MENNONITE COLLEGE OF NURSING

Illinois State University

2016-2017
Doctor of Nursing Practice
Student Handbook

Contents

I. Introduction to the MCN

A. History of Mennonite College of Nursing

Mennonite College of Nursing became Illinois State University's sixth academic college on July 1, 1999. The rich heritage of Mennonite College of Nursing began in 1919. For nearly 100 years, the primary mission has been to prepare professional nurses by providing a quality education. This mission continues at Illinois State. Mennonite College of Nursing is located in Edwards Hall.

B. Mission, Vision, and Philosophy

1. Mission

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally well prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined and celebrative.

2. Vision

The vision of Mennonite College of Nursing is to be a premier college of nursing dedicated to improving local and global health outcomes.

3. Philosophy

At the heart of the College's philosophy is the belief that all people share a common humanity. Each person must be regarded as having special biological, psychological, sociocultural, and spiritual dimensions and possessing the inherent rights and responsibilities of freedom of choice and self-determination. Based on these beliefs, the College strives to grow as a caring community that supports the development of the total individual.

A vital interactive relationship exists between humankind and the environment. Environment affects each person's biological being and extends beyond physical surroundings to encompass roles, relationships, and societal structures. Because all human beings influence and are influenced by their environment, all must assume the responsibility to protect the social and natural environments in which they share.

Health is a dynamic state influenced by individual, environmental and hereditary factors. State of health, which significantly influences quality of life, is shaped by many factors, including an individual's decision-making and behaviors. Pursuit of wellness is the right and responsibility of each person. Nursing holds the potential to strengthen each human being pursuing optimal health and achieving a harmony of body, mind, and spirit.

Nursing is a profession that continues to evolve through research, theory, and practice. Professional nursing, encompassing a range of therapeutic interventions aimed at promoting and restoring health, addresses actual and potential health care needs of individuals, families, groups, and communities. Nursing care is delivered in diverse settings in a systematic manner through use of the nursing process. In providing their professional services, practitioners of nursing manifest role dimensions that are collaborative and independent in nature. Because dynamic social forces influence the nature and scope of nursing practice, critical thinking, effective communication, and caring are abilities required for professional nursing practice in changing environments.

As a profession, nursing adheres to standards of practice and ethical codes as a means of ensuring quality care for all persons. The current Illinois Nurse Practice Act serve as the legal basis for the practice of nursing in the State of Illinois.

Mennonite College of Nursing is committed to cultivating the personal and professional potential of each member of the College community. The faculty believes that learning as a life-long process is promoted when intellectual inquiry, creativity, self-awareness, self-direction, maturity, and responsibility are valued. Learning is a process of developing human potential through the interaction of the individual with the environment. This interaction aims to achieve positive attitude changes, knowledge acquisition, and professional competence.

Mennonite College of Nursing provides opportunities for life-long learning and the attainment of the highest level of educational preparation in nursing through its two doctoral programs: the doctor of philosophy (PhD) and the doctor of nursing practice (DNP). These programs represent complementary, alternative approaches to attaining the doctoral degree in nursing.

Mennonite College of Nursing is dedicated to furthering the development of new knowledge for the discipline of nursing and the advancement of nursing practice. The doctor of philosophy degree prepares nurse researchers with expertise in vulnerable populations. The PhD prepared nurse will serve the public health by designing and conducting research on relevant clinical, educational, health systems, and/or health policy topics. The PhD prepared nurse may pursue a research career in the academic, business, government, or industrial setting. PhD prepared nurses may also serve as educators and/or administrators and develop or consult on health care policy in a variety of settings.

Mennonite College of Nursing is also dedicated to the preparation of expert clinicians and leaders. As a practice-focused doctoral program, the doctor of nursing practice (DNP) program focuses on practice that is innovative and evidence-based, reflecting the application of credible research findings. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic, health care improvement, and leadership skills will serve as clinical and/or administrative leaders in healthcare systems. DNP prepared nurses may also serve as educators in a variety of settings.

C. MCN Administrative Organization and DNP Support Staff

Name	Edwards Hall Room	Telephone	E-mail
Dean Judy Neubrander, Ed.D., FNP-BC	Dean's Suite 3rd Floor	Susan Lynch 438-2174	slynch@ilstu.edu
Associate Dean H. Catherine Miller, EdD, RN, CNE	Dean's Suite 3rd Floor	Heather Winfrey-Richman 438-2176	hwinfre@ilstu.edu
Graduate Program Coordinator Caroline Mallory, PhD, RN	303	438-2659	cmmallo@ilstu.edu
Undergraduate Program Coordinator Kim Astroth, PhD, RN	303	438-2367	kmastro@ilstu.edu
Assistant Dean, Office of Student & Faculty Services Janeen Mollenhauer, MS, LCPC	112 K	438-2417	jrmolle@ilstu.edu
Associate Director, Business & Finance Diane Folken	308	438-2247	dmfolke@ilstu.edu
Associate Director, Public Relations Amy Irving	321	438-7418	amirvin@ilstu.edu
Associate Director, Technology Chris Morgan	102	438-2637	crmorga@ilstu.edu
Assistant Professor and DNP Program Leader Teresa Valerio, DNP, APN, FNP-BC, CBSM	221	438-2773	tvaleri@ilstu.edu
Academic Advisor / Transcultural Coordinator Melissa Moody, MS	112 J	438-7035	mkmoody@ilstu.edu
Clinical Practice Coordinator Tricia Wiegner	303 A	438-1403	tnwiegn@ilstu.edu

II. Overview of the Doctor of Nursing Practice

A. Values

Mennonite College of Nursing is proud to be a part of Illinois State University, a Carnegie Doctoral/Research University institution. The doctor of nursing practice program is congruent with the University mission to provide doctoral education in an area of programmatic strength and to meet the compelling need for doctoral prepared nurses in and out of the academic setting.

Mennonite College of Nursing supports ISU's strategic plan *Educating Illinois*, (http://www.educatingillinois.ilstu.edu/), with a belief that doctoral education for nurses must reflect the values of Illinois State University, including individualized attention, public opportunity, active pursuit of learning and scholarship, diversity, and innovation. Mennonite College of Nursing espouses complementary values consistent with the discipline of nursing, including altruism, autonomy, human dignity, integrity, and social justice.

The doctor of nursing practice expands on the University and College values in the following ways:

- Course and clinical expectations are individualized based on prior education and experience.
- The development of a peer network contributes to long-term collaborative relationships important for clinical practice and leadership. An environment that promotes professional collaboration among students is valued.
- The curriculum will be accessible to all enrolled DNP students.
- The curriculum and scholarly project experiences will reflect individual student interests within areas in which there are faculty and/or preceptor experts to mentor students.
- Learning and scholarship at the doctoral level require a high degree of student motivation and ability. Selection criteria for admission will assure that students are capable of successfully completing the program of study.

