



**MENNONITE COLLEGE
OF NURSING**
Illinois State University

2016 - 2017

**TRADITIONAL BSN PROGRAM &
ACCELERATED PROGRAM
STUDENT HANDBOOK**

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I. Introduction to MCN Undergraduate Program

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, Philosophy, and Conceptual Framework

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 serves 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.

The faculty of Mennonite College of Nursing believes that the knowledge, attitudes, and skills required for professional nursing are best achieved when built upon a solid foundation of study in the humanities and sciences. The faculty values a liberal arts education, which fosters an understanding of society and provides a humanistic basis for the study of nursing. Baccalaureate nursing education prepares the graduate for the practice of professional nursing and provides the basis for graduate study in nursing. Masters-level nursing education prepares nursing leaders and advanced practitioners, advances nursing scholarship, and provides the foundation for doctoral study.

The College offers a graduate program leading to the Master of Science in Nursing degree. The College offers a Family Nurse Practitioner (FNP) sequence and a Nursing Systems Administration (NS) sequence, as well as a post-master's Family Nurse Practitioner certificate. The College also offers two doctoral programs: the Doctor of Philosophy (PhD) degree program and the Doctor of Nursing Practice (DNP) program.

4. Undergraduate 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 Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008). Students graduating from the Undergraduate BSN Program will become:

1. A provider of compassionate patient-centered care who demonstrates a commitment to cultural and spiritual diversity, caring, and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings
2. A steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care
3. An empathic communicator who effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes
4. A collaborator who coordinates care activities among interprofessional members of the healthcare team to impact health outcomes of individuals, families, and communities
5. An evolving clinical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities

6. An entry-level generalist who integrates knowledge and skills from a liberal education in applying evidence-based solutions to health issues to promote wellness for individuals, families, and communities

II. Academic Policies and Procedures

A. Code of Conduct

1. Values

The faculty, staff, and administration of Illinois State University believe in the values of:

- a. Character
- b. Conscience
- c. Civility
- d. Citizenship
- e. An Appreciation of Diversity
- f. Individual and Social Responsibility

As stated in the Illinois State University Code of Student Conduct: "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. Their violation will result in disciplinary action." All violations of student misconduct will be addressed through appropriate college and university channels to include Community Rights and Responsibilities. Please refer to the Illinois State Code of Student Conduct for information including but not limited to academic dishonesty.

2. Civility

The primary purpose of the College is to function as a community of individuals working together in the pursuit of knowledge and the advancement of the nursing profession. Honesty and integrity are of highest regard with members of the nursing profession and it is expected students value and demonstrates these characteristics at all times. The college endorses the following concepts of civility as published in the ANA Code of Ethics:

Provision 1: "The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual...." 1.5: Principles of respect extend to all encounters, including colleagues. "This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" 3.4: "Nurse educators have a responsibility to....promote a commitment to professional practice prior to entry of an individual into practice"

Inappropriate behaviors and incivility will not be tolerated at MCN and will have consequences.

3. Academic Dishonesty

Students are expected to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study. Academic integrity violations can be found in the Illinois State Code of Conduct at:

<http://deanofstudents.illinoisstate.edu/downloads/CodeOfStudentConduct-Revised5.12.pdf>

4. 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. Students are expected to comply with HIPPA requirements at all times. Students will not share patient or family information via social media, including Facebook, Twitter, or other outlets. Students will not take photographs in clinical setting. **Breach of Confidentiality can lead to expulsion from the College of Nursing.**

B. Attendance at Class and Clinical

Based on the assumption that academic success is the student's primary goal, students are expected to attend class, and they are required to attend clinical and laboratory experiences. Following are the policies and procedures for the make-up of missed examinations and clinical/laboratory experiences.

Attendance at all clinical/lab days as assigned is required. Students are required to make up all clinical/lab hours: make up will be determined by Course Leader in conjunction with the Clinical Instructor and Clinical Lab Coordinator.

C. Clinical Absences/Make-up

Students are expected to notify faculty of any absence from clinical/lab prior to expected arrival time. Clinical faculty guidelines should be utilized for notification protocol specific to each clinical. Failure to do so may result in failure of the course.

Make-up hours must be clinical hours.

- a. The student will be informed of the arrangement to make up clinical time during the semester with permission of another clinical instructor, on a different day, and at a clinical site to which he/she is oriented for Public Health, Nursing Care of Children, and Maternal Infant.
- b. For Adult I, II, and III, Leadership and Psychiatric Mental Health nursing, the student will be informed of the arrangement to make up clinical time at the end of the semester with a designated instructor at a facility they are oriented to.
- c. If none of the above is possible, the course leader may offer another alternative in consultation with the Assistant Dean for Undergraduate Programs.
- d. If the student misses three or more clinical days, the faculty member may grant permission for one clinical day to be made up by attending a conference or workshop that is deemed appropriate to the course/clinical content at their own expense. All other clinical hours must be completed at a clinical site to meet the minimum clinical requirements.
- e. In the event of multiple absences, or the timing of absences, faculty and administration will review the situation regarding progression in the program.

D. Missed Exams

In the event of illness or other circumstances resulting in an absence on the day of an exam, it is expected that:

- a. The student must contact the faculty member in the manner described in the course syllabus or in certain situations by a significant person, prior to the absence. Excuses

sent via classmates or sending an email or text to the faculty are not acceptable. With special situations, it may be necessary for a significant person in the student's life to notify the faculty of an absence from an exam; this special situation would need to be described to the faculty by the person calling and verification must be available.

- b. The student must contact the instructor as soon as she/he has returned to school to arrange a time for taking the exam.
- c. Depending on the length and reason for the absence, the exam must be made up within one week after returning.
- d. The final exam schedule found on iCampus will be followed. However, in