the property of SMCAH. Therefore, they will not be returned to the applicant, regardless of whether they are admitted.

Admission Procedures for the Practical Nursing and Associate of Applied Science in Nursing

Admission Procedures

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

Applicants seeking admission to the nursing programs at **Saint Michael College of Allied Health (SMCAH)** must complete the following steps and meet all program-specific requirements before enrollment.

Application and Interview Process

- Complete a **personal interview** with the Program Director, designated faculty member, and/or the College's Financial Aid Advisor.
- Successfully pass the **entrance examination**. Upon passing, applicants will be provided with the official application form.
- Submit the **completed application form** with the required **non-refundable application fee**.
- Provide **two personal references** from previous teachers, employers, or coworkers.

Health, Safety, and Compliance Requirements

- Submit a **current American Heart Association (AHA) Basic Life Support (BLS) CPR Certification card**. Certification must remain valid for all clinical courses; students are responsible for timely renewal.
- Provide documentation of a recent **physical examination** and required **immunizations**, including:
  - Tdap (Tetanus, Diphtheria, Pertussis)
  - MMR (Measles, Mumps, Rubella)
  - Varicella
  - Hepatitis B series
  - COVID-19 vaccination and applicable boosters
- Submit proof of a **negative QuantiFERON Gold TB Test** or, if positive, a **negative chest X-ray**.
- Records must be submitted **before the first day of classes**. Students are responsible for maintaining current health documentation throughout enrollment.
- **Health insurance is strongly recommended.** The College assumes no responsibility for illness or injury incurred while performing student nursing duties.
- **Malpractice insurance is provided by SMCAH** for nursing students while performing duties under the College's supervision.

Drug Screening and Substance Use Policy

- Submit a **drug screening result** prior to the first day of classes.
- Students must comply with the **drug screening requirements** of each clinical facility to which they are assigned.
- SMCAH maintains a **drug-free environment**.
- Students who test positive for illicit drugs will be **excluded from the program**.

Criminal Background Check

- All applicants must undergo a **criminal background check** prior to admission.
- Students found to have a disqualifying criminal record after enrollment will be **dismissed from the nursing program** due to their inability to progress in clinical placements.
- Clinical facilities may deny student placement based on criminal history, even if the offense occurred more than **seven years ago**.

- Applicants should be aware that a criminal history may also **limit future employment opportunities** in health care facilities and home care settings.

MET:100: Medical Terminology, one credit hour (45 clock hours)

Delivery Mode: Online

Academic Awards:

A Certificate of Completion will be awarded upon successful completion of the course, acknowledging active participation and achievement.

Course Description

This one-credit course serves as an essential introduction to medical terminology, focusing on the foundational components of medical language. Students will explore the structure of terms by examining prefixes, suffixes, root words, and combining forms. Through this course, participants will develop the skills needed to define, spell, and accurately pronounce medical terms commonly used in healthcare settings. Emphasis will be placed on terminology related to body systems, medical procedures, diagnostic tests, and common diseases. The course is designed to enhance students' understanding of medical language in context, equipping them with the tools to communicate effectively in both clinical and academic environments. By mastering these fundamental concepts, students will be prepared to apply medical terminology confidently in their studies and future careers. Interactive activities, quizzes, and case studies will reinforce learning and ensure the practical application of the concepts covered throughout the course.

Course Objectives

Upon successful completion of the Medical Terminology course, students will be able to:

1. **Define, spell, and pronounce key medical terms** related to various body systems, diseases, and procedures.
2. **Analyze medical terms** by identifying their prefixes, suffixes, and root words to understand their meanings.
3. **Apply medical terminology** appropriately in healthcare documentation, patient communication, and interdisciplinary collaboration.
4. **Interpret medical records** and clinical documentation effectively, ensuring accuracy and clarity in professional settings.
5. **Demonstrate competency** in the use of medical terminology in written and verbal communication within healthcare contexts.

Prerequisite: GED or High School Diploma, and Complete the Online Orientation

FINANCIAL AID

Financial Aid is available for those who qualify. A student must be enrolled and complete an annual Free Application for Federal Student Aid (FAFSA) to apply for Financial Aid. In addition, students must meet the following requirements:

- **Financial Need**: Many forms of financial aid, such as grants and need-based scholarships, require applicants to demonstrate financial need. This is often determined through the Free Application for Federal Student Aid (FAFSA) in the United States.
- **Application Deadlines**: It's important to be aware of application deadlines for financial aid programs, as missing deadlines can result in missed funding opportunities.
- **Documentation**: Applicants may need to provide various documents to support their applications, such as tax returns, academic transcripts, letters of recommendation, and personal statements.
- Be enrolled in an eligible program of study.
- Maintain satisfactory academic progress.
- Not already in federal student loan default
- Must be a United States citizen, a permanent resident, or a refugee.

The SMCAH summer semester is 16 weeks and mandatory; it is covered by financial aid.

REGISTRATION AND ORIENTATION

- Registration and Orientation activities are held for each newly admitted class on the first day of the semester.

Registration procedure:

- Students must complete all paperwork required for their records at the admissions office.
- Students must complete and obtain financial clearance from the accounting office.

TRANSFER OF STUDENTS FROM OTHER INSTITUTIONS (NURSING PROGRAMS)

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

Saint Michael College of Allied Health (SMCAH) recognizes prior academic achievement from other accredited institutions and may grant transfer credit or advanced standing in accordance with the following policies:

Transfer of Credit

- Coursework considered for transfer must be completed at a **nationally or regionally accredited institution** recognized by the U.S. Department of Education.
- **Course content and instructional level** must be equivalent to coursework offered in the SMCAH nursing program.
- Only courses in which the student has earned a grade of **"C" or higher** are eligible for transfer.
- A maximum of **36 credit hours**, including general education courses, may be transferred toward the nursing program.
- Transfer students must maintain a **minimum GPA of 2.5** from previous institutions.
- Science courses (Anatomy & Physiology, College Mathematics, and Microbiology) must have been completed within the **last five (5) years** at the time of admission.
- GPA earned from transfer courses will **not be calculated** into the student's SMCAH program GPA.
- SMCAH reserves the right to require **validation examinations** (e.g., standardized tests, challenge exams) before awarding transfer credit, particularly in professional nursing courses.
- SMCAH does **not guarantee transferability** of its credits to other institutions; acceptance of SMCAH credits is at the discretion of the receiving institution.

Advanced Standing

- Advanced standing may be considered for applicants who:
  - Have withdrawn in good standing from an **approved RN program**, or
  - Have successfully passed the **National Council Licensure Examination for Practical Nurses (NCLEX-PN)**.
- To be granted advanced standing, applicants must:
  - Meet all course prerequisites and program admission requirements, and
  - Achieve a satisfactory score on a **comprehensive written examination,** such as ATI or HESI, as determined by the program.
- **No credit will be awarded for work experience or life experience.**

READMISSION POLICY

Readmission Policy

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

Saint Michael College of Allied Health (SMCAH) allows students who have previously withdrawn or left the College the opportunity to apply for admission under the following conditions:

1. Eligibility

- A student must have left the program and/or College in **good standing** to be eligible for readmission.
- Students dismissed for academic failure, professional misconduct, or ethical violations are generally **not eligible** for readmission.

2. Time Away from Program

- Students who have been out of the program for **longer than six (6) months** must:
  - Meet all **current admission requirements**, and
  - required to complete **written and skills-based examinations** appropriate to the re-entry level, as determined by the Program Director.

- This ensures returning students retain the knowledge and competencies required for safe progression in the program.

3. Academic Requirements for A.A.S.N. Students

- Readmitted students in the Associate of Applied Science in Nursing (A.A.S.N.) program must maintain a **minimum GPA of 2.5** after re-entry.
- Science courses (Anatomy & Physiology, College Mathematics, and Microbiology) must have been completed within the **last five (5) years** at the time of readmission.

4. Policies, Tuition, and Fees

- Students granted readmission are subject to the **policies, tuition rates, and fees** in effect at the time of re-entry, regardless of prior enrollment.
- All returning students must comply with the **current College policies and Student Handbook**, even if different from those in place during the student's initial enrollment.

TRANSFER OF CREDITS OR COURSES WITHIN THE COLLEGE

Students wishing to transfer from one program to another within the college may do so only if they are in good standing in their current program. Any student dismissed for academic progress is ineligible to transfer to another program within the college.

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS

Saint Michael College of Allied Health does not imply, promise, or guarantee the transferability of its credits or courses to any other institution. A college license and accreditation are not necessarily indications that another college will accept courses taken or credits earned at that college.

LIFE OR WORK EXPERIENCE

No credits will be awarded for life or work experience at Saint Michael College of Allied Health.

The Associate of Applied Science Degree (Terminal Degree)

The Associate of Applied Science degree is a terminal degree, which means the credits earned in this program cannot be applied to a higher degree.

CURRICULUM ORGANIZING FRAMEWORK

The Saint Michael College of Allied Health (SMCAH) Nursing Curriculum Organizing Framework was built on the core values of Saint Michael College of Allied Health. The Vision and Philosophy are based partly on the recommendations from the National Academy of Medicine, which suggest that transforming nursing education is vital to the health and healthcare of Americans. The Saint Michael College of Allied Health nursing faculty has developed a framework that incorporates the Quality and Safety Education for Nurses (QSEN) and the National League for Nursing Educational Competencies to guide the Associate of Applied Science in Nursing and Practical Nursing programs. The four NLN-inspired program outcomes (Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry) are sequenced throughout nursing programs. As students progress through the programs, the QSEN competencies (Safety, Informatics, Teamwork, Collaboration, Evidence-based Practice, Patient-Centered Care, and Quality Improvement) provide a framework to focus the program of study. Additionally, the nursing process serves as the foundation for delivering individualized, client-centered care throughout the curriculum. These guiding forces drive the curriculum outcomes, program implementation, and evaluation.

NURSING PROCESS

The nursing process is the unifying concept that binds the concepts into a meaningful, holistic entity. The nursing process (assessment, diagnosis, planning, implementation, and evaluation) is a systematic approach by which the nurse assists the patient in maintaining their optimal level of health. The nurse functions as an accountable member of the healthcare team in an independent, interdependent, or dependent role.

PROGRAMS OUTCOMES FOR THE ASSOCIATE OF APPLIED SCIENCE IN NURSING AND PRACTICAL NURSING

Program Completion Rate – Student academic achievement is measured by graduation rate. The graduation rate is based on the number of admitted students attending after the add/drop date. The goal of the Practical Nursing

Program and the Associate of Applied Science in Nursing (A.A.S.N) is that 60% of students will graduate on time, within 150% of the time allowed to complete the program.

Licensure Pass Rates - A student's ability to pass the NCLEX-RN/PN on the first attempt is a measure of the success of their educational preparation. Therefore, the goal of the Saint Michael College of Allied Health Associate of Applied Science in Nursing and the Practical Nursing Program is to achieve a first-time NCLEX pass rate of 80% or above.

Job Placement Rate- Graduates who have a job in healthcare from six to twelve months post-graduation indicate the appropriate number of students prepared and the job demand in the area. The goal of the Saint Michael College of Allied Health Associate of Applied Science degree in nursing and the Practical Nursing Program is that at least 90% of graduates seeking employment as professional nurses will report placement in a nursing position at six to twelve months post-graduation.

Employer Satisfaction

The goal of the Saint Michael College of Allied Health Associate of Applied Science degree in nursing and the Practical Nursing Program is that employers will strongly agree or agree (Likert scale) that at least 80% of graduates demonstrate proficiency in student learning outcomes.

ELIGIBILITY FOR LICENSURE (NCLEX-RN/PN)

- The National Council Licensure Examination for Registered /Practical Nurses [NCLEX-RN/PN] is administered locally by the NCLEX throughout the year.
- Students approved by Saint Michael College of Allied Health for the licensure examination must submit an application for licensure with their official transcript to the Board of Nursing.
- **Any student approved by SMCAH to sit for the NCLEX must submit the educational verification letter to the Board of Nursing within 180 days.**
- **Failure to submit the educational verification letter to the Board of Nursing within 180 days means the student must retake and pass the Exit Exam, including clinical skills evaluation, for the letter to be reissued.**
- Students are reminded that official transcripts will only be issued when all academic and financial requirements are met.
- A criminal background check must be completed as required by the Board of Nursing.
- Students must also register and pay for the NCLEX examination with Pearson VUE.
- Remember to use the college's program name and code number in the application form.

ASSESSMENT TECHNOLOGY INSTITUTE VIRTUAL ATI NCLEX REVIEW POLICY

Each Student will be assigned an ATI Review Counselor and required to take an online ATI assessment to demonstrate competency in all program components: Fundamentals, Pharmacology, Medical-Surgical, Maternal-Newborn, Nursing Care of Children, Mental Health, Community Nursing, and Leadership. In the review, students will focus on a different content area each week, moving through the following:

- Complete pre-assessment assignment
- Take weekly online assessments.
- A comprehensive, individualized, focused review
- A comprehensive failure post-assessment sent by the mentor.
- Review weekly email tips sent by the mentor.
- The weekly report will be emailed to the Program Director with the Student's progress reports.