As identified by the American Association of Colleges of Nursing (AACN), the benefits of practice focused doctoral programs include:

- Development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- Enhanced knowledge to improve nursing practice and patient outcomes;
- Enhanced leadership skills to strengthen practice and health care delivery;
- Better match of program requirements and credits and time with the credential earned;
- Provision of an advanced educational credential for those who require advanced practice knowledge but do not need or want a strong research focus (e.g., practice faculty);
- Enhanced ability to attract individuals to nursing from non-nursing backgrounds; and
- Increased supply of faculty for practice instruction.

B. Outcome Competencies

1. Program Outcomes

Program outcomes are congruent with the Mennonite College of Nursing mission and vision and have been developed to reflect the professional nursing standards and guidelines presented in *The Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing, 2006). Graduates from the DNP program will be prepared to:

- engage in organizational and systems leadership to create practice environments that improve health care outcomes
- participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes
- synthesize scientific, theoretical, and technological data from a variety of disciplines to improve health care systems and health outcomes for individuals and populations
- demonstrate leadership in development and implementation of health policy
- collaborate with intraprofessional and interprofessional teams to create change in health care systems

2. Essentials of Doctoral Education for Advanced Nursing Practice

The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) delineated foundational outcome competencies for all graduates of a DNP program within eight "essentials."

Essential I: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- Use science-based theories and concepts to:
  o Determine the nature and significance of health and health care delivery phenomena;
  o Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
  o Evaluate outcomes.
- Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
- Ensure accountability for quality of health care and patient safety for populations with whom they work.
  o Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
  o Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  o Develop and/or monitor budgets for practice initiatives.
  o Analyze the cost-effectiveness of practice initiatives, accounting for risk and improvement of health care outcomes.
  o Demonstrates sensitivity to diverse organizational cultures and populations, including patients and providers.
- Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:

- Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
- Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
- Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

- Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
- Use information technology and research methods appropriately to:
  - Collect appropriate and accurate data to generate evidence for nursing practice
  - Inform and guide the design of databases that generate meaningful evidence for nursing practice
  - Analyze data from practice
  - Design evidence-based interventions
  - Predict and analyze outcomes
  - Examine patterns of behavior and outcomes
  - Identify gaps in evidence for practice
- Function as a practice specialist/consultant in collaborative knowledge-generating research.
- Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential IV: Information Systems/Technology and Patient Care technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

- Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
- Analyze and communicate critical elements necessary to the selection, use, and evaluation of health care information systems and patient care technology.
- Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
- Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
- Evaluate consumer health information sources for accuracy, timeliness and appropriateness.

Essential V: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

- Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
- Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
- Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
- Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
- Advocate for the nursing profession within the policy and healthcare communities.
- Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
- Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:

- Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
- Lead interprofessional teams in the analysis of complex practice and organizational issues.
- Employ consultative and leadership skills with intra-professional and interprofessional teams to create change in health care and complex healthcare delivery systems.

<u>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</u>

The DNP program prepares the graduate to:

- Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
- Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
- Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

<u>Essential VIII: Advanced Nursing Practice</u>

The DNP program prepares the graduate to:

- Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
- Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
- Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.
- Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidenced-based care to improve patient outcomes.
- Guide, mentor, and support other nurses to achieve excellence in nursing practice.
- Educate and guide individuals and groups through complex health and situational transitions.
- Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice.* Washington, DC: Author.

C. DNP Program Degree Requirements

Students must successfully complete thirteen courses, including 3 Scholarly Project courses, 3 Clinical Residency courses for a total of 34 credit hours, and the required dissemination endeavors.
The program is designed so that a student with a Master of Science in Nursing Degree will be able to complete the DNP degree within 7 semesters of study, depending on the individual's plan of study.

Each doctoral student will agree to a plan of study listing these thirteen courses and the semester that each course will be taken. This form will be part of the student's permanent file. In addition, all applicants

will be evaluated individually based on prior educational work as well as current experience. The plan of study will be designed to include additional coursework, if necessary, to best position the student to achieve the educational objectives of the curriculum. The plan of study should be reviewed each semester and any revisions to the plan must be approved by the Graduate Programs Advisor and the Faculty Advisor. If approved, a revised plan of study form must be submitted to the Graduate Programs Advisor with appropriate signatures.

Students must complete a minimum of 1000 faculty-supervised clinical hours post-baccalaureate degree. A graduate level epidemiology course and a current statistics course are co-requisites to the post-master's DNP curriculum.

The DNP program is based on national expectations and competencies for graduates of DNP programs as stated by the American Association of Colleges of Nursing.

D. Courses and Sequencing for the Post-Master's DNP

Course #	Course title/description	Semester Hours
509	Introduction to Nursing Informatics	3
511	Health Policy	3
562	Leadership in Health Care Systems	3
564	Evidence-Based Practice	3
565	Changing Health Care Systems: Quality Science and Management (Prerequisites: Evidence-Based Practice and Finance courses)[1]	3
451 or 569	Financial and Resource Management of Health Systems (for APN DNP students), or Advanced Financial and Resource Management for Health Care Systems (for NSA DNP students)	3
535	Applied Data Management and Analysis	3
543	Scholarly Project I (development) [2, 3]	3
545	Scholarly Project II (implementation) [3]	2
547	Scholarly Project III (evaluation/dissemination) [3]	2
550	Clinical Residency I [2, 3, 4]	2
552	Clinical Residency II [3]	2
554	Clinical Residency III [3]	2
	TOTAL HOURS	34

[1] May take Finance course concurrently.

[2] Before beginning the Scholarly Project I and Clinical Residency I courses, all other course work including at least 600 clinical hours must be passed.

[3] Scholarly Project and Clinical Residency courses are to be taken concurrently, in sequential order (I, II, III), and in consecutive academic terms.

[4] If the student has less than 640 hours from their master's degree curriculum, additional course hours (see below) or additional clinical hours in Clinical Residency I will be needed to achieve the required1000 faculty-supervised clinical hours post-BSN.

560	Advanced Nursing Practice Experience (up to 150 clinical hours may be accumulated with 1 academic credit hour)	1-4

E. Graduate Statistics Requirement
Statistics preparation is an expectation of incoming DNP students. Students may either take a statistics placement exam to demonstrate statistics proficiency, or take a Master's level statistics course, NUR 409 Understanding Statistics or equivalent, the first summer session of the DNP program.

The placement exam covers content from the Master's level statistics course such as descriptive statistics, probability, normal distribution, hypothesis testing, correlation, regression, and one-way analysis of variance (ANOVA).