Once the review is completed and the completion requirements are met, each Student will receive a green light status from ATI. The school uses the ATI report to identify students who have completed their assignments and received green light status. The green light status must be current to be eligible for the on-campus proctored Comprehensive Exit Exam.

Virtual-ATI is an online, non-proctored, post-graduation NCLEX review program. The program is most effective when graduates commit to it by reviewing at least 2-3 hours per day, five days a week, for six weeks**. ATI will ask a student who fails to complete Virtual ATI within 12 weeks to be re-enrolled for $75.00.**

To be eligible for the Virtual ATI NCLEX RN/PN Review, students must meet the following requirements:

- Achieve a passing grade of 76% in the class and an overall GPA of 2.5
- Achieve a passing grade on the Capstone/Transition Course Clinical Competency Exam (Pass/Fail).
- Fulfill financial obligations to the College.

SMCAH EXIT EXAMINATION POLICY

The **Comprehensive Exit Examination** is designed to evaluate a student's readiness for the **NCLEX-RN/PN licensure examination**. To ensure fairness and academic rigor, students must meet the following requirements:

Eligibility to Sit for the Comprehensive Exit Exam

- Students must achieve **"green light" status** (readiness benchmark) within six (6) weeks of other students in the same cohort.
- Students who do not achieve green light status within this timeframe must complete an **approved NCLEX-RN/PN Review Course** before sitting for the Comprehensive Exit Exam.
- Students will be required to attend an **approved NCLEX-RN/PN Review Course** prior to their first attempt.
- Students must achieve **85% or higher** on a faculty-administered quiz from the **Pocket Prep NCLEX-RN/PN software** prior to exam eligibility.

Attempts and Remediation

- **First Attempt:**
  - Students who do not pass on the first attempt must complete **remediation** or attend an **approved NCLEX Review Course** as directed by faculty before retaking the exam.
- **Second Attempt:**
  - Students must demonstrate readiness by achieving **85% or higher** on a quiz administered by faculty using **Board Vitals NCLEX-RN/PN Review,** or complete additional remediation as assigned.
- **Third Attempt:**
  - Students who fail the exam on the third attempt may be **dismissed from the nursing program**, unless they are eligible to repeat the designated **Capstone Course (NURS 217 or PN121: Nursing Transition)** for one additional opportunity.

Communication and Support

Questions regarding ATI registration or exam preparation should be directed to:

Dr. Catherine: Email: **catherine@smcah.edu**

Graduation Requirements

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

To be eligible for graduation, students must complete all academic, clinical, and administrative requirements of their respective programs.

Academic Requirements

- **Associate of Applied Science in Nursing (A.A.S.N.):** Completion of **70 credits** with a **minimum cumulative GPA of 2.5**.
- **Practical Nursing (PN):** Completion of **39 credits** with a **minimum grade of 76% (C) or higher in each course**.
- Completion of all required **clinical coursework** with a passing grade.
- Achievement of the required **composite score on the HESI Exit Examination**.

Administrative and Financial Requirements

- All **tuition and fees** must be paid in full prior to graduation.
- Students are financially responsible for the cost of all **computerized testing** associated with program completion and licensure preparation.
- Students must ensure that their **email address on the ATI profile** is current and valid, as it will be used for testing and licensure communication.

Licensure Application Requirements

On the day of the **Comprehensive Exit Examination**, students must bring the following items as part of the licensure application process:

- **Maryland Board of Nursing / District of Columbia Board of Nursing:** Completed **licensure application** with a **money order** for applicable fees (or other state board forms if applying outside MD/DC).
- **Virginia Board of Nursing: Credit card** for online application fee payment.
- All students must register online for the **NCLEX-RN/PN** examination through Pearson Vue (www.pearsonvue.com

ORGANIZATION AND GOVERNANCE

Saint Michael College of Allied Health enjoys a strong tradition of shared governance. In addition to the President and Vice President, the college's governance includes the Board of Governors and various committees, which provide a mechanism for faculty, staff, and students to be involved in the decision-making process by acting in an advisory capacity to the President/CEO.

Faculty Committees

Committees at SMCAH are integral to the decision-making process and are also formed as needed to facilitate continuous improvement and the completion of specific tasks. Any faculty of SMCAH may establish committees with the approval of the President /Program Director.

President

The President is the Chief Executive Officer of the College and the official adviser/executive agent of the Board of Governors. The President is the educational and administrative head of the College. They exercise general superintendence over all the affairs of the institution. They bring such matters to the attention of the Board of Governors as are appropriate to keep the Board fully informed, enabling it to meet its policy-making responsibilities. The President may compose standing and special committees for the advancement of the affairs of the College. The President has the power, on behalf of the Board of Governors, to perform all acts and execute actions of the Board. The President formulates, revises, amends, monitors, and presents to the Board annually for its review and approval long-range plans for the College.

Vice President/Campus Director

The President appoints the Vice President of the College after consulting with the Board of Governors. The Vice President has such powers and performs such duties as the President may assign. In the President's absence, the Vice President's duties are performed by the Vice President's Campus Director.

The Board of Governors

The Board of Governors is the ultimate governing body of Saint Michael College of Allied Health. In its fiduciary role, the board holds title to the College's properties and manages and allocates funds to fulfill its educational mission and ensure its future sustainability. In addition, the board is responsible for determining the broad policies under which Saint Michael College of Allied Health operates, approving operating plans proposed by the president, granting degrees, and, through delegated authority, appointing the faculty. The board members are drawn from healthcare/community leaders across the country; the appointment is for a five-year term, renewable every five years. The president holds a permanent seat on the board.

Faculty Governance

Faculty Committees at SMCAH are integral to the decision-making process and are also formed as needed to facilitate continuous improvement and the completion of specific tasks. Any faculty member of SMCAH may establish committees with the approval of the President/CEO.

Student Government Association (SGA)

A representative of the Student Government Association represents the student body. At Saint Michael College of Allied Health, students participate in several committees, except those involving personnel decisions and matters related to promotion. The Student Government Association provides recommendations to the President or Program Director for matters affecting student interests. Additionally, student representation is encouraged on academic committees, ad hoc committees, task forces, and work teams that involve or affect student interests. The purpose of the Student Government Association is to represent the students in the decision-making process

that directly affects them. It also serves as a channel for the expression of student opinion and encourages personal and academic development through their participation in student activities. SGA promotes unity among the college's entire academic community, enhances the relationships within the academic community, and maintains an active relationship with SMCAH.

Leave of Absence Policy

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

Saint Michael College of Allied Health (SMCAH) recognizes that students may encounter circumstances that require interruption in their studies. The following policy outlines the conditions and procedures for a Leave of Absence (LOA).

1. Leave of Absence Approval

- A student may request a **Leave of Absence of up to six (6) months**, subject to approval by the Program Director.
- Requests must be made in **writing** and include documentation of the reason for the leave.
- Approval is granted at the discretion of the College and must be **formally documented** in the student's record.

2. Failure to Return from Leave

- A student who does not return within six (6) months of an approved LOA will be **dismissed from the College**.
- A student who fails to return after six (6) months and does not complete official **withdrawal paperwork** will be considered **not in good standing** and therefore **ineligible for readmission**.

3. Unapproved Absences

- A student who is absent for **seven (7) consecutive instructional days** without an approved LOA will be required to **withdraw from the program**.
- Such students will not be considered in good standing and may not be eligible for future readmission.

Withdrawal Policy

Practical Nursing (PN) and Associate of Applied Science in Nursing (A.A.S.N.) Programs

Students may withdraw from an individual course or the College. Proper procedures must be followed to ensure accurate records, compliance with financial aid requirements, and eligibility for refunds where applicable.

Withdrawal from a Course

To withdraw from a course, students must complete the following steps:

1. Obtain a **Course Drop Form** from the Administrative Office.
2. Complete the form, listing each course to be dropped in the designated section.
3. Obtain signatures from both the **student** and the **instructor**.
4. Submit the completed form to the **Program Director** for approval.

Grading Policy for Course Withdrawal:

- Students who withdraw **before completing 75% of a course** will receive a grade of **"W" (Withdrawal)**.
- Students who withdraw **after completing 75% of a course** will receive a grade of **"F" (Failure)**.
- Students who fail to withdraw and do not complete the course officially will also receive a grade of **"F"**.
- For eligibility regarding tuition refunds, refer to the **Tuition Refund Policy** in the Student Catalog/Handbook.

Withdrawal from the College

To withdraw completely from **Saint Michael College of Allied Health (SMCAH)**, students must:

1. Obtain the official **Withdrawal from College Form** from the Administrative Office.
2. Complete the form, providing all required information (including employment details, if applicable).
3. Sign and date the form.
4. Submit the completed form to the **Program Director** for approval.
5. Complete an **exit interview** at studentloan.gov

Academic Term Dates: 2026-2028

Two-Week Add/Drop Period Included

The following academic term dates are provided for system setup and funding-estimate testing. **The Add/Drop Period covers the first 14 calendar days of each term, including the term start date.**

Academic Term	Term Start Date	Two-Week Add/Drop Period	Term End Date
Fall 2026	September 8, 2026	September 8-20, 2026	December 24, 2026
Spring 2027	January 6, 2027	January 6-19, 2027	April 30, 2027
Summer 2027	May 3, 2027	May 3-16, 2027	August 30, 2027
Fall 2027	September 8, 2027	September 8-21, 2027	December 24, 2027
Spring 2028	January 10, 2028	January 10-23, 2028	April 30, 2028
Summer 2028	May 10, 2028	May 10-23, 2028	August 30, 2028
Fall 2028	September 4, 2028	September 4-17, 2028	December 24, 2028

Note: Institutional holidays, recesses, or other non-instructional days should be entered separately if required by the system.

Class Hours

Program Type	Hours
Day Program Classroom Hours	8:00 AM – 4:00 PM
Evening Program Classroom Hours	4:30 PM – 9:30 PM
Day Program Clinical Hours	7:00 AM – 3:30 PM (May vary by site)
Evening Program Clinical Hours	3:00 PM – 11:30 PM (May vary by site)

Breaks and Holidays

Holiday / Break
One-week break between Christmas Day and New Year's Day
w Year's Day
Dr. Martin Luther King Jr. Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Christmas Day

CLASS SCHEDULES

Students can check class schedules at any time. Each student is given a class schedule at the beginning of each course.

BUSINESS OFFICE HOURS

Monday – Friday 8:00 am-4:30 pm

ATTENDANCE

SMCAH requires all students to adhere strictly to the following class and clinical attendance guidelines.

- Ninety percent [90%] attendance is required for all classroom time and ninety-five percent [95%] for clinical time. Any missed classroom and clinical time, excused or unexcused, will be included in the allowed time of 10% for classroom and 5% for clinical. If a student misses more than 10% of any course, the student will be required to repeat the course.
- Students will arrive on time for classes and clinical sites and be there for the entire length of the session, as stated in the course or clinical schedule. Students must arrive at the designated place and unit at the clinical site five minutes prior to the start of the assignment. Students must remain on the units for the entire duration of the clinical time. Students will not leave for the day until all assignments and documentation are completed and the instructor dismisses them.
- Missing more than 10% of class time will affect the student's grade, and excessive absence or tardiness may result in the student's inability to complete the program.
- Any clinical time missed in any area will require clinical makeup unless the student has met the required clinical hours.
- Examinations, quizzes, and return demonstrations of clinical practicum missed due to absence or tardiness will not be made up. However, exceptions will be made for officially documented illnesses or emergencies.
- No makeup for Individual/Group Assignments/Homework/Pop quizzes is given when a student is absent from class due to lateness or leaving early.
- Attendance will be read at the beginning of class and at other times at the instructor's discretion. **Three tardy appearances are equal to one unexcused absence.**
- Students **cannot** make up assignments, quizzes, and/or examinations missed due to unexcused absences or tardiness.
- Excused Absences include illness, accidents, family death, court dates, or immigration appointments, which cannot be avoided or changed. These absences must be supported by official documentation before a make-up quiz or exam will be given. A student may achieve no higher than 76% on any make-up quiz or exam.
- The college's determination that a faculty member fails to attend a lecture due to unforeseen circumstances is made one hour before the start of class. After confirmation of the faculty's absence, students will be asked to watch instructional videos in the classroom.
- The college determines that a clinical faculty member fails to show up for clinical due to unforeseen circumstances one hour before the start of clinical. After confirmation of the faculty's absence, students will be asked to report to the campus to watch clinical videos in the classroom.
- The college's determination that a student is no longer at college for unofficial withdrawal is determined after 14 days of non-attendance.

Tardiness or Absence: If a student must be tardy or absent, these procedures must be followed:

- Every student is responsible for informing the college or Instructor of impending absences from class or clinical.
- When you are absent or late, call the instructor's office (202 388 5500) no later than one hour before the scheduled class or clinical begins.
- If a student is 15 minutes late to the clinical site, the student may be sent home and given an absence for that day. The program director will refer a second tardiness to the clinical site for appropriate action.

DOCUMENTATION OF ATTENDANCE RECORD

CLASSROOM ATTENDANCE RECORDS

Instructors shall maintain attendance records during classroom sessions and clinical experiences. At the beginning of each class session, the instructor will allocate a few minutes for the students to sign in on the attendance record or conduct a roll call. Before the end of each class session, the instructor will again allocate a few minutes for the students to sign out on the attendance record or conduct a roll call. Additionally, the instructor must ensure that attendance record sheets are submitted daily to the administration. A student is considered absent if the sign-in or sign-out attendance record sheets are not signed or the roll call sheet is not checked.

CLINICAL ATTENDANCE RECORDS

The instructor will record the students' attendance at the beginning of each clinical session and again at the end. The clinical instructor must ensure that the attendance record sheets are submitted to the administration as soon as possible. A student is considered absent if either the sign-in or the sign-out attendance record sheets are not signed. *Additionally, clinical absences must be reported to the college administration daily as they occur.*

ATTENDANCE AUDIT

The attendance record for each student will be audited at the end of each course to determine whether this requirement has been met. In addition, the attendance record is also used for tuition audits. Any student who fails to meet this requirement will receive an "F" grade for that course, regardless of the actual grade score, and will be required to retake the course. **IT IS THE RESPONSIBILITY OF THE STUDENT TO SELF-AUDIT THEIR ATTENDANCE CONTINUOUSLY.*

ELIGIBILITY TO PARTICIPATE IN CLINICAL ROTATION

- Student health documentation requirements must be current.
- Student CPR certification must be current.
- The student must be physically and mentally fit.
- The student must adhere to the clinical dress code.
- The student must be financially up to date.

GRADING POLICY FOR PRACTICAL NURSING

Program courses: The quality of student work in most core program courses is measured by a four-letter grade system. A student must earn 76% ("C") to pass. A student earning less than 76% in a course has failed that course. Instructors will, therefore, assign a percentage grade according to the letter system using the following scale:

A	**Superior**	**90% - 100%**
B	Above Average	80% - 89%
C	Average	76% - 79%
D	Below Average	65%-- 75%
F	Below Average	Below 65%

- Written examinations, quizzes, class participation, clinical experiences, laboratory competence, return demonstrations, and assignments determine the academic rating of each student. Additionally, ATI or HESI PN Specialty standardized exams are utilized in the nursing program, accounting for 10% of each nursing course grade.
- Each course syllabus, which will be given to students at the start, will include the course requirements and the computation of course grades and scores.
- Clinical rotations will be graded on a pass-or-fail basis. Evaluation of the clinical component of a course will be made based on the stated objectives of that particular course.

GRADING POLICY FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING

A system of four-letter grades measures the quality of student work in most core program courses. To pass a course, students must earn a grade of 76% ("C"). Please note that students **must maintain a 2.5 GPA to remain in the nursing program.**

A student earning Less than 76% in a course has failed that course. Instructors will, therefore, assign a percentage grade according to the letter system using the following scale:

A. (Superior)	90%-100%	GPA= 4.00
B. (Above Average)	80%-89%	GPA=3.00
C. (Average)	76%-79%	GPA=2.00
D. (Below Average)	70%-75%	GPA=1.00

F. (Below Average) Below 70% GPA=0.00

Written examinations, quizzes, class participation, clinical experiences, laboratory competence, return demonstrations, and assignments determine each student's academic rating. Additionally, ATI or HESI RN Specialty standardized exams are utilized in the nursing program, accounting for 10% of each nursing course grade.

Course requirements and the basis for computing course grades and/or scores will be outlined in each course syllabus, which will be provided to students at the beginning of each course.

Clinical rotations will be graded on a pass-or-fail basis. The clinical component of a course will be evaluated based on its stated objectives.

The program shall use various strategies to assess and evaluate cognitive, psychomotor, and affective learning.

Academic Standards, Integrity Policy, and Code of Conduct

Academic Integrity

Academic integrity is fundamental to the mission of Saint Michael College of Allied Health (SMCAH) and the nursing and allied health professions. All academic work—including examinations, assignments, research, and clinical documentation—must be completed honestly and responsibly. Students are expected to demonstrate scrupulous honesty in their studies, and faculty are expected to enforce fair academic standards and model integrity in scholarship.

Prohibition of Cheating

- Using or attempting to use unauthorized assistance, materials, or study aids in any academic exercise is strictly prohibited.
- Examples include copying from another student's exam, using notes or devices not permitted during a test, obtaining advance copies of exam questions, or substituting for another student.
- Possessing or distributing unauthorized materials related to an examination (e.g., stolen test papers or answer keys) is also an act of cheating.
- Collaboration on assignments is permitted **only if explicitly authorized** by the instructor.

Prohibition of Plagiarism

- Plagiarism is defined as presenting someone else's words, ideas, or work as one's own without proper attribution.
- All sources must be acknowledged through an appropriate citation.
- Direct copying, close paraphrasing, or use of online essay mills without giving credit constitutes plagiarism.
- Self-plagiarism (resubmitting one's own work for multiple courses) is not permitted unless explicitly authorized.

Original Work and Unauthorized Aid

- Students may not falsify data, citations, or clinical documentation (e.g., fabricating patient records or altering lab results).
- Aiding or abetting academic dishonesty is prohibited.
- Failure to report observed dishonesty may itself result in disciplinary action.

Use of Academic Resources

- Library, laboratories, and instructional materials must be used ethically.
- Removing or damaging resources to disadvantage others or misusing online systems is prohibited.
- Sharing or discussing exam questions with peers who have not yet taken the exam, or posting test content online, is strictly forbidden.

Electronic Devices

- Unauthorized use of cell phones, smart watches, tablets, or similar devices during exams is prohibited.
- Devices must be turned off and stored unless expressly permitted by the instructor.
- Unauthorized recording of lectures or clinical sessions is not allowed. Any approved recordings are for personal academic use only and may not be redistributed.

- Unauthorized photography, video, or audio recording in clinical settings is prohibited to protect patient privacy.

Consequences of Academic Misconduct

- Faculty may impose grade penalties for first-time offenses (e.g., failing grade on an assignment or exam).
- All incidents must be reported to the Program Director. Additional sanctions may include:
  - Formal reprimand
  - Mandatory remediation or academic integrity workshop
  - Academic probation
  - Course failure
  - Suspension or dismissal from the program or College
- Egregious or repeated violations may result in a disciplinary review and dismissal.
- Due process will be observed, including written notice, an opportunity to respond, and the right to appeal.

Professional Behavior

Professional behavior is expected of all SMCAH community members, in classrooms, labs, offices, clinical sites, and in all settings where individuals represent the College.

Respect and Civility

- Students, faculty, and staff must treat one another with dignity and respect.
- Bullying, harassment, belittling, or hostile behavior will not be tolerated.
- Sexual harassment or misconduct is strictly prohibited and will result in disciplinary action in compliance with federal and state law.

Non-Discrimination and Cultural Sensitivity

- Discrimination based on race, ethnicity, national origin, gender, gender identity, sexual orientation, religion, age, or disability is strictly prohibited.
- Cultural competence is required when interacting with patients, peers, and the public.
- The College complies with the Americans with Disabilities Act (ADA) and provides reasonable accommodations.

Privacy and Confidentiality

- Patient information, student records, and employee files must be handled with strict confidentiality.
- Unauthorized disclosure of confidential information (e.g., patient data, exam content, grades) is a violation of professional ethics and may result in sanctions.
- Social media use must not disclose clinical or academic information or compromise privacy.

Responsible Use of Technology and Social Media

- Devices should be used only for academic purposes during class.
- Posting inappropriate, discriminatory, or confidential content online is prohibited.
- Cyberbullying or harassment via electronic communication is a breach of this Code.

Integrity in Clinical Practice

- Students must follow all clinical site policies and instructor guidelines.
- Requirements include wearing proper uniforms, ID badges, punctuality, and preparedness.
- Professional conduct in clinical settings includes:
  - Courtesy and compassion toward patients, families, and staff
  - Identifying oneself as a student nurse or allied health trainee
  - Acting within one's scope of training
- Patient safety is paramount. Any unsafe act must be reported immediately.
- Failure to comply with faculty or preceptor instructions is considered misconduct.
- Students are expected to accept professional feedback as part of their development.

Academic Integrity Due Process

1. **First Violation**: The instructor may impose sanctions such as failing an assignment or exam.

2. **Notification**: The instructor notifies the Program Director, who may impose additional sanctions.
3. **Review**: Serious or repeated violations are referred to the Academic Committee for review.
4. **Sanctions**: May include probation, course failure, suspension, or dismissal.
5. **Appeal**: Students may appeal in writing following College procedures.

Examination Integrity and Graduation Clearance Policy

SMCAH is committed to maintaining the highest standards of academic and professional integrity. All examinations, including HESI, ATI, and college-prepared assessments, must be administered and completed under secure conditions.

Unauthorized Access to Exam Materials

- Any credible evidence suggesting potential unauthorized access to exam materials (e.g., HESI, ATI, or college-prepared assessments) constitutes an academic integrity violation.
- The Program Director or designated faculty reserves the right to **cancel such assessments** in order to safeguard due process and protect the validity of the College's evaluation system.

Secure Alternate Examinations

- In cases where an assessment is invalidated, the College will require the student to take a secure, non-public alternate version of the examination.
- Such exams may be provided directly by ATI, HESI, or another approved provider, consistent with the **National Council of State Boards of Nursing (NCSBN) Test Security Guidelines**.

Students are required to take the replacement secure exam. Failure or refusal to do so:

- May result in immediate dismissal from the program,
- Will be treated as a violation of the Exam Integrity Policy, and
- Will be considered a material factor in assessing academic integrity concerns.

Institutional Standards

- The College will not permit examination practices that undermine licensure preparation or Title IV compliance.
- The College reserves the right to enforce disciplinary actions, up to and including expulsion, in cases of exam-related misconduct.

Professional Conduct and Degree Conferral

SMCAH upholds professional conduct as a core requirement for graduation. Students are expected to maintain professional behavior toward faculty, administrators, and peers at all times.

Grounds for Withholding Degree Conferral

The College reserves the right to **withhold degree conferral and graduation clearance** if:

- Outstanding disciplinary matters exist, or
- The student has exhibited behavior inconsistent with professional standards, including but not limited to:
  - Jeopardizing patient safety,
  - Engaging in rude, hostile, or abusive conduct toward faculty, administration, or the Program Director, or
  - Repeatedly violating conduct standards.

Persistent unprofessional behavior may result in **permanent dismissal** prior to program completion.

Clearance for Graduation

Degree conferral and graduation clearance are contingent upon:

1. Successful completion of all academic requirements.
2. Fulfillment of all financial obligations to the institution; and
3. Full compliance with the SMCAH **Code of Conduct** and professional behavior standards through the date of graduation.

GUIDANCE AND ADVISEMENT COUNSELING SERVICES

Faculty members are available for student advisement five hours per week, with open office hours from 3:30 PM to 4:30 PM daily and at other times by appointment. The Program Director is also available for guidance and advisement. Faculty members are committed to providing academic and course advising to students outside of regularly scheduled class hours.
The college will assist students with job placement, but does not guarantee job placement to graduates upon program completion.

ACADEMIC COUNSELING FOR STUDENTS WHO ARE STRUGGLING

Saint Michael College of Allied Health is committed to providing all students with various services and support to help them succeed academically. Faculty members are available daily from 3:30 PM to 4:30 PM to all students enrolled in the College, and the College offers some programs to assist students with academic difficulties. These services and programs include, but are not limited to, assistance with study skills, test-taking skills, managing testing anxiety, and planning for student life. The college also offers support services for students with disabilities, as well as one-to-one tutoring.

STUDENT RECORDS

The college maintains students' permanent records and has policies and procedures governing students' access to their current records and the issuance of transcripts (official or unofficial).
All student records, including those related to assessment, admissions, financial records, and enrollment, are stored in fireproof cabinets in the Admissions Office. Access to student records is restricted to authorized personnel. However, students who wish to view their records may do so through the Administrative Office.
By the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380, Section 513, amending the General Education Provisions Act, Section 438) (FERPA), students have the right to their official records as follows:

- Inspect and review the education records.
- Request the amendment of the student's education records to ensure they are not misleading, inaccurate, or violating privacy or other rights.
- Contest the disclosures of personally identifiable information in the education records, except that the Act and the regulation authorized disclosure without consent.
- File with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of the Act and the regulations, and

FERPA includes the following as regards directory information: name, address, telephone number, date and place of birth, date of enrollment, program enrolled in, classification, major, degree earned, awards, participation in officially recognized activities, and the most recent previous educational agency or institution attended.
It is not assumed that all students are independent in compliance with this Act. Therefore, parents of dependent students must prove their dependent status by presenting the most recent 1040 form filed with the IRS before they will be granted access to their dependent's student record.
Should the student require records to be released outside the College, a release of information form must be completed before the information is released for any purpose?
Current and former students who have met their financial obligations to the college may submit written requests for their academic transcripts or financial records.