Students who obtain above 80% on the placement exam will have demonstrated proficiency and will have met the graduate level statistics requirement allowing enrollment in the Applied Data Management and Analysis course according to their individual plan of study. Students who obtain below 80% on the placement exam will take NUR 409 or an equivalent course the first summer session of the DNP program. The placement exam will be taken on the ISU campus and will be proctored by a MCN staff member. The placement exam must be completed within one year prior to the first summer of enrollment in the DNP program. This timeline is to ensure that the student can enroll in the graduate level statistics course in the first summer of the program if completion of the placement exam is below 80%. The student may only take the placement exam one time to show proficiency. If the student does not show 80% proficiency on the first placement exam, the student will be required to register for NUR 409 the first summer in the DNP program or an equivalent course. Students who wish to take the exam may schedule a time to do so by calling the, Office of Student and Faculty Services, 309-438-7400.

Course currency requirement for graduate level statistics is one year from the start of the DNP program. If a student successfully completed NUR 409 or a graduate level statistics transferrable equivalent within one year of beginning the DNP program, they will have met the graduate level statistics course requirement. If the student successfully completed a graduate level statistics course but it was taken more than one year ago, the student may choose to take the statistics placement exam to demonstrate proficiency as noted above or they may enroll in NUR 409 and audit the course. If the student completes the placement exam but fall below the 80%, they will be required to enroll in NUR 409. Requirements for auditing the course are the same as for a student taking the course for a grade, full participation to include successful passing of exams is required to demonstrate proficiency. Auditing a course does not impact the GPA as no letter grade is assigned.

Statistics Course Description
- NUR 409: Understanding Statistics
  Introduction to basic concepts, issues, and procedures related to descriptive and inferential statistics.

F. Writing Competency
To ensure that students in the DNP program have the required writing competency skills needed for success in the program, the college will address writing skills during the mandatory orientation that takes place prior to the beginning of the DNP program as well as during the intensive sessions that take place in May each year. If students need additional writing assistance, ISU has the Visor Writing Center on campus at 12 Vrooman Center, 309-438-7100.

G. Required On-Campus Visits
Students will be required to attend yearly scheduled on-campus intensive sessions throughout the program on the Illinois State University campus.

New students will also be required to attend an orientation on campus prior to the beginning of the program. Details about the orientation will be included in acceptance letters or by email.

H. Scholarly Project

1. Purpose
All students are expected to design and conduct a Scholarly Project, and then disseminate the findings of the project through a variety of venues. The project demonstrates synthesis of the student's work and provides the foundation for future scholarly endeavors. The project is to demonstrate identification and resolution of a practice problem through the scholarship of application. The primary objective of the project is the improvement of patient health outcomes in the practice setting.

2. Committee Selection

The Scholarly Project will be under the direction of a Mennonite College of Nursing faculty member. The structure of the committee will be two to three individuals. The size of the committee should take into account the strengths and limitations of both the DNP student and his/her faculty chairperson, with two goals in mind. First, there needs to be an alignment of the DNP student with appropriate research and/or content experts in the area of the proposed Scholarly Project. Second, the committee structure needs to be such that the project can be completed in a timely manner so as to increase the impact of the project on the intended clinical site and/or population.

The student's Faculty Advisor will serve as chair of the scholarly project committee. Ideally, students are matched with a doctoral-prepared faculty member upon admission to the program who has a scholarly interest or expertise in the student's area of focus for the Scholarly Project. That faculty member will serve as the student's advisor and chair of the Scholarly Project committee. The second member of the committee will be the preceptor (master's or preferably doctoral-prepared) within the organization or setting where the project is taking place. If needed, a third person may be added to the committee who has specific expertise applicable to the project.

Selection of Scholarly Project committee members should be completed prior to the student's enrollment in the Scholarly Project I course. The "Request for Appointment of Scholarly Project Committee" form is to be completed and submitted to Mennonite College of Nursing Office of Student and Faculty Services. Any changes in the committee composition must be approved by the student's Faculty Advisor and notification given to the Office of Student and Faculty Services.

3. Process

The development, implementation, and evaluation/dissemination of the Scholarly Project will be facilitated through three courses in the DNP curriculum:

- Scholarly Project I: Development of the project
- Scholarly Project II: Implementation of the project
- Scholarly Project III: Evaluation and dissemination of the project

Relevant content related to the project will be included in these courses, as well as the application of material from other courses within the DNP curriculum. Although some students may progress more quickly through their projects, the typical process, described in the following steps, will be completion of Steps 1 and 2 during the Scholarly Project I course, Step 3 during Scholarly Project II, and Steps 4 and 5 during Scholarly Project III.

Step 1: Scholarly Project Proposal

The project proposal will include:
- Overview of the project
- Problem statement and background information including description of the project and how the project intervention addresses at least one challenge or problem that influences healthcare for a significant number of persons
- The need and feasibility of the project including market/risk analysis
- Projected leadership skills expected of the DNP graduate
- Evidence of stakeholder support for the project
- An evidence-based interventional proposal
- A timeline which includes all phases of the project and is reasonable and comprehensive
- Evaluation plan with methodology and measures included that are evidence-based
- Budget (if applicable) with funding sources identified
- Evidence of IRB completion

Step 2: Scholarly Project Proposal Approval and IRB Application

The Scholarly Project Proposal must be presented to and approved by the committee members. The student must set a Scholarly Project Approval Meeting that is mutually approved by all of

the committee members. At least 14 calendar days prior to this meeting, the student must submit a copy of the Scholarly Project Proposal to all of the committee members. At the meeting the student will present a PowerPoint presentation of the project to the committee members.

The student will revise the written Scholarly Project Proposal based on feedback received from the Committee and return the revised proposal to the committee for final approval by a date agreed upon by the committee members and the student. Upon written approval received from the committee, the DNP student may move forward with an IRB application.

The chair of the Scholarly Project committee shall be listed as the Principal Investigator (PI) on the IRB application. Written approval of the IRB application must be presented to the Scholarly Project committee upon completion of this step. At this point, the student and committee members are to discuss authorship of future publication of the project and its findings and negotiate agreement of authors. The Authorship Agreement form is to be completed at this time.

Step 3: Data Collection

Once written approval from the IRB has been obtained, the DNP student may begin data collection. It is suggested that the student meet with the College statistician as needed. During this time the DNP student initiates regular communication with the Committee chair and members. At least monthly updates are expected.

Step 4: Analysis/Synthesis of Findings and Summary of Findings

The DNP student is to:
- Analyze, if appropriate, and synthesize findings from the project
- Establish conclusions and recommendations based on the synthesis of evidence from the project
- Develop a scholarly document to be presented to the Scholarly Project Committee

Step 5: Dissemination of Findings

Upon completion of the Scholarly Project, the student is required to submit in writing, the formal report of the project. The written report is to be submitted to all members of the Scholarly Project Committee for final approval.