- These must include the student's Social Security number, graduation date, last date of attendance, and a $10.00 payment for a transcript request. No payment is required for financial records. A student has the right and shall be allowed to inspect, review, and receive copies of their educational records upon written request to the appropriate record custodian, except as provided below. SMCAH must comply with the student's request within a reasonable period, not to exceed 15 days from receipt. Such copies will be provided at the student's request and expense.
- A student who is financially indebted to the College will not be allowed to receive a copy of their academic transcript, nor will a request to transmit the academic transcript to another person or agency be honored as

long as the debt remains. However, the student will be permitted to review the academic transcript by the provisions of this policy.

- SMCAH will not release personally identifiable information about students without their permission, except to certain college and governmental officials, as provided by law.
- Student records are maintained for five years after graduation or the date of last attendance.
- Complete the Exit Interview via studentloan.gov if the student has received financial aid.

Evaluation Methods

Instructors may evaluate students regarding their level and quality of participation in any of the following:

- Homework, workbook/study guide/ internet assignments
- Individual/group projects
- Classroom participation
- Return demonstrations.
- Knowledge and demonstration of nursing practice are critical elements.
- Quizzes and tests
- Unit examinations
- Prep U Adaptive Testing
- Final examinations
- ATI, HESI, or SMCAH course and comprehensive examinations

PROCESSES OF STUDENT EVALUATION

Attendance: Student attendance (classroom and clinical) is continuously monitored throughout the entire program.

Homework, Internet, and Workbook/Study Guide Assignments: All homework and workbook or study guide assignments given to students in a unit of any course will be discussed and/or reviewed before the start of the next unit.

Quizzes: At least one quiz must be given after each unit in any course.

The quiz must be graded, and raw scores must be given within 72 hours.

Unit Examinations: In all courses, every unit shall be concluded with a unit examination. A unit may comprise one to four chapters, depending on the syllabus or course outline. For clarification and details, please refer to the specified course syllabus or outline. *Unit examinations must be graded, and raw scores are given within seventy-two hours (72 hours) or three working days.*

Final Examinations: Every course shall be concluded with an end-of-course final examination.

Final examinations must be graded, raw scores must be given, and final grades must be reviewed by students within five (5) working days.

Review of grade scores for accuracy: A student who wishes to double-check their Scantron for accuracy must do so within 48 hours of receiving graded exams or quizzes.

ATI/HESI Specialty Standardized exams: External specialty standardized examination from ATI or HESI shall be administered as part of the end-of-course final examination; this exam is 10% of each nursing course grade.

Exit Examination: Achievement of a minimum grade of 900 composite score on standardized achievement tests, such as HESI, is needed to graduate from the Practical Nursing and Associate of Applied Science in Degree Nursing programs.

External NCLEX-RN/PN Review shall be recommended after completing the Capstone Course (A.A.SN) or Transition in Nursing Course (PN) as part of the NCLEX exam preparation.

Class/Clinical Lab Component: Each Nursing course contains a class and/or clinical laboratory. Component. The student-to-instructor ratio in every lab/clinical is no greater than 10:1/8:1. Students must pass the laboratory component to receive a passing grade in the course. Students must pass all skills in the laboratory before performing them in the clinical arena. Students must meet the attendance requirement and complete the course's clinical objectives before moving on to the next nursing course.

EXAMINATIONS, QUIZZES, AND MAKE-UP

- Examinations must be taken at the scheduled times.
- Excused Absences include illness, accidents, family death, court dates, or immigration appointments, which cannot be avoided or changed.
- Absences must be supported by official documentation before a make-up quiz or exam will be given.
- A student may not receive more than 76% on any make-up quiz or exam.
- A day will be assigned for a make-up examination, quiz, and assignment at the end of each course.
- A student who does not take the exam as scheduled will receive a zero percent (0%) for the exam.
- It is more difficult to make up missed clinical time due to the availability of clinical sites and rotation schedules; please note that missed clinical time will delay your graduation.
- An additional clinical fee will be levied for clinical experience make-up for a student who missed a scheduled clinical experience.
- The student must pay the clinical fee before the experience. However, it may not be possible to make up clinical time, even with the clinical fee, if excessive absences exist. Therefore, it would be necessary to repeat the course/clinical.
- Quizzes may be given at the start or end of class or during school hours.
- Students must be on time and in attendance to take quizzes. There are no make-up quizzes for students who are late.

GRADE "I" -- INCOMPLETE

- The grade "I" may be assigned by an instructor after consulting with the program director if the student's coursework has been of passing quality but is incomplete for reasons beyond the student's control.
- In this situation, there must be official documentation of the cause, including a major illness, the death of a close family member, or a major catastrophe.
- A course graded "I" may not be included in the calculation of GPA and will not appear on the transcript.
- The grade "I" can be changed to the earned grade, provided the coursework is completed no later than 30 days after completion.
- If, after 30 days, the coursework is not completed, the grade I" will be changed to "F."
- **Failure to earn a minimum weighted exam average of 76% (C) will result in a non-passing grade for the course.**

SAINT MICHAEL COLLEGE OF ALLIED HEALTH STUDENTS' EVALUATION AND TESTING POLICY

Saint Michael College of Allied Health recognizes formal evaluation processes as opportunities for students to grow and develop, thereby providing a reward-challenge motivating factor in acquiring knowledge. Therefore, student performance shall be evaluated by faculty using a variety of methods based on the college philosophy and conceptual framework, the program and course objectives, and applicable professional standards and guidelines of the educational program. Additionally, faculty members shall utilize formative and summative evaluation methods to assess student performance.

PROGRAM EVALUATION

The program is designed to provide students with opportunities to achieve program objectives and acquire the knowledge, skills, values, and competencies necessary for nursing practice. To assist the college in achieving these objectives, students are encouraged to participate in ongoing curriculum and course evaluations.

GENERAL POLICIES AND INFORMATION

STATEMENT OF EQUAL OPPORTUNITY

Saint Michael College of Allied Health is an equal opportunity institution committed to the principle that access to its educational program and activities be afforded to each person solely by merit, whether student, faculty, or staff. SMCAH does not discriminate against students by gender, sexual orientation, age, ethnic background, political affiliation, or disability. In accordance with the Americans with Disabilities Act of 1990 (ADA), SMCAH

makes every effort to provide reasonable accommodations for all individuals with disabilities. SMCAH shall comply with all applicable laws and regulations of the District of Columbia.

CONDUCT WITHIN THE COLLEGE AND CLINICAL SITE

Saint Michael College of Allied Health respects and protects the dignity and integrity of its students, faculty, and staff. All members of the SMCAH community must comply with the college's policies and regulations to maintain order, protect individuals and property, and fulfill its purposes. The SMCAH governing board is responsible for disciplinary matters involving faculty and staff.

RULES AND REGULATIONS FOR CONDUCT

Saint Michael College of Allied Health upholds the rights, liberties, and freedoms of its students. Therefore, establishing an atmosphere conducive to pursuing educational goals and development is necessary. To that end, regulations and procedures must be put in place. Accordingly, college disciplinary action will be limited to addressing conduct that adversely affects the pursuit of institutional objectives. Short of that, and where possible, every effort will be made by faculty in consultation with the president to dispose of misconduct cases.

GRIEVANCE POLICY

Any student who believes their grievance has not been adequately addressed under the procedures for appealing grades, misconduct/infractions, or dismissal policies may appeal to the academic committee for resolution.

PROCEDURE FOR GRIEVANCE POLICY

Purpose: The purpose of this policy is to establish a fair, transparent, and efficient process for students to submit complaints regarding academic matters, administrative issues, or other concerns related to their experience at Saint Michael College of Allied Health (SMCAH).

Scope: This policy applies to all current students enrolled at Saint Michael College of Allied Health.

Policy Statement: SMCAH is committed to providing a supportive and conducive learning environment for all students. SMCAH recognizes that students may encounter concerns or issues during their academic journey and is dedicated to addressing these concerns promptly and fairly.

1. **Types of Complaints Covered:**
   - This policy covers complaints related to academic matters, administrative issues, discrimination, harassment, and student services grievances.
2. **Submission Process:**
   - Students may submit complaints using the designated complaint form available on the college website or by contacting the Campus Director directly.
   - Complaints should include a detailed description of the issue, relevant evidence or documentation, and contact information for follow-up communication.
3. **Designated Point of Contact:**
   - The Campus Director is responsible for receiving, reviewing, and managing student complaints.
   - The Campus Director will ensure complaints are addressed promptly, impartially, and confidentially.
4. **Investigation and Resolution:**
   - Upon receipt of a complaint, the Campus Director will initiate an investigation to gather relevant information and evidence.
   - Complaints will be resolved through informal mediation whenever possible. If mediation is unsuccessful or if the complaint warrants a formal investigation, the Campus Director will follow established procedures to conduct a thorough investigation and reach a resolution.
   - Students will receive regular updates on the status of their complaints and will be informed of the outcome once the investigation is complete.
5. **Hearing Process**
   - The Campus Director shall notify the student and the faculty member involved in the hearing process of the time and place for a hearing to determine whether the student's conduct warrants dismissal. The academic committee will follow the process outlined in the grade appeal hearing in the catalog.

- The Campus Director shall write the committee's decision to the student making the appeal and the faculty member.
- The student may appeal the academic committee's decision to the President/Program Director, who will refer it to the governing board. The board of governors' decision will be final.
- A student will not be subjected to unfair actions due to initiating a complaint proceeding.

6. **Appeals Process:**
   - Students who are dissatisfied with the outcome of their complaint may appeal the decision following the college's established appeals process.
   - If the student's complaint cannot be resolved after exhausting the college's grievance procedure. In that case, the student may file a complaint with the District of Columbia Higher Education Licensing Commission at 1050 First Street, NE, 5th Floor, Washington, DC 20002.
   - A written complaint may also be submitted to the Council on Occupational Education (COE), 7840 Roswell Road, Building 300, Suite 325, Atlanta, GA 30350. Tel: 770 396 3898. http://council.org.
7. **Confidentiality and non-retaliation:**
   - All complaints will be handled confidentially, and information will only be shared with individuals directly involved in the investigation and resolution process.
   - Saint Michael College of Allied Health prohibits retaliation against students who submit complaints or participate in complaint proceedings.

INFRACTIONS

Infractions include, but are not limited to, the following:

- Vandalizing college property and premises
- Stealing or conspiring to steal property belonging to the college, students, faculty, or staff.
- Physical abuse or threat of physical abuse or harm to property or person
- Disruption or obstruction of classes, assembly, or other college activities
- Failure to obey the instructions of college officials in discharging their normal responsibilities.
- Presenting false documentation or filing a false accusation against another person

PROCEDURE FOR DEALING WITH MISCONDUCT OR INFRACTIONS

- In consultation with the Campus Director, faculty members handle cases regarding infractions and student misconduct.
- Unresolved cases may be referred to the academic committee for further investigation and review.
- Students dissatisfied with a faculty member's case determination may appeal the matter to the academic committee.
- Cases regarding infractions and misconduct referred to the academic committee are handled like grade appeal cases outlined above.

STUDENT DISMISSAL POLICY

Saint Michael College of Allied Health promotes a safe environment for its students, faculty, staff, and the public. Therefore, a student whose conduct violates and threatens the college's policies and regulations may be subject to dismissal.

PROCEDURE FOR DISMISSAL

When a faculty member considers a student's conduct to warrant dismissal, they shall consult with the Campus Director and notify the student in writing to cease attending classes and clinical rotations. The faculty member shall then send a copy of the letter to the Campus Director to activate the academic committee for a hearing process. The Campus Director shall ensure that the academic committee meets within 14 days of receiving the notification. The Campus Director shall forward the hearing outcomes or the academic committee's decision to the President/Program Director for review before notifying the student if the student's complaint cannot be resolved after exhausting the college's grievance procedure. In that case, the student may file a complaint with

the District of Columbia Higher Education Licensing Commission at 1050 First Street, NE, 5th Floor, Washington, DC 20002.

APPEAL FOR GRADES IN COURSES AND EXAMINATIONS

If students have a grievance about grades, they may appeal. The academic committee is responsible for hearing and resolving all appeals for grades and examinations:

(a) ACCEPTABLE GROUNDS FOR APPEAL:

Students have grounds for appeal if they feel:

- Race, politics, religion, gender, and sexual harassment are considered.
- Student work was evaluated by criteria that did not reflect performance on the course requirements.

(b) APPEAL PROCESS:

- Before filing an appeal of a grade assigned in a course, the student must first address their concerns in writing to the instructor who assigned the grade. If the grade assigned resulted from a computational or procedural error, the instructor will take steps to amend the grade using the "GRADE CHANGE FORM." If the assigned grade did not result from a computational or procedural error, the student must request an appeal hearing in writing, stating the reasons for the appeal. The request must be submitted to the Vice President of Academic Affairs and the academic committee chair no later than one week after the student officially receives the course examination/clinical result.
- Upon receipt of the request for an appeal hearing, the Campus Director shall notify the faculty member involved. The Campus Director shall convene a meeting of the academic committee at an agreed time and place no later than three weeks after receiving the request. The Campus Director shall notify the student and the instructor.
- Before, and no later than, two weeks before the hearing date, the student involved must submit a written account supporting the grounds of the appeal and setting forth the facts and circumstances upon which the student relies. This written account shall be submitted to the academic committee chair (Campus Director), who will send a copy to the instructor assigned the grade. If the instructor chooses to respond, the response must be submitted in writing to the academic committee chair no later than one week before the appeal hearing. A copy of the instructor's response will be sent to the student immediately.
- The academic committee will hold a closed-door hearing with the Campus Director in attendance. At the beginning of the hearing, the Campus Director will outline the rules and procedures. The hearing will focus solely on the grounds of the student's appeal. The student will bear the burden of proof by stating facts and offering clear and convincing evidence to the appeal board.
- Following the hearing, the instructor and the appealing student will leave the premises after presenting their cases, and the academic committee members shall continue deliberating until a simple majority decision is reached.
- The Campus Director shall notify the instructor and the student of the academic committee's decision in writing. The decision of the academic committee is final.
- If the decision favors the student, the Campus Director will take the necessary steps to initiate the grade change.

DRUG AND ALCOHOL POLICY

- The abuse and/or use of drugs and alcohol by students, faculty, and staff of Saint Michael College of Allied Health is strictly prohibited.
- Use and possession of illegal drugs and alcohol paraphernalia are prohibited on the college premises and clinical sites. Violation of this standard will be considered a very serious offense.
- All applicable local, state, and federal laws will be enforced in accordance with established standing orders, procedures, and guidelines. Any student found to have violated these standards will be asked to leave the college premises or the clinical site immediately. In addition, after reviewing the case, the academic committee may expel any student found to have violated these standards from the college.

SEXUAL ASSAULT AND HARASSMENT POLICY

The following policy applies to all SMCAH students, faculty, and staff.

SEXUAL ASSAULT POLICY:

- Saint Michael College of Allied Health is committed to providing an educational environment where all persons may pursue their studies, careers, and other activities in an atmosphere free of all threats of unwelcome and unwanted sexual actions. Sexual offenses are highly condemned and will not be tolerated. Sexual offenders will be subject to applicable local, state, and federal laws, and such actions are also subject to a civil suit for damages.

SEXUAL HARASSMENT POLICY

- Sexual harassment is unacceptable at Saint Michael College of Allied Health. Sexual harassment in all its forms is strictly prohibited in this educational atmosphere.

WEAPONS POLICY

The unauthorized possession, storage, display, or use of any ammunition, firearms, fireworks, explosives, air rifles, air pistols, or other lethal instruments is prohibited on Saint Michael College of Allied Health premises.

SMOKING POLICY

Saint Michael College of Allied Health maintains a smoke-free environment. Smoking of any lighted tobacco or other material is prohibited on the college premises and clinical sites.

FIRE POLICY

- The fire department will be immediately notified in the event of a fire. Students, faculty, and staff are to leave the immediate area of the fire and the college building, if necessary, in an orderly manner through the marked EXIT doors. No one is to re-enter the building involved in a fire incident until an all-clear instruction is received from a faculty member and/or security personnel. Elevators are not to be used in the event of a fire.
- Fire drills will be conducted periodically. The primary reason is to acquaint students, faculty, and staff with the procedures to follow in the event of a fire.
- Fire extinguishers will be located at strategic locations in the buildings.

HEALTH, SAFETY, EMERGENCY PLAN AND PROCEDURE

GENERAL SAFETY

- All guests will sign in with the administrative assistant and be oriented to the college's safety floor plan.
- OSHA and MSDS books will be kept up to date and in a convenient location.
- First Aid kits and the eyewash station will be checked bi-monthly to ensure they are adequately stocked.
- All accidents and/or serious illnesses occurring on the campus must be reported to the administrative office immediately.
- Safety procedures and policies are incorporated into student facility evaluations and are reviewed at least annually by faculty.

BOMB THREAT

- Report the information to the administrative office immediately and call 911.
- Warn everyone and evacuate the building immediately.
- Follow the fire evacuation plans.
- Count heads.
- Verify that everyone is out of the building.
- Do not return to the building.
- Stay clear; get at least 500 feet away from the building.
- Stay in a safe area.
- Until the building is declared safe by the proper authorities, remain out.

SICKNESS, ACCIDENTS, AND EMERGENCIES

- Report the injury/illness immediately.
- Call or come to the administrative office.
- First aid will be provided immediately on campus for minor injuries.
- The Administrative Assistant shall call for emergency medical services and transportation to local healthcare facilities.
- In an emergency, call 911, stay with the injured party, and have someone inform the Administrative Assistant immediately.
- In case of injury or illness, the Program Director or his designee shall notify the involved person's family.
- Faculty and staff shall follow Universal Precautions in Handling Body Fluids as OSHA recommends, i.e., wearing rubber gloves and disposing of supplies properly.
- Complete the incident/accident report and submit it to the Program Director.

FIRE PREVENTION

- Ensure fire extinguishers and exits are well-marked.
- Evacuation Plans are posted in each building and classroom.
- Fire extinguishers are up to date.
- Smoke detectors are checked monthly to ensure they are working.
- Fire safety reviewed in Student and Faculty Orientation

RESPONSE TO FIRE

- Report the information immediately to the administrative office and Call 911.
- Warn everyone and evacuate the building immediately.
- Follow the fire evacuation plans.
- Count heads.
- Verify that everyone is out of the building. Do not return to the building.
- Stay clear; get at least 500 feet away from the building.
- Stay in a safe area.
- Until the building is declared safe by the proper authorities, remain out.

CIVIL DISTURBANCE

A civil disturbance is any set of circumstances that, in the judgment of the administration, would cause a disruption of normal college activities and potentially jeopardize the safety of students, faculty, or staff. Call 911 and report the situation to the Program Director.

HAZARDOUS WEATHER

When the weather conditions are enough to warrant limited activities, students and employees shall be advised by local television and radio stations and e-mail messages issued by the appropriate college personnel; instructions shall be given on the status of College operations. The college shall be closed during normal operating hours under emergency or threatening conditions.

Tornadoes

Students, faculty staff, and guests will be directed to move to an interior room or hallway immediately. Stay away from glassed areas.

Winter Storm

Listen to appropriate media for Information on college closing.

The Building custodians handle snow and ice removal from the parking lots.

ELECTRICAL / LIGHT FIXTURES

If anyone notices any problems with lighting or outlets that require attention, they will contact the Administrative Assistant at 202 388 5500

PLUMBING FAILURE / FLOODING

If anyone notices a problem with plumbing or flooding, they immediately notify the Administrative Assistant at 202 388 5500.

GAS LEAKS/ VENTILATION PROBLEMS

Unusual odors that may indicate gas leaks or a compromised environment will be immediately reported to the Administrative Assistant at 202 388 5500

MINOR SPILLS:

- Alert people in the immediate area of the spill.
- Avoid breathing vapors or particulate material such as copy toner.
- Use the BB Pathogen spill kit in the administrative building for body fluid spills and follow universal precautions as OSHA recommends.
- Begin to clean up immediately.

MAJOR SPILLS:

- Immediately call 911.
- Do not enter the contaminated area.
- Close doors to the affected area.
- Contact the Administrative Assistant at 202 388 5500
- Alert people to evacuate.
- If spilled material is flammable, turn off ignition and heat sources.
- Locate Material Safety Data Sheets (MSDS) for emergency personnel.
- Have the person with knowledge of the area assist emergency personnel.

Coordinating Clinical Experience with Clinical Agencies

SMCAH students are in clinical settings to learn and provide the best possible care. Nursing faculty and agency staff must collaborate to ensure quality and safety in nursing care. Faculty members are responsible for teaching and evaluating students and must meet jurisdictional licensure requirements.

Program/Faculty Responsibilities

- Ensure nursing faculty and clinical preceptors meet the required qualifications.
- Maintain written agreements with cooperating agencies.
- Provide appropriate clinical supervision.
- Ensure student compliance with health and safety standards.

Preceptor Responsibilities

- Participate in orientation.
- Supervise clinical learning experiences.
- Provide feedback on student progress.
- Retain responsibility for patient care.

Agency Responsibilities

- Maintain written agreements with the nursing program.
- Ensure the nursing education program provides appropriate clinical supervision.
- Retain responsibility for patient care and preceptor compensation.

Student Responsibilities

- Actively seek learning experiences.
- Maintain accountability for safe client care.
- Prepare for each clinical experience.
- Respect the confidentiality of client information.
- Communicate openly with preceptors and faculty.

SIMULATION POLICY

Clinical learning through simulation-based activities is a pedagogical approach to achieving common goals of effective decision-making, advancing critical thinking skills, and developing psychomotor skill competency. Additionally, simulation-based activities extend clinical fieldwork experiences and contribute to students' preparation for clinical practice and professional role performance.

SCHEDULING AND TRANSPORTATION TO CLINICAL SITES

Clinical experiences will be scheduled based on facility and staff availability. They may be scheduled on non-student class days, weekends, or evenings to meet the required clinical hours.

INCLEMENT WEATHER/COLLEGE CLOSING POLICY

Saint Michael College of Allied Health's website is updated daily for college closing, opening, or delay schedules. Students must log in to www.smcah.edu to view the college's closing, opening, or delay schedule. If inclement weather occurs late in the day, students should refer to the SMCAH office for advice.

FEDERAL RIGHT TO KNOW AND CAMPUS ACT

The Student Right to Know Act requires an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965 (as amended) to disclose information about graduation rates to current and prospective students. Institutions that award athletically related student aid are also required under the Student Right to Know Act to disclose data related to the institution's student population and student-athlete graduation rates to potential student-athletes, their parents, coaches, and counselors. In addition, the college complies with the other reporting requirements of the Federal Right to Know and Campus Security Act. The following information is reported through the appropriate offices listed below: Campus Crime Statistics – Office of the Program Director.

FINANCIAL POLICIES

General Guidelines and Student Responsibilities

By registering for classes, students accept responsibility for all program charges.

- Registration shall not be completed unless all outstanding balances due to SMCAH are paid in full.
- The student's full registration is canceled if payments or arrangements are not made in full by the due date. A cancellation fee will be assessed.
- Tuition and fees are subject to change upon approval of the board of governors of Saint Michael College of Allied Health. All changes are announced before the start of the semester, at which time the changes take effect.
- Saint Michael College of Allied Health reserves the right to change tuition, fees, and other necessary charges.
- Students shall be notified of any fee or tuition increases.

TUITION

Saint Michael College of Allied Health tuition covers only classroom and clinical instruction. A tuition deposit is due on or before registration and must be paid before the start of classes. The student is responsible for the cost of books, uniforms, clinical supplies, and equipment.

FEES

Non-refundable fees:

- Application fee due upon application
- Aptitude test fee due upon application
- Payment plan contract fee
- Late payment fee
- One-time fees:
- Application fee: This one-time fee is collected during registration at the beginning of the program.

FINANCIAL OBLIGATION

A student who has not met the financial obligations will not be allowed to attend classes or clinicals, obtain a transcript, or have any other services provided by SMCAH until all financial obligations have been met.

FINANCIAL COUNSELING

Eligibility for financial counseling:

- A student admitted to the SMCAH Associate of Applied Science (Nursing) Program.
- Students who have met the eligibility criteria for financial counseling and need to explore payment plan options will request a session with the SMCAH President.

PAYMENT METHODS

- CREDIT CARD
- Payments may be made by credit card using Visa, MasterCard, or Discover. No fees are charged to students for using credit cards.
- MONEY ORDER
- Money orders that are negotiable in the United States of America are acceptable for payment. However, personal checks and cash are not acceptable forms of payment.

FINANCIAL PENALTIES

Failure to pay on or before the due date will result in a late fee charge.

PAYMENT PLAN Policy

Every enrolled student must pay their tuition in full by the first day of class. The monthly payment plan allows students to pay their semester tuition in three equal installments.