4. Dissemination

To meet DNP graduation requirements, dissemination of the Scholarly Project must include:
- A submitted poster presentation of the Scholarly Project proposal at a professional conference as part of the Scholarly Project I course
- An on-campus presentation of the completed Scholarly Project to the Scholarly Project Committee and interested members of the College/University community at the completion of the Scholarly Project III course.
- A podium presentation of the completed project to either the stakeholder organization or setting or at a regional, state, or national professional conference at the completion of the Scholarly Project III course.
- A submitted manuscript of the completed project to a peer reviewed professional journal at the completion of the Scholarly Project III course.

In all dissemination efforts, the student is to comply with the Authorship Agreement completed during Step 2 of the Scholarly Project process in terms of co-authorship. As such, dissemination efforts are to be approved by the Scholarly Project chair prior to submission.

III. Policies and Procedures

A. Policy on Progression
This policy specifies the requirements for progression in the DNP program. Students are encouraged to work closely with their academic advisors to ensure steady progress through these requirements.

1. Residency Requirement
The ISU residency requirement (see ISU Graduate Catalog) will be followed and fulfilled in the following way:
- Post-master's DNP students will complete two (2) consecutive academic terms of enrollment in Clinical Residency coursework.

Students must file the Declaration of Residency form for approval prior to entering into residency.

2. Continuous Registration
The ISU policy on continuous registration will be followed (see ISU Graduate catalog). Students must notify the College if circumstances prohibit continuing registration. If students anticipate that continuous registration is not possible, students are advised to talk with their advisors and the Graduate Program Coordinator to ensure adherence to University policies.

3. Time Limitations
Students are required to complete the degree by the end of five (5) calendar years, starting from the initial registration date as a DNP student.   To apply for extension of time to complete the program, the student must submit the ISU Request to Extend Time to Complete Graduate Masters/Doctoral Degree Program Form, http://grad.illinoisstate.edu/academics/forms/

B. Clinical Residency and Preceptor Information
Students must complete clinical/practicum hours in the DNP program. It is necessary to follow the protocol for obtaining and securing a preceptor for those hours. Please see the DNP website, Advising Tab, and Forms for Clinical Residency Guidelines, Preceptor Agreement form, and other related forms. http://nursing.illinoisstate.edu/dnp/advising/

C. Advising
Students in the DNP program are advised by the MCN Graduate Programs Academic Advisor as well as an assigned Faculty Advisor.

Upon admission to the program, students are directed to contact their Graduate Program Academic Advisor for an initial advising appointment. In this appointment the student and advisor will develop the plan of study, review instructions on how to register for courses, discuss the master's level statistics requirement, declaration of residency requirements and clinical hour requirements. After the initial advising meeting, students will receive an email every semester with registration information to their ISU email account. Students will only be eligible to register for the upcoming semester if they are in compliance with all health and safety requirements. The Health and Safety Compliance Officer provides updates to the Academic Advisor each semester as registration opens to inform of those students who are eligible to register. If the student is not eligible to register due to incomplete health records, the student must submit any deficient items to update health records in order to become eligible to register.

If a student finds it necessary to alter the agreed upon plan of study, the student must contact the Graduate Programs Academic Advisor to develop a revised plan of study. Change to a plan of study will likely result in delayed graduation.

A Faculty Advisor for each DNP student is determined by the DNP Program Leader. A clinical and scholarship interest match between student and faculty is an important consideration in assignment of a Faculty Advisor. Once the match has been determined, the DNP Program Leader assists the initial link between student and Faculty Advisor. The Faculty Advisor will assist students with plans related to accruing clinical hours, scholarly projects, and research interests.

1. Annual Review

The DNP student and Faculty Advisor will meet at least yearly (May) to evaluate progress in the program. The meeting should focus on the student's professional development including;
- establishing goals for the academic year,
- reviewing progress toward the achievement of annual goals and begin planning for the next academic year,
- The student and Faculty Advisor will meet at least 2 times during each Scholarly Project course to evaluate progress and set goals for completion of the project.

D. Health and Safety Compliance Requirements

All students entering the Nursing Program are expected to be in compliance with all Health Requirements of the broader university and Mennonite College of Nursing. The university signs contracts with nursing clinical agencies that state that our students' background checks and drug screens are clear. We must disclose this information with every clinical agency you enter as a part of your clinical/practicum/residency experiences. It is the facility's right to deny access if they choose.

These health and safety requirements include, but are not limited to the following: immunizations, blood titers, TB skin test, influenza vaccination, drug test, and criminal background checks. Given that some clinical sites will require students to provide verification that they have completed certain immunization requirements, students are responsible for providing a copy of the health record directly to the clinical agency requesting the information. Therefore, it is vital that students keep a copy of ALL immunization records in a secure file for easy access at all time when enrolled in nursing courses.

In addition, some experiences may require additional criminal background checks and finger printing in order to participate at their clinical site. Faculty will advise when this is necessary.
Note that these requirements are subject to change at any time period during the academic year as dictated by clinical placements. Compliance with all health requirements is expected. Those students not in compliance with these requirements by specified timeframes may NOT register for courses, participate in courses and/or clinical until deficiencies are completed.

E. Blood Borne Pathogens Requirement

Students and faculty of Mennonite College of Nursing follow the Illinois State University Blood Borne Pathogens/Infectious Waste Exposure Control Plan prepared by the Environmental Health and Safety Office. This plan can be found at: http://ehs.illinoisstate.edu/services/occupational/pathogen

Students and faculty also follow standard precautions and recommendations set forth by the Centers for Disease Control and Prevention and can be accessed at http://www.cdc.gov

Procedure for reporting student exposure to blood/body fluids

Upon significant exposure to blood/bodily fluids during clinical experience or in the clinical nursing lab the following actions are implemented:
1. The student immediately reports the exposure to the instructor or lab staff
2. The clinical agency's protocol for exposure/injury is followed immediately. Should the incident occur in the lab, the lab personnel will dispose of the contaminated needle and communicate the event to the Simulation Lab Coordinator or Director.
3. Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to "The Bloodborne Pathogen/Infectious Exposure Control Plan" at: www.policy.illinoisstate.edu/health-safety/5-3-7.shtml
4. The student and faculty complete an Incident Report available on the ISU Environment Health and Safety website at http://www.ehs.ilstu.edu/downloads/Non-employee.pdf. After downloading and completing the form, the original should be sent to the Environmental

Health and Safety address on the form. A copy of the completed form should be delivered to the Mennonite College of Nursing Associate Dean's office by the student.

5. The student is solely responsible for all healthcare expenses (i.e. treatment, evaluation, etc.) that may be incurred as a result of injury exposure to blood/bodily fluids.