Students must adhere to the following criteria:

- The monthly payment is due on the 5th of each month.
- The monthly payment option is interest-free as long as payments are made on time and in full each month.
- A fifty ($50.00) late payment fee will be assessed if a monthly payment is made after the 5th of the month.
- Students who fail to pay their monthly tuition by the 5th of the month shall not be allowed to remain in class or attend clinical; exceptions will not be made for any reason.
- Failure to make payment for two consecutive months will result in cancellation of the plan.

REFUND POLICY

Rejection: An applicant who the college rejects is entitled to a refund of all monies paid.

Three-Day Cancellation: An applicant who provides written notice of cancellation within (3) business days of executing the enrollment agreement, excluding weekends and holidays, is entitled to a refund of all monies paid, excluding the $100 non-refundable registration fee.

Other Cancellations: An application requesting cancellation more than three days after executing the enrollment agreement and making an initial payment but before the add/drop deadline, as stated in the student handbook, is entitled to a refund of all monies paid, less the maximum tuition fee of 15% of the stated cost of the course or $100, whichever is less

Withdrawal Procedure:

A. A student choosing to withdraw from the college the day after the commencement of classes is to provide written notice to the director of the college. The notice must include the expected last day of attendance and be signed and dated by the student.
B. If special circumstances arise, a student may request, in writing, a leave of absence, which should include the date the student anticipates the leave beginning and ending. The withdrawal date with the date the student is scheduled to return for the leave of absence fails to do so.
C. A student will be determined to be withdrawn from the institution if the student misses seven consecutive instructional days and all of the days are unexcused.

D. Refunds, when due, are made within **45** days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.

A portion of the Total Program Taught by Withdrawal Date	Tuition Refund
Less than 25%	75% of the program cost per semester or phase
25% up to but less than 50%	50% of the program cost per semester or phase
50% up to but less than 75%	25% of the program cost per semester or phase
75% or more	No Refund

PROPERTY DAMAGE FEES

Students will be charged for damage to property or equipment. The student will be billed if the responsibility for the damage can be fixed. Where responsibility cannot be fixed, the cost of repairing the damage or replacing the equipment will be prorated among all individuals held responsible. For example, gum chewing is prohibited in the class if gum is found under a student's desk; the student will be billed $50.00 for the cost of cleaning the gum.

PAYMENT OF TUITION FOR REPEATED COURSES

Students who repeat a course at any time during the program will pay separately for the repeated course. An advance payment may be required. Repeated courses will not be factored into a payment plan or financial aid options.

PAYMENT OF TUITION FOR READMITTED STUDENTS

Students granted readmission into the program are subject to the tuition and fees in effect at the time of readmission. In addition, the readmitted students must meet all prior financial obligations to the college before continuing the program.

GROUNDS FOR DISMISSAL RELATED TO NURSING PROFESSIONALISM

- Negligence: frequently omitting, not finishing, or improperly completing assignments in the clinical area
- Incidents (such as errors) in the clinical area that might result in actual harm to the client will be reviewed individually.
- While an accident may be a traumatic experience for the student, it must be recognized that accidents happen. Therefore, most incidents will not warrant dismissal but may affect the clinical evaluation.
- Attitudinal factors may precipitate dismissal; for example, students antagonize clients, doctors, and hospital personnel.
- If students do not improve after adequate counsel, caution will be deemed unsuitable for nursing.
- Cheating on exams or written assignments and/or plagiarizing will not be tolerated and will be grounds for dismissal.
- Falsifying records will be grounds for dismissal.

DUE PROCESS LEADING TO DISMISSAL

In every case, a written recommendation with anecdotal backup will be filed with the Campus Director for action. The reasons for dismissal will be reviewed with the student involved. The accepted procedure for warnings, probation, suspension, and dismissal is subject to SMCAH policy as outlined in this handbook.

Financial Responsibilities

Disputes over the student's debts to the College for tuition, financial aid, or other charges are not subject to this Student Judicial Code of Conduct. Instead, they are resolved through administrative and, if necessary, legal processes.

TUITION AND FEES

Associate of Applied Science in Nursing Degree	530.00/Credit
Application Fee (Non-Refundable	$ 75.00
Practical Nursing Program	$ 20,670.00

Aptitude Test Fee	$ 60.00
Registration Fee	$ 20.00
Technology Fee	$ 150.00
Laboratory Fee	$ 150.00
Comprehensive Exit Examination and Diploma Fee	$ 178.00
Return Check Fee	$ 25.00
Late Payment Fee	$ 50.00
Student ID Card	$ 25.00
ATI Materials	$ 1696.00

STUDENT RIGHTS AND RESPONSIBILITIES

The following statements of rights and responsibilities are not viewed as a final accomplishment of a completed institution but rather as themes of direction for a growing and changing educational environment.

Students enjoy the same basic rights and are bound by the same responsibilities to respect others' rights, just as all citizens are. Therefore, Saint Michael College of Allied Health considers individual students upon receipt of an admission deposit.

As a citizen, the student has the rights of freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violence, threats of violence, and personal abuse.

As a citizen, the student has the right to be considered equally for admission to, employment by, and promotion within the campus, as protected by general anti-discrimination provisions.

EDUCATIONAL

All students have other responsibilities and rights based on the nature of the educational process and the requirements of the search for truth and its free presentation. These rights and responsibilities include the following:

1. Each student has the freedom, depending on competence, to teach, learn, conduct research, and publish findings in the spirit of free inquiry.
2. Each student has the right to participate in normal and core curricular activities, including the freedom of movement.
3. Students have the right to expect that their student records contain only information reasonably related to educational purposes or the health and safety of the individual or others. Furthermore, it is assumed that the student has the right to protection from unauthorized disclosure of confidential material contained in College records.
4. Students have the right to reasonable, impartially applied regulations that reflect the institution's educational purposes and protect campus safety.
5. Students have the right to recourse if another campus member is negligent or irresponsible in their responsibilities or if another member of the campus represents the work of others as their own.
6. Students who hold opinions about basic policy matters of direct concern to them have the right to have their concerns heard and considered at appropriate levels of the decision-making process. It should be noted that students who have a continuing association with the institution and substantial influence have an especially strong obligation to maintain an environment supportive of the rights of others.
7. Students are responsible for acting in a manner conducive to learning by being prepared, prompt, attentive, and courteous in all academic settings. These include classrooms, laboratories, clinics, libraries, advising centers, departmental and faculty offices, etc., and complying with requests made by a faculty or staff member in an academic setting.

Student Responsibilities

All Saint Michael College of Allied Health students share the following responsibilities:

- To read, comprehend, and adhere to the Code.

- Always respect the personal and property rights of others and act responsibly, on or off campus.
- To protect and foster the College's intellectual, academic, research, cultural, and social missions.
- Observe the laws of the Commonwealth of Virginia, the District of Columbia, and the federal government and agencies.

Academic Responsibility

Students' responsibility for academic achievement is specified in the College catalog. Student grievances over this responsibility are resolved through academic rather than judicial system proceedings. Complaints involving grades, plagiarism, cheating, or other academic issues are also resolved through the college's grievance process, which is available in the College catalog.

The faculty ruling reviewing academic dishonesty may refer the case to the academic committee if suspension or expulsion is indicated. Each referred case will follow the college's grievance process.

FACULTY AND ADMINISTRATIVE STAFF

PRESIDENT/PROGRAM DIRECTOR

The Program Director is responsible for the day-to-day running of the college, including general administration, fiscal planning, and budgeting for the college over the short and long term. The president/ Program Director is responsible for academic policies, accreditation, curriculum development, and student affairs. These individuals coordinate instructional activities by planning, coordinating, and delivering instruction to students. This individual is also involved in facilitating the learning process, scheduling faculty assignments, orienting new faculty members, completing curricular development projects, evaluating faculty performance, and participating in all required administrative activities. The President/Program Director reports to the governing board, and while a master's degree in an appropriate field is a minimum requirement, doctoral qualifications are preferred.

ADMINISTRATIVE STAFF

The administrative staff is responsible for all college administrative matters and reports to the president/program director.

FACULTY

Instructional/Clinical Faculty report to the Program Director; this individual is responsible for academic advisement and registration, maintains office hours, participates in committee assignments, and performs other related administrative duties. They also develop/revise curricula and participate in accreditation-related tasks. Along with appropriate certifications, a baccalaureate degree is required, though a master's degree is preferred.

Resources, Faculty, and Program Supports Available for Students

Faculty Support:

- **Accessible Faculty Members**: Nursing students have access to faculty members who provide academic guidance. Faculty members hold regular office hours and are available to assist with course selection, academic issues, and career planning.
- **Academic Advisors**: Advisors are available to help students navigate their academic journey, ensuring they meet program requirements and stay on track for graduation.

Academic Programs:

- **Tutoring Services**: The college offers tutoring services to help students understand complex material and improve their grades.
- **Study Groups**: Organized study groups allow students to collaborate and support each other in their studies.
- **Workshops on Study Skills**: Workshops are provided to teach effective study habits, time management, and exam preparation techniques.

Clinical Resources:

- **Clinical Skills Labs**: State-of-the-art labs equipped with simulation technology give students hands-on practice in a controlled environment.
- **Diverse Clinical Rotations**: Students gain real-world experience through various clinical rotations in different healthcare settings, providing a well-rounded clinical education.

Professional Development:

- **Workshops on Professional Ethics and Communication Skills**: These workshops prepare students for the ethical and communication challenges they will face in their nursing careers.
- **Networking Events**: Events are organized to help students connect with healthcare professionals and explore career opportunities.

Student Support Services:

- **Academic Advising**: Personalized advising helps students with academic planning and problem-solving.
- **Counseling and Mental Health Resources**: Access to mental health services ensures students can get support for personal and emotional issues.
- **Disability Support Services**: Services are available to accommodate students with disabilities, ensuring equal access to educational opportunities.

Technology Resources:

- **Online Platforms**: Students have access to various online learning platforms to support their education.
- **Virtual Libraries**: Extensive digital libraries provide resources for research and study.
- **Technology Training Sessions**: Sessions are offered to train students on essential technology tools used in modern nursing practice.

Community Engagement:

- **Service-Learning Opportunities**: These opportunities integrate community service with instruction and reflection, enhancing the learning experience and fostering civic responsibility.
- **Volunteer Programs**: Students can participate in volunteer activities that benefit the community and provide practical experience.
- **Partnerships with Local Healthcare Organizations**: Collaborations with local healthcare providers allow students to engage with the community and gain valuable insights into the healthcare system.

STUDENT SERVICES

Saint Michael College of Allied Health provides students with academic guidance, tutoring, career advising, and personal counseling. The college maintains relationships with the business community to assist students with job placement after graduation; however, it cannot guarantee employment. Additionally, SMCAH offers emergency health services to students on its campus. SMCAH does not provide residential facilities; most students are recruited from the DC Metropolitan area and adjacent communities.

Student Services Available at SMCAH	Person Responsible
Pre-admission testing	Administrative Assistant
Advising prospective students	Program Director/Administrative Assistant
Advising enrolled students	College Faculty Program Director
Child Care	Not available on site; referred to community resources
Health Care	Not available on site; referred to community resources
Financial Aid	Program Director, Administrative Assistant
Library Services	Faculty/Administrative assistant
Job Placement/Employment	Faculty/Administration
Computer lab/Internet access	Administration
NCLEX preparation	Faculty, Program Director

Governing Board
Michael Adedokun, Ph.D
Mr. Benjamin Brookman, BS, MS
Godwin K Quartey, BA, MBA
Maria Kim McCaughey, MS, PhD
Mr. John S. Amissah, BS
Ben Davis, BS

PHYSICAL FACILITY

The Saint Michael College of Allied Health District of Columbia Branch Campus is located at 1106 Bladensburg Road, NE, Washington, DC 20002. Saint Michael College of Allied Health purchased the 10,000 sq ft. building in 20002. The facility has eight classrooms and a library/computer center. Each classroom is equipped with new state-of-the-art equipment, including student chairs with reclining seats, instructor desks equipped with computer space and storage, projectors capable of displaying images and letters in both lit and unlit environments, 8 ft x 4 ft vinyl blackboards for use with erasable markers, and a retractable screen.

The facility features one water fountain and nine restrooms, with five designated for ladies and four for men. The physical plants are adequate to support the proposed instructional programs. The facility is regularly inspected to ensure the safety of students, personnel, and guests. The college has a detailed Safety Plan, emergency procedures, and policies in place to ensure the routine and emergency health and safety of its employees, students, and guests. The plans, procedures, and policies will be introduced during student and faculty orientation and widely distributed, regularly evaluated, and revised as necessary.