F. Changing Faculty Advisors

If a change in Faculty Advisor is necessary, the student and Faculty Advisor should first discuss this matter. A change in Faculty Advisor may be warranted if the student distinctly changes the focus of his/her scholarly project through the course of doctoral study. Students must complete a Change of Advisor form and secure signatures from both current and new advisors and the Graduate Program Coordinator before submitting the forms to the Office of Student and Faculty Services.

G. Student Advisement Responsibilities

The student bears substantial responsibility to assure that advisement occurs in a timely and appropriate manner. The student is responsible for:

1. Communicating regularly with his/her advisor regarding progress, plans, goals and any problems that might occur
2. Initiating contact with Faculty Advisor
3. Being aware of College of Nursing policies and requirements
4. Following the plan of study and goals as agreed upon with Graduate Programs Advisor and Faculty Advisor
5. Participating in annual review
6. Reporting any problems that might delay the completion of coursework, or scholarly project progress
7. Requesting and completing all appropriate documents consistent with the completion of the doctoral degree
8. Participating in the selection of committee members for the scholarly project

H. ISU Code of Conduct Values

To be a student at Illinois State University, we expect you to recognize the strength of personal differences, while respecting institutional values. You are encouraged to think and act for yourself, as that is the purpose of higher education. However, we expect you to understand that the University has non-negotiable values in which it believes strongly. These values include:
• Character
• Conscience
• Civility
• Citizenship
• An Appreciation of Diversity
• Individual and Social Responsibility

These values are the hallmark of the University, and will be protected diligently. Each person has the right and ability to make decisions about his or her own conduct. Just as importantly, each person has the responsibility to accept the consequences of those decisions. When individual behavior conflicts with the values of the University, the individual must choose whether to adapt his or her behavior to meet the needs of the community or to leave the University. This decision, among others, assists each person to determine who he or she is with respect to the rest of society.
You may access the Code of Student Conduct at:
http://deanofstudents.illinoisstate.edu/conflict/conduct/code/

I. Academic Integrity

Illinois State University values academic integrity very highly. Students are expected to be honest in all academic work. Illinois State University considers it to be a serious issue if a student has not submitted solely his/her own work, not given credit thoroughly to sources, or completed a test or assignment using

unauthorized materials/assistance. A student's placement of his/her name on any academic exercise shall be considered as assurance that the work is the result of the student's own thought and study.

Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. This includes upholding the integrity of the academic process, as well as, providing a community free of disruptions. The following restrictions are designed to foster a healthy and peaceful learning community. Their violation will result in disciplinary action.

For more information: http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php

J. Research Integrity Policy
Students are expected to maintain ethical integrity in all scholarly endeavors. Misconduct or fraud in scholarly endeavors may be grounds for disciplinary action. Research or scientific misconduct includes but is not limited to the following: **Fabrication of Research Data**; **Plagiarism;** or **Falsification in Reporting.**

Further information on the expectations regarding integrity in research is located at http://www.policy.ilstu.edu/conduct/1-1-8.shtml and http://research.illinoisstate.edu/ethics/

K. Confidentiality
Confidentiality of patient information is expected. Only relevant information obtained from or about a patient may be disclosed to the health care personnel, faculty, and peers involved in the individual's care. Breach of confidentiality can lead to expulsion from the College of Nursing. Confidentiality, HIPPA and Social Media expectations will be reinforced in orientation and a quiz over this knowledge, along with a signature of understanding will be completed.

To understand the limits of appropriate use of social media, it is important to have an understanding of confidentiality and privacy in the health care context. Confidentiality and privacy are related, but distinct concepts. Any patient information learned by the nurse during the course of treatment must be safeguarded by that nurse. Such information may only be disclosed to other members of the health care team for health care purposes. Confidential information should be shared only with the patient's informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions the nurse's obligation to safeguard such confidential information is universal.

Federal law reinforces and further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances. The definition of individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual. Social and electronic media possess tremendous potential for strengthening personal relationships and providing valuable information to health care consumers. Nurses need to be aware of the potential ramifications of disclosing patient-related information via social media. Nurses should be mindful of employer policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media. By being careful and conscientious, nurses may enjoy the personal and professional benefits of social and electronic media without violating patient privacy and confidentiality.

L. Provisional Admission
When a student is provisionally admitted to the DNP program because at the time of application and admission, official licensure/certification documentation had not been received, the student has a 6 month grace period from the time of enrollment to submit the official documentation to MCN Office of Student and Faculty Services.

M. RN Licensure

Applicants to and current students of the Mennonite College of Nursing doctor of nursing practice program are required to hold unencumbered licensure in every state in which the student is licensed and are required to provide evidence of <u>current RN licensure in their state of employment.</u>   It is the applicant's/student's responsibility to ensure that the College has current licensure and certification information on file. Mennonite College of Nursing reserves the right to verify licensure status.

Should a change in licensure, such as license suspension or revocation, occur, it is the responsibility of the student to provide this information to the Graduate Program Coordinator. Students without current licensure are prohibited from participating in any coursework. Failure to report licensure changes will result in disciplinary action, including possible dismissal from the academic program.

N. Change of Address

All students need to notify the MCN academic advisement office regarding any changes in address or telephone numbers to ensure students receive proper mailings. Students must also update their information through the MyIllinoisState Portal, Profile Tab, under Contact/Address Information.

O. Clinical Name Badges

Graduate students are expected to wear proper identification when participating in clinical practicum experiences. A Mennonite College of Nursing photo identification nametag can be obtained through the Redbird Card office located on the second floor of the Bone Student Center.

P. Dress Code

As professional nurses and nursing students of MCN you are required to wear work place professional attire. Adherence to the dress code policy at the location of your clinical/practicum experience is expected. Body adornment should be minimally visible. If you have questions about appropriate attire please address this with the DNP Program Leader.

Q. Class Attendance

Students are expected to fully participate in program courses and course requirements. Frequent or prolonged lack of participation in courses may necessitate that the student withdraw from the course(s). All matters pertaining to student health and illness are to be referred to the course instructor and the Faculty Advisor, if appropriate. A student wishing to drop a course must discuss the matter with the instructor and the Academic Advisor.

R. Academic Progress

1. Progress Toward the Degree: Students are expected to adhere to their plan of study and to communicate with faculty, Sequence/Program leader and/or Graduate Program Coordinator/Advisor when deviations from the plan of study are necessary. The college is committed to keeping students on time to degree, but modifications to the plan of study are likely to result in delayed degree completion.
2. B Policy: For students enrolled in graduate coursework at Mennonite College of Nursing, a grade of a "B" is considered "minimum passing" work. Any student receiving a "C" or below in a course must repeat the course. Students are allowed to retake a maximum of 3 hours of course work in each sequence in which they are enrolled. Students receiving a "C" or below in more than 3 hours will be dismissed from the program consistent with the graduate school policy. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.
3. Course Progress Reports: Course faculty are readily available to discuss student progress in courses. Students who, in the judgement of faculty, are at risk for academic jeopardy will receive a Course Progress Report from the course faculty. Indication of a performance deficiency may include but are not limited to:
    a. Faculty determine that the student is in academic jeopardy

      b.   Receiving a failing score on any assignment
      c.   Demonstrating unsatisfactory clinical performance and/or a pattern of behavior not consistent with clinical expectations
      d.   Suspension from clinical for dangerous or unsafe behavior

The purposes of these reports are to
      a.   Ensure effective communication between students and faculty
      b.   Assist students to understand the nature of their academic situation
      c.   Identify strategies for improving student performance

Students who receive a progress report are expected to meet with their instructor within one week of receiving the report. After meeting with the student, the instructor will provide a copy for the student and retain a copy for their own file. A copy will also be provided to the Sequence/Program Leader, Graduate Program Coordinator and Graduate Program Academic Advisor (for placement in student's file). See form on the MCN website with other PhD forms: http://nursing.illinoisstate.edu/doctoral/advising/

S. Transfer of Course Work

Upon recommendation of the College and with the approval of the Graduate School, a student may request transfer of a maximum of 40% graduate credit from another college or university that is accredited by the appropriate regional accrediting association for use in meeting the requirements of the DNP degree. Credits more than 5 years old at the time of first registration into a degree program are not transferable from other institutions. The work must not form part of a degree program elsewhere. Under special circumstances, the Graduate School may allow a student to present a larger number of credits if recommended by the College.

A student who plans to take work elsewhere should obtain prior approval from the College indicating that the course or courses are appropriate to the student's curriculum at Illinois State University. To be considered for transfer of credit, a course must be taught at the graduate level and the student must have received at least a grade of "B" in the course. In addition, a College evaluation of all courses presented is necessary prior to consideration by the Graduate School. If the College approves the transfer of credits, the student requesting credit is required to submit the official transcript for the course work to the College. Following receipt of the official transcript, the College will request by email to Registrar staff to have electronic record updated with transfer work and MCN course equivalents. These credits will be noted on the student's degree audit at time of graduation.

There are situations in which a student may have completed a course that is equivalent to a DNP course in another program. Under these conditions, the course(s) may be considered as a substitute for the DNP program course. However, the student still must meet the total DNP program hours by completing additional coursework. The course currency requirement of a course not being more than 5 years old at time of first registration to MCN DNP program may be applied in this situation.

T. Clinical/Practicum Hours

Students in the DNP program have courses which require clinical/practicum hours. In order to complete one academic credit hour for a clinical/practicum course, a student must complete a minimum of 120 clinical/practicum hours. ie. 1 academic credit hour = 120 clinical/practicum hours. *The exception to this rule is if enrolling in NUR 560, 1 academic credit hour is equal <u>up to</u> 150 clinical/practicum hours.*

NUR 560 Advanced Practice Experience
Students who have not yet acquired 640 faculty-supervised clinical hours to meet the prerequisite requirements of the post-master's DNP program will enroll in NUR 560 to build faculty-supervised clinical hours to fulfill the 640 hour requirement. One academic hour of NUR 560 is equal to up to 150 clinical hours. A student may enroll in up to 4 academic credit hours of NUR 560. It is possible to allow for clinical hours to continue into the next semester by obtaining an incomplete grade for the course if it is not possible to complete 150 clinical hours in one term.

U. Required Forms

There are various forms that must be completed at different times during your program and submitted as directed on the form. You can locate these forms on the MCN DNP website under the Advising tab at: http://nursing.illinoisstate.edu/dnp/advising/

A DNP program student guide form is also available to help you track your requirements and accomplishments. This checklist is a general guide and DOES NOT include dates, deadlines, etc. Please use it as an organizational tool in addition to this handbook

V. Mennonite College of Nursing Student Grievance Policy

Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined in the following website:
http://deanofstudents.illinoisstate.edu/conflict/conduct/process/

As outlined in this policy, "A grievance is defined as a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the University community which in any way adversely affects the status, rights, or privileges of any student. Typically, grievances are a response to an action that has been taken against a student by a faculty or staff member that is without justification or basic fairness. Most often, grievances arise based on a student's belief that a grade awarded in a class was unfair and not in accordance with the work performed. In other cases, students might be deprived of their status, rights, or privileges based on an arbitrary and/or capricious action."

<u>If a student is not sure whether or not the action in question can be challenged through the grievance process, please contact Student Conduct and Conflict Resolution at (309) 438-8621.</u>

Informal Process

1. If a student has a grievance or complaint, the student should attempt an informal resolution with the faculty or staff member in question.
2. If this proves unsuccessful, the student should seek informal resolution with the course coordinator (for clinical courses).

Formal Process

If an informal resolution is not successful, the student may proceed to initiating a formal complaint/grievance.

1. To initiate the formal process, the student must file a written formal complaint within 30 working days of the alleged grievance. The written complaint must:
    a. Be word processed
    b. Be signed and dated
    c. Include student current address and phone number
    d. Be concise and specific, with names and dates wherever relevant and possible
    e. Clearly state the act or decision being challenged
    f. Clearly state why the act or decision is unauthorized or unjust
    g. Briefly describe your attempts to reach an agreement through informal discussions with the instructor and/or course coordinators.

2. Failure to include all required information will result in a delay of the grievance process. Written complaints will not be reviewed until all information is provided.

3. The Graduate Program Coordinator will review the formal complaint and meet with the student and/or faculty/staff member within 10 working days of receipt of the complaint.

4. The Graduate Program Coordinator will attempt to facilitate resolution of the grievance at the College level. Student Conduct and Conflict Resolution (SCCR) is available to provide a 3rd party mediator for internal grievance meetings. When this service is requested, the student should contact SCCR a minimum of 3 days prior to the meeting scheduled with the Graduate Program Coordinator to arrange for a mediator to be present.

5. If a resolution is not achieved within the College, a grievance request may be filed by the student with the Student Conduct and Conflict Resolution Office or the Office of Equal

Opportunity and Access as appropriate. Student Conduct and Conflict Resolution is responsible for coordinating the formal student grievance process at the university level. This process exists to provide students an opportunity to request that the University review actions or decisions of University faculty and staff members. The Student Grievance Committee is responsible for reviewing student complaints and investigating cases it deems necessary of investigation.