Nursing Skill Laboratory

The Nursing Skill Laboratory is located on the college premises. It houses four patient beds for student practice with a sink and storage area to secure equipment and sharps. SMCAH's Nursing Skill laboratory is equipped with the following supplies and equipment: wound care supplies; thoracic torso model for wound care, central line kits, wound drains; medication cart, pulse oximetry; urinary catheter kits, male or female catheterization trainers; nasogastric tubes, tube feeding equipment, headwall with simulated oxygen, compressed air, and suction outlets, assessment equipment, bedside stand, linen hamper, bed pads, anatomical models, tracheostomy model, surgical arm, Seymour buttocks for wound care, a thoracic model for central suction catheter, sterile gloves, upright scale & pediatric scale, isolation and infection control supplies, electric thermometers, chest tube/water seal suction, model breast and testicles for teaching assessment. In addition, the Nursing Skill laboratory features an AED for simulated code response, an arm for IV insertion, a Germinie IV Pump, and a Sigman Spectrum IV Pump.

All nursing beds are equipped with low-fidelity mannequins and other necessary equipment for teaching nursing skills, such as wall suction and oxygen. Additionally, the faculty identifies and adopts laboratory textbooks that are organized in accordance with the program outcomes. The digital ATI resources and textbooks serve as portable classroom and laboratory tools, providing case studies, simulations, animations, and companion internet resources to help students develop laboratory skills and critical thinking. The program utilizes various high and low-fidelity simulation equipment, including Noelle S550.

LIBRARY AND LEARNING RESOURCES CENTER

Saint Michael College of Allied Health Library and Learning Resource Center is on the college's premises. The library contains approximately 100 books to support each instructional area covered in the curriculum. Eleven CD-ROM/Internet workstations provide computerized access to magazines, newspapers, and additional reference materials. The library is open from 8:00 a.m. until 8:00 p.m. when evening classes are in session and from 8:00 a.m. to 4:30 p.m. when there are only day classes. Hours may vary during term breaks and holidays. The Library/Learning Resources Center (LRC) is a key component of the Saint Michael College of Allied Health, supporting the institution's goals of providing instructional support services to enhance teaching and learning. The LRC aims to achieve this goal by selecting, acquiring, and circulating appropriate learning resource materials and providing the skills necessary to access and evaluate information. The college also subscribes to the Wolter Kluwer Ovid Database: OVID Nursing Community College Basic Journal Collection (http://ovidsp.ovid.com). Login: smcah999, Password: richmond. This online allied health library offers reliable healthcare information encompassing allied nursing, alternative and complementary medicine, and more. The database is designed to meet the needs of researchers at healthcare facilities and nursing and allied health programs at academic institutions. All students are oriented to computer learning in the fundamentals course. Students use computers to take online exams, including the HESI and ATI achievement and comprehensive exams, which give immediate feedback and rationales concerning incorrect answers. Students can use computers to take unproctored practice

tests and complete remediation work, including math proficiency exercises. Students and faculty utilize the Internet to supplement their resources and conduct research.

OCCUPATIONAL CAREER PATHS

The nursing profession is unique; as a nurse, you can work in many different settings, including hospitals, clinics, nursing homes, colleges, corporations, home health, and public health. A nurse can also advance to higher managerial roles, taking on more responsibility as a healthcare organization's head nurse, director, and vice president. These management roles typically require a graduate degree in nursing or a related field, such as health services administration. Additionally, pursuing further education can lead to a career as an instructor at hospitals and colleges. You can also transition into business positions within the healthcare industry, utilizing your expertise to help manage healthcare services and support corporate development, marketing, and quality assurance.

PRACTICAL NURSING PROGRAM COURSE DESCRIPTIONS

BIO 201 Anatomy and Physiology I - 4 Credit hours.

Introduces students to the fundamental principles of human anatomy and physiology, as well as the relationships among the body's systems and their functions. The structure and functions of each system in the human body are emphasized, along with the mechanisms that maintain homeostasis.

BIO 202 Anatomy and Physiology II - 4 Credit hours.

It continues studying the human body's tissues, organs, and systems. BIO 201 and 202 are needed for a complete study of the anatomy and physiology of all human systems. The format includes laboratory work.

NUTR 110 Nutrition - 3 Credit hours.

This course studies the relationship between human nutrition and health. Topics include the digestion and absorption of nutrients, as well as the requirements for carbohydrates, fats, proteins, vitamins, minerals, additives, food fads, diets, and the issue of world hunger. Nutrition, food as nutrients, and the human body's nutritional needs for maintaining optimum health are highlighted. The nurse's role in diet modification is also contained in this course.

PHR 110 Pharmacology – 3 Credit hours.

This course introduces basic principles of drug action and provides the student with the foundations of dosage calculations. It also addresses major classifications of drugs and their actions, adverse effects, and application to the nursing process.

PN 114 Fundamentals of Nursing – 4 Credit hours Clinical Hours -96

The course introduces students to the Practical Nursing Program and the general fields of health and nursing. The student is introduced to selected developmental concepts, people's physiological and psychological needs, effective communication skills, the principle of psychological nursing, and the nursing process. In addition, the course provides clinical experience and laboratory practice in basic nursing principles and skills necessary to deliver safe and therapeutic care to patients with non-complex nursing problems in hospitals, long-term care facilities, and sub-acute healthcare settings.

PN 115 Medical/Surgical Nursing I- 5 Credit hours, Clinical Hours-128

This course builds on prior learning from Fundamentals of Nursing and Basic Sciences courses, helping students develop the knowledge and skills to address the needs of clients and families with acute and chronic health problems. Using Orem's Theory of Self-Care Deficits, the student will apply the nursing process to patients with medical-surgical conditions, assisting clients in meeting their physiological and psychosocial needs in various clinical settings.

PN 116 Medical/Surgical Nursing II- 5 Credit hours, Clinical Hours-128

This course is a continuation of Medical-Surgical Nursing I and is designed to build on the knowledge gained in that course. The student will continue to use the nursing process within the self-care framework to assist clients in meeting their physiological and psychosocial needs in various healthcare settings. The application of the nursing process and Orem's Self-Care Deficit theory as a framework to organize, plan, and implement an effective nursing intervention based on identified problems continues in this course.

PN 117 Maternal Health – 2 Credit hours, Clinical Hours-32

This course is designed to provide comprehensive discussions of family-centered care, including wellness, health promotion, illness prevention, women's health issues, and the growth and development of the newborn and the parent. The information will form a continuum of knowledge that flows from conception to adulthood. The student will continue to apply the nursing process within the self-care framework to provide care to childbearing families.

PN 118 Pediatric Nursing -2 Credit hours, Clinical Hours-32.

Child health theory is presented within the self-care framework, utilizing the nursing process to implement effective nursing intervention based on identified problems. Principles of nutrition, pharmacology, and communication are correlated throughout the course.

PN 119 Mental Health Nursing – 2 Credit hours, Clinical Hours: 56

In this course, the student will explore the role of a Practical Nurse as a member of a multidisciplinary team caring for clients with mental health disorders. The course content includes concepts and applications of therapeutic communication, current and evolving principles in mental health care, legal and ethical guidelines, and human development needs.

PN 120 Gerontology Nursing - 3 Credit hours, Clinical Hours: 128

This course is designed to provide students with a broader and deeper understanding of the complex needs of older adults and families with multiple health issues. It aims to help the students achieve the program objectives. Emphasis is placed on the concept of body image in older adults, the family in an urban community, the family's role in health maintenance, and the impact of illness on older adults.

PN 121 Nursing Transitions - 2 Credit hours.

The course is designed to "bridge the gap" between the role of a nursing student and a graduate. The content emphasizes the ethical and legal responsibilities of the Licensed Practical Nurse, current legislation and regulations that affect the LPN, and the LPN's leadership and management roles within the nursing profession. The course also prepares students for the National Council Licensure Examination. During this course, the faculty emphasized several key concepts applicable to nursing practice, including environmental context, knowledge and nursing science, personal and professional development, quality and safety, relationship-centered care, and teamwork.

COURSE DESCRIPTIONS

Associate of Applied Science (A.A.S.) Nursing

Saint Michael College of Allied Health's associate degree in nursing program plans to enroll students twice a year, in the fall and spring.

All nursing courses are offered at Saint Michael College of Allied Health at least twice a year.

ENGL 111: English (3 credit hours)

Provides instruction in the writing process with a focus on self-expressive and expository essays and includes practice in the conventions of standard written English, reading responses, and incorporating sources into essays with appropriate documentation.

ENGL 112 Research and Literature (3 credit hours)

Provides instruction in the writing process, focusing on persuasive and argumentative essays, and includes practice in developing a distinctive style, methods of effective reasoning, and library and online research. A formal research project is required.

BIOL 203: Microbiology (4 credit hours)

The course explores the structure, function, and taxonomy of microbes, including bacteria and viruses, and their relationships to health and disease. The format includes substantial laboratory work and written reporting. Microbiology students are introduced to the major microorganisms and their effects on the human body. The infectious process and the infection control measures used in the work setting are also emphasized.

MAT 111: Basic College Mathematics (3 credit hours)

Provides practical applications of mathematics and includes selected topics from consumer math to algebra. Topics include integers, percentages, interest, ratios and proportions, the metric system, probability, linear equations, and problem-solving.

BIOL 201: Human Anatomy & Physiology I (4 credit hours)
Introduces students to the fundamental principles of human anatomy and physiology, as well as the relationships among the body's systems and their functions. The structure and functions of each system in the human body are emphasized, along with the mechanisms that maintain homeostasis.
BIOL 202: Human Anatomy & Physiology II (**4 credit hours**)
It continues studying the human body's tissues, organs, and systems. BIO 201 and 202 are needed for a complete study of the anatomy and physiology of all human systems. The format includes laboratory work.
NUTR 110: Nutrition (3 credit hours)
This course studies the relationship between human nutrition and health. Topics include the digestion and absorption of nutrients, as well as the requirements for carbohydrates, fats, proteins, vitamins, minerals, additives, food fads, diets, and the issue of world hunger. Nutrition, including food as a source of nutrients, and the human body's nutritional needs to maintain optimal health, are emphasized. The nurse's role in diet modification is also contained in this course.
PSYC 201: **General Psychology (3 credit hours)**
This course provides an overview of psychology, the scientific and systematic study of behavior and experience. Emphasis is on the complex and diverse processes that direct and influence human activities. Students will gain an understanding of the theoretical frameworks and methodologies employed in the study of behavior. This course consists of ten units presented over sixteen weeks.
PSYC 202: Developmental Psychology (3 credit hours)
The course presents research and theories regarding human growth and changes throughout the lifespan. Students explore factors that affect personality, cognitive, and physical development from psychological and socio-cultural perspectives.
PHR 110: Pharmacology (3 credit hours)
Introduces basic principles of drug action and provides the student with the foundations of dosage calculations. This course addresses major classifications of drugs, their actions, adverse effects, and applications to the nursing process.
NURS 111: Fundamentals of Nursing (3 credit hours)
The course introduces the basic foundations of professional nursing. This class will teach critical thinking, the nursing process, and fundamental skills to equip students with the nursing knowledge and skills necessary to provide safe, basic client care. Additionally, basic skills, concepts, models, and information related to health, nursing, communication, and aging are covered. The course is to be taken concurrently with NURS 112. The course consists of 128 hours of theory and 90 hours of student preparation. Prerequisites: All science courses, English 111, and Developmental Psychology, all with a minimum grade of "C".
NURS 112: Techniques of Clinical Nursing (3 credit hours)
This clinical course provides lab and clinical experiences, giving students hands-on clinical experience that supports the theory taught in NUR 111. Techniques move from simple to complex and will parallel the instruction students have learned in theory. It is presented concurrently with N101. Therefore, this course may serve as a transition for students with a current practical nursing license. The course consists of 90 hours of laboratory work, 60 hours of student preparation, and 106 hours of clinical experience. (Prerequisites: All science courses, English 111, Developmental Psychology, and NURS 111, all with a minimum grade of "C").
NURS 210: Critical Thinking in Nursing (2 credit hours)
This course is designed to help nursing students develop the critical thinking skills necessary to succeed in the nursing program. Critical thinking strategies will be presented in context (assignments will be based on current nursing content) for easy transferability and application of nursing knowledge. The course contains 90 hours of theory and 60 hours of student preparation. Focus is placed on developing nursing students' caring attitudes by applying critical thinking strategies specific to problem-solving related to human response patterns. (Prerequisites: All science courses, English 111, Developmental Psychology, and NURS 111, all with a minimum grade of "C").

NURS 211: Medical-Surgical Nursing I (5 credit hours)
The course is designed to build on prior learning from Fundamentals of Nursing and Basic Sciences courses, helping students develop the knowledge and skills to address the needs of clients with acute and chronic health problems. Emphasis is placed on pathophysiology, clinical manifestations, medical and surgical treatment, and the nursing process, which are used to promote the fulfillment of needs in various clinical and community settings. Health problems studied include digestion, nutrition, elimination, regulatory issues, and metabolism. Care of clients pre- and postoperatively, as well as those experiencing multi-system, hematologic, and immune system deviations, will be studied. The expected outcome is that each student will demonstrate theoretical proficiency and skills in laboratory and clinical settings. Principles of nutrition, pharmacology, and communication are correlated throughout the course. The student will spend time in the clinical care area and will be expected to assume more responsibilities for their nursing actions. Clinical experiences will take place in hospitals, outpatient settings, long-term care facilities, and sub-acute healthcare facilities. The course comprises 128 hours of theory, 90 hours of student preparation, and 128 hours of clinical training. (Prerequisites: All science courses, Developmental Psychology, Nutrition, Pharmacology, ENG 111, NUR 111, 112, and 113, all with a minimum grade of "C")

NURS 214: Medical-Surgical Nursing II (5 credit hours)
This course is a continuation of Medical-Surgical Nursing I and is designed to build on what was gained in that course. Principles of nutrition, pharmacology, and communication are correlated throughout the course. Emphasis is placed on pathophysiology, clinical manifestations, medical and surgical treatment, and the nursing process, which are used to promote the fulfillment of needs in various clinical and community settings. Care for those experiencing cardiovascular and respiratory deviations will be studied. Health problems include excretion, mobility, cognition, sensation, and reproduction. The student will spend time in the clinical care area and will be expected to assume more responsibilities for their nursing actions. Students must demonstrate theoretical proficiency and skills in laboratory and clinical settings. The course comprises 128 hours of theory, 90 hours of student preparation, and 128 hours of clinical training. (Prerequisites: All science courses, Developmental Psychology, Nutrition, Pharmacology, ENG 112, NUR 111, 112, 113, and NUR 211, all with a minimum grade of "C")

NURS 212: Maternal-Child Nursing (6 credit hours)
It begins with a theoretical focus on maternity, women's health, and family health. Instruction in gynecology, obstetrics, and newborn care will lead to holistic care for pediatric clients. Students will build on concepts taught throughout the course and the program and apply them to the care of a pediatric client. Promoting wellness, illness prevention, and care of clients with acute and chronic illnesses throughout childhood will be taught. The course contains 128 hours of theory, 90 hours of student preparation, and 80 hours of clinical experience in various pediatric and obstetric settings. (Prerequisites: NUR 111, 112,113 with a minimum grade of "C")

NUR 213: Mental Health Nursing (4 credit hours)
Students in this course will learn the process of psychiatric nursing. The theory of mental illness, psychotherapeutic medications, therapeutic milieu, and current trends will provide the foundation for caring for a client with acute and chronic psychiatric illnesses. Content will be presented related to clients demonstrating anxiety, rituals, dissociative patterns, somatization, withdrawal from reality, depression or mania, aggression, pathological suspicion, abuse of food and chemical substances, and people with characteristic behaviors of borderline or antisocial personality disorder. The course contains 64 hours of theory, 90 hours of student preparation, and 80 hours of clinical experience in a mental health setting. (Prerequisites: NURS 111,112,113, 211, with a minimum grade of "C")

NUR 216: Leadership in Nursing (3 credit hours)
This course provides students with knowledge about the new graduate's entry into the workplace as an RN. Current leadership and management techniques are examined, along with management skills and the legal, economic, and ethical issues that impact Registered Nurses as professionals. Basic concepts of nursing informatics are presented. The RN's role in delegating responsibilities will be explored. Emphasis is placed on the student's transition into a professional role. The course consists of 64 hours of theory and 90 hours of student preparation. (Prerequisites: NUR 111, 112, 211,212 with a minimum grade of "C")

NURS 215: Gerontology/Community/Health Nursing (3 credit hours)
The course presents concepts and skills for the nursing care of older adults with common health problems in community and long-term care settings. Emphasizes physiological changes and disease processes associated with aging, as well as clinical manifestations, medical and surgical treatment, and the use of the nursing process. Health problems related to aging and their effects on various body systems are emphasized. Students are expected to apply theoretical concepts from medical-surgical nursing and adapt them to address health problems in the elderly population being cared for in various settings. The course comprises 128 hours of theory, 90 hours of student preparation, and 128 hours of clinical training. The clinical focus will be on caring for elderly clients in residential or community-based settings. (Prerequisites: NUR 111, 112, 113, 211, all with a minimum grade of "C")

NUR 217: Capstone Course (3 credit hours)
This course is designed to meet the specific needs of students preparing to take the Comprehensive Examination and the NCLEX-RN. The NCLEX-RN Test Plan and application process are explained. A review of nursing theory and test-taking strategies is provided. Hands-on practice with the computer adaptive test-taking method is provided. This course will use a standardized RN comprehensive exam as the final exam. VATI-RN and NCLEX RN 10,000 help students review for the RN Exit Exam, which is part of this course. The course consists of 128 hours of theory and 90 hours of student preparation.

Semesters: SMCAH semester-length, including summer, consists of 16 calendar weeks of instructional and clinical time.

Lecture: Ratio 1:1; one (1) lecture hour and 2 hours of student preparation time per week x 16 weeks semester is one credit hour. This means 45 hours of class time and 90 hours of student preparation are required for three credit hours per semester.

Laboratory: Ratio 1:3; three (3) supervised laboratory work hours and 2 hours of student preparation time per week x 16 weeks semester 1 credit hour. This means 45 hours of laboratory time and 30 hours of student preparation are required for one credit hour per semester.

Clinical: Ratio 1:4; four (4) hours supervised student clinical teaching per week x 16 weeks semester 1 credit hour. This means 60 hours of supervised student clinical teaching is required for one credit hour per semester.

(**Prerequisites: Students must have passed all level two courses with a minimum of 2.5 GPA before enrolling in NURS 217: Capstone and meet their financial obligations.)**

The Student Catalog/Student Handbook policies can be revised during the program to reflect current educational and healthcare practices. The administration is responsible for promptly informing Saint Michael College of Allied Health students of the changes. The new policy will be distributed to the students. The student will keep a copy of the revised policy, and a signed copy will be kept on file for each student.

COURSE DESCRIPTION

MET:100: Medical Terminology (Credit Hours)
This one-credit course serves as an essential introduction to medical terminology, focusing on the foundational components of medical language. Students will explore the structure of terms by examining prefixes, suffixes, root words, and combining forms. Through this course, participants will develop the skills needed to define, spell, and accurately pronounce medical terms commonly used in healthcare settings. Emphasis will be placed on terminology related to body systems, medical procedures, diagnostic tests, and common diseases.

Delivery Mode: Online

FACULTY PROFILE

Faculty Name	**FT/PT**	**Degree(s)**	**Area of Clinical Expertise**	**Academic Teaching (T) and Other (O) Areas of responsibility**
Michael Adedokun, Ph.D., MSN, RN	Full-Time	BSN-University of the State of New York MSN-University of Phoenix, AZ Ph- D.-Northcentral University, Phoenix, AZ	Administration	President/Program Director
Catherine Adedokun, Ed.D, MSN, RN	Full-Time	BSN-West Virginia Wesleyan, Buckhannon, WV MSN-Indiana State University, Terre Haute, IN Ed. D.- University of Wilmington, DE	Medical-Surgical Nursing/Fundamentals of Nursing/Techniques of Clinical Nursing/Maternity/Pediatric	Campus Director/Clinical Coordinator
Frida Yem Yem, MD	Full-Time	BS-Christian Albrecht Medical School, Kel, Germany MD- Christian Albrecht Medical School, Kiel, Germany	Mathematics Anatomy & Physiology, Microbiology	Mathematics Anatomy & Physiology, Microbiology
Fola Ajibola, MSN, RN	Full-Time	MSN- Walden University, Minneapolis, MN ADN - Saint Michael College of Allied Health, Alexandria, VA BS-The University of Northwestern, Saint Paul, Minnesota	Maternal Health/ Pediatric Nursing/Fundamental/ Medical-Surgical Nursing/Mental Health	Maternal Health/ Pediatric Nursing Nursing Clinical Instructor
Peter Tumenta, MSN, RN	Full-Time	BSN-Howard University, Washington, DC MSN- Walden University, Minneapolis, MN- 2025 Master's in Nursing	Medical-Surgical Nursing/Mental Health	Medical-Surgical Nursing Clinical Instructor
Rachael Willie, BSN, RN	Full-Time	Capella University, Dallas, TX, July 2024 Bachelor of Nursing MSN- Walden University, Minneapolis, MN- Anticipated Graduation Fall 2026	Fundamental/ Medical-Surgical Nursing/Mental Health/Gerontology	Fundamental/ Medical-Surgical Nursing/Mental Health/Gerontology Nursing Clinical Instructor

Sheila Beander, MSN, BSN, RN	Full-Time	BSN-University of Phoenix, AZ MSN-University of Phoenix, AZ	Fundamentals of Nursing/Mental Health/Maternal-Child Nursing/Leadership/Gerontology	Fundamentals of Nursing/Mental Health/Maternal-Child Nursing/Leadership/Gerontology
Melissa Hooks, MSN, BSN, RN	Full-Time	BSN-Washington Adventist University, Takoma Park, MD. MSN-University of Phoenix, AZ	Medical-Surgical Nursing/Mental Health	Medical-Surgical Nursing/Mental Health
Hamid Al-Hasib, BS, RN	Part-Time	ADN-University of District of Columbia BS-Johnson Smith University, NC,	Pharmacology & Nutrition	Pharmacology &Nutrition
Walid Ibrahim, DNP, MSN, BSN	Full-Time	Capella University, Dallas, TX, August 2025, Doctor of Nursing Practice Capella University, Dallas, TX, June 2023, Master of Science in Nursing Capella University, Dallas, TX, June 2023 Bachelor of Nursing Rasmussen University, Odessa, FL December 2021 Associate Degree in Nursing	Fundamentals of Nursing/Mental Health/Maternal-Child Nursing/ Leadership/ Gerontology	Fundamentals of Nursing/ Medical-Surgical Nursing
Beatrice Awino MSN, BSN, RN	Full-Time	MSN- Liberty University, Lynchburg, VA BSN-University of the District of Columbia, DC BS - Kenyatta University, Nairobi, Kenya	Fundamentals/ Med Surg/ Mental Health/Maternal-Child Nursing/ Leadership/ Gerontology	Fundamentals/ Med Surg/ Mental Health/Maternal-Child Nursing/ Leadership/ Gerontology
Cecelia Johnson, BSN, RN	Part-Time	BSN-Long Island University, Brooklyn, NY	Fundamentals/ Gerontology	Nursing Clinical Instructor, Skills Lab
Sameera Kollabatula, MS, BSN,	Part-Time-part-time	MHA-Washington Adventist University, Takoma Park, MD. BSN -University of Maryland, Baltimore, MD	Medical-Surgical Nursing/ Maternal Health Nursing/Pediatric	Medical-Surgical Nursing/ Maternal Health Nursing/Pediatric

Fatoumata Doumbia, MPH, BSN, RN	Part-time	MPH -American Public University Charles Town, WV 25414 BSN-American Public University Charles Town, WV 25414	Fundamentals of Nursing/ Medical-Surgical Nursing/Geron tology	Fundamentals of Nursing/ Medical-Surgical Nursing
Ochefu Alapa, BSc, MSc, Ph.D.	Part-time	BS-University of Ilorin, Nigeria, MS -University of Ilorin, Nigeria, Ph.D. – People's Friendship University, Russia	Mathematics	Mathematics
Ibrahim Bah, BS, MS	Part-Time	MS-Howard University, Washington, DC BS-Fourah Bay College, University of Sierra Leone Bachelor of Arts (Political Science) Higher Teachers Certificate - Milton Margai Teachers College, University of Sierra Leone	English Language and Literature General Psychology, Developmental Psychology	
Chukwudum Ewelukwa	Part-Time	MD-University of Nigeria, Enugu Campus, Nigeria	Anatomy & Physiology, Microbiology	Anatomy & Physiology, Microbiology
David Erhabor	Full-Time	MBBS-Northern State Medical University, Arkhangelsk, Russia	Anatomy & Physiology, Nutrition, Pharmacology	Anatomy & Physiology, Nutrition, Pharmacology
Elizabeth Gomes, MHA, BSN, RN	Part-Time	MHA -Washington Adventist University, Takoma Park, MD. BSN -Washington Adventist University, Takoma Park, MD	Fundamental/ Medical-Surgical Nursing	Fundamental/ Medical-Surgical Nursing/Skills Lab Nursing Clinical Instructor
Jercilla Murmu, DNP, MSN, BSN, RN	Part-Time	DNP- Southern Adventist University, Collegedale, TN MSN -Washington Adventist University, Takoma Park, MD BSN -College of Nursing, Munipal Academy of Higher Education, Karnataka, India	Fundamental/ Medical-Surgical Nursing/ Leadership/ Gerontology	Fundamental/ Medical-Surgical Nursing/ Nursing Clinical Instructor