W. Final Course Grade Challenge Policy

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade. The full policy can be found at http://policy.illinoisstate.edu/academic/4-1-20.shtml

X. Readmission Policy

Graduate students who wish to return to Mennonite College of Nursing after a lapse in registration of one calendar year or more must apply for readmission at the Office of Admissions, http://welcome2isu.IllinoisState.edu/uPortal.

Additional admission materials may be required by the College of Nursing after review of the student's previous admission materials. Those students with less than a one calendar year lapse may register for non-clinical classes without completing a readmission application. Registration for clinical courses is considered on an individual basis and must be approved by the Graduate Program Coordinator.

Students who are not in good standing and who have not maintained continuous enrollment (excluding summer terms), who wish to return to the university are required to apply for readmission as students on academic probation. Students who have been dismissed from a graduate program at Mennonite College of Nursing are not eligible for readmission to that program. Readmission to a different program will require that the applicant meet the Academic Progress policy and will require a complete application to the newly selected program, including a new essay outlining educational and professional career goals relevant to the newly selected program.

Y. Pregnancy

The United States Office for Civil Rights has provided additional guidance regarding pregnant students. Pregnancy is defined as pregnancy, childbirth, or medical/common conditions related to pregnancy or childbirth. As a result of this newly enacted guidance, students requesting an accommodation due to pregnancy may contact the Office of Student Access and Accommodation Services at 309/438-5853.

IV. Technology Requirements

Students can find the most current computer requirements on the MCN web page under the "Student Life" tab, under the heading of "Technology." http://nursing.illinoisstate.edu/studentlife/

A. Computer Requirements

To successfully complete the DNP program in the College of Nursing, students are expected to have frequent and convenient access to computer and Internet resources. The doctoral courses are online with limited on-campus intensive sessions.

Doctoral students may be required to either purchase or have access to specialized software, such as SPSS for data management classes and RefWorks or Endnote for compiling annotative bibliographies. Illinois State University students can take advantage of special hardware and software pricing as well as installation support at the TechZone on campus. See the TechZone website at: http://techzone.illinoisstate.edu/.

Upon entry to the DNP program, it is expected that students will have prerequisite computer skills in word processing, email, attachments, PowerPoint, Excel, uploading and downloading documents, and internet use. If you are lacking any of these skills, it is important that you obtain these skills through courses or free online tutorials that are available on the web. The College of Nursing also requires students have an ISU email account (name@ilstu.edu) in your name as long as you are a student in the program.

B. Resource Requirements for ReggieNet Use

Distance Education is incorporated in the DNP program to create the opportunity for students to participate in classes by using the technology from their home or office. MCN uses ReggieNet. ReggieNet allows students and instructors the ability to hear each other, share data, presentations, and anything else that is brought to class.

Students who use ReggieNet software will need the following resources at the site where they plan to access the application:

- A reliable broadband internet connection
  - The technology does not function with dial-up or wireless connections
- Java plug-in (available from java.com)
- Recommendations
  - Avoid wireless access points for internet access as the reliability of the connection will be decreased
  - Adjust firewall settings to minimal protective settings
  - Recognize that workplaces often restrict internet traffic which may affect your ability to access ReggieNet. Consider working closely with technical personnel at your workplace to determine the feasibility of using this system there.

V. Financial Assistance

A. Process for Seeking Assistance

Upon admission to the MCN doctoral program, students will receive specific information about financial assistance opportunities, how to apply, and/or how to get additional information/assistance.

Students should talk with their Faculty Advisor to develop a plan for seeking financial assistance. The MCN will also forward information about new opportunities directly to students.

The student should inform the Office of Student and Faculty Services and Faculty Advisor of any financial awards received. The student must provide a copy of the award notice to the Office of Student and Faculty Services. This copy will be placed in the student's file.

The MCN website link "Financing Your Education" provides detailed information about funding opportunities.

B. Examples of Funding Opportunities for DNP Students

Research and Teaching Assistantships: Assistantships are available in which students provide teaching or research assistance to the College in return for tuition waiver and stipend. Availability of assistantships varies based on faculty needs. Students should discuss assistantships with a Faculty Advisor early, in order to identify opportunities and ensure adequate time to apply.

- ISU guidelines http://www.hr.ilstu.edu/downloads/GA_Handbook.pdf
- Assistantships are competitive appointments made by the college
- Assistantships include tuition waiver and monthly stipend
- A tuition waiver does NOT include waiving fees
- Assistantships may be full-time (20 hours/week) or part-time (10 hours/week) appointments
- Appointments are for a fixed period of time, one semester, and may be renewed

- Assistantships may be awarded for fall, spring, or summer semesters

In addition to the assistantships described above, ISU has a process to arrange a graduate practicum or assistantship by contracting with external agencies or sponsors. This arrangement allows the student to complete a mutually beneficial research or teaching project for an external agency as part of a graduate assistantship. In this arrangement, the student receives a stipend from the agency and tuition waiver from ISU. This arrangement must be developed with input from the Faculty Advisor and processed through the ISU Research and Sponsored program office. More information is available in the "Online Graduate Assistant Applicant Guide" at http://hr.illinoisstate.edu/student/graduate_assistants/ and at http://research.illinoisstate.edu/.

Scholarships: Money awarded through scholarship does not need to be paid back. Some scholarships have special stipulations; specific opportunities, along with search assistance, are included below.

Private Sources:
Mennonite College of Nursing offers many private sources of financial assistance. Students who wish to be considered for MCN scholarships must complete the application form found at http://nursing.illinoisstate.edu/studentlife/scholarships.php. Please note that all students are required to file a Free Application for Federal Student Aid (FAFSA) or the Renewal Application if financial need is a criterion.

Illinois State University Scholarships also offers scholarship opportunities to graduate students. Information about the scholarships and application requirements can be found at http://financialaid.illinoisstate.edu/

State Scholarships (selected)
Illinois Center for Nursing http://nursing.illinois.gov/financial.htm

Illinois Department of Public Health, Center for Rural Health: Nursing Education Scholarship Program http://www.idph.state.il.us/about/rural_health/rural_NESP_more_details.htm

Illinois Nurses Association, Sonne Scholarship, http://www.illinoisnurses.com/

Federal Scholarships
Health Resources and Services Administration (HRSA), http://www.usa.gov/directory/federal/health-resources-and-services-administration.shtml

U.S. Army, http://www.goarmy.com/rotc/nurse_program.jsp

Other
You can also search for scholarships by using the following search engines or sites:

ChooseNursing.com
http://www.choosenursing.com/paying/scholarships.html

DiscoverNursing.com
https://www.discovernursing.com/scholarships#no-filters

MinorityNurse.com
http://www.minoritynurse.com/features/financial/11-01-01.html

Nursing.About.com
http://healthcareers.about.com/

NursesInfo.com
http://www.nurses.info/scholarships_nthamerica_map.htm

American Legion

http://www.legion.org/?section=community&subsection=com_edaid&subsection2=com_scholarships&content=gi_eightfortysch

American Association of Colleges of Nursing
http://www.aacn.nche.edu/Education/financialaid.htm

Loan Repayment Plans: Federal or state loan plans are available and are typically associated with service rendered after completion of the degree in return for partial forgiveness of the loan.

Faculty Loan Repayment Program: This program is administered through HRSA and provided for health professions faculty from disadvantaged backgrounds can receive up to a maximum of $40,000 towards repayment of their student loans in exchange for educating tomorrow's clinicians. Individuals selected to participate in the program agree to serve on the faculty of an accredited health professions college or university for 2 years. The Government pays up to a maximum of $40,000 of the participant's student loans and provides funds to offset the tax burden. Participants may also receive matching funds from their employing educational institution.
(http://www.hrsa.gov/loanscholarships/repayment/Faculty/index.html)

Illinois Nurse Educator Loan Repayment Program: This program will be administered through ISAC and will allow nurse educators to receive $5000 in student loan forgiveness each year, for up to four years. For every year of student loan forgiveness received, the recipient must agree to continue working as a nurse educator. To be eligible, a nurse educator will need to be a resident of Illinois and have worked for at least one year in a teaching program in Illinois. http://www.isac.org/students/after-college/forgiveness-programs/

Loans: Funding that must be repaid.
- Federal loans available to nursing students: Perkins, Stafford, and National Health Services Corps programs
- For more information about federal loans, visit http://www.staffordloan.com/stafford-loan-info/graduate-stafford-loan.php
- Examples of private loan options for graduate students can be found at http://www.gradloans.com/private/

VI. Evaluations

A. Faculty/Course Evaluations

Toward the end of each semester, students will be asked to complete online faculty and course evaluation forms. If two or more instructors are teaching a class, an evaluation form will be completed for each. These evaluations are held until after semester grades are submitted to appropriate University personnel. Once the semester grades have been submitted, faculty are given the evaluation data for review. Constructive feedback is used to improving learning in classroom and clinical experience.

B. Submitting Request for Letter of Recommendation

There is a formal process for requesting a letter of recommendation from a faculty or staff member. In order to ensure that faculty/staff are following FERPA guidelines, it is necessary for you to sign a FERPA waiver when requesting any verbal or written recommendation (even after you graduate). The attached guidelines are suggested steps for students to take so that faculty/staff members have informed information with which to provide your letter of reference. Please use this process when seeking out faculty/staff for a recommendation.

ILLINOIS STATE UNIVERSITY
Mennonite College of Nursing

Student Recommendation Request Form

<u>Instructions for Students:</u>

☐ Email faculty/staff member a request to complete a **Letter of Recommendation** on your behalf and specify why the student feels this individual is the best person to write this recommendation. If the faculty/staff member agrees to send a letter on your behalf, please proceed to the next steps.

☐ Complete the FERPA Waiver - Letter of Recommendation form found on the Registrar's web page at http://www.registrar.ilstu.edu/ferpa/ and send to faculty/staff member.

☐ Send the faculty/staff member the following information:

Student Name:

Nursing Program (i.e. DNP)

Year in School/Expected Graduation Date:

Today's Date (please allow 1 week minimum):

Date Requested by:

How many copies of the letter are being requested?

Position applying for?

Name and address of company (if not specified, the letter will be addressed "To Whom It May Concern"):

Is there any specific information you would like for the letter writer to know about you or this position (i.e. certain skills, proficiencies)?

Are there clinical instructors that the letter writer can contact about your clinical experience?

Does the position have a link or flyer? If so, please include it.

Do you have a resume? If so, please send to letter writer.

_____

<u>Instructions for Faculty/Staff:</u>

☐ Forward the signed FERPA form to Nancy Wagler at njwagle@ilstu.edu (or fax it to 309-438-7711) to the MCN Office of Student and Faculty Services. OSFS will put a copy in the student's file and send the original FERPA form to the Registrar's Office.

☐ Upon receipt of the FERPA waiver complete the student's letter. Recommendations cannot be provided without a FERPA waiver completed.

VII. College Support and Organizations

A. MCN Orientation

The Mennonite College of Nursing Orientation is scheduled in prior to the start of the DNP program. Orientation includes a program overview, information about advising, academic policies and procedures, health and safety compliance requirements, ISU's ReggieNet training, library orientation, and the opportunity to meet your program peers. Students are instructed to go to the Redbird Card Office to obtain your ISU ID card as well as your ISU clinical badge. Both should be obtained while you are on campus for orientation. Attendance at this orientation is required.

B. Library Orientation

Mennonite College of Nursing is served by Milner Library which is located on the Illinois State University Campus. The library has an excellent collection of health sciences resources including books, media, and journals. Most journals are available electronically from its homepage at www.library.illinoisstate.edu. MCN is served by a library liaison who is available for instruction sessions, reference question and consultations.

The library provides access to over 300 databases including CINAHL, PubMed, Cochrane, Dissertations and Theses, Health and Psychosocial Instruments, National Guideline Clearinghouse and PsycINFO. Articles and books not available at Milner can be obtained by requesting and interlibrary loan. Requested articles are delivered to the requestor in PDF format using email.

As part of the scheduled Orientation, students are required to attend a library orientation. They will be given an opportunity to meet the nursing librarian and become familiar with the titles and location of selected sources that will support their studies at Mennonite College of Nursing.

VIII. Graduation and Commencement

Graduation requirements for the DNP degree include:
- Successful completion of all coursework included on the approved plan of study within the five year time limit
- Completion of 1000 post-baccalaureate faculty-supervised clinical hours
- Completion of the Scholarly Project
- Approval of the completed Scholarly Project by the Scholarly Project Committee
- Dissemination of the Scholarly Project, including:
  - A submitted poster presentation of the Scholarly Project proposal at a professional conference as part of the Scholarly Project I course
  - An on-campus presentation of the completed Scholarly Project to the Scholarly Project Committee and interested members of the College/University community at the completion of the Scholarly Project III course
  - A podium presentation of the completed project to either the stakeholder organization or at a regional, state, or national professional conference
  - A submitted manuscript of the completed project to a peer reviewed professional journal at the completion of the Scholarly Project III course

Graduation and Commencement information at Illinois State University can be found on http://grad.illinoisstate.edu/academics/graduation/

This website will answer your graduation and commencement ceremony questions. It is important to be aware of all dates and deadlines associated with graduation and commencement ceremonies. Student must apply for graduation very early in the term they are scheduled to graduate. Students must also indicate when completing the application for graduation their intentions for participation in the commencement ceremony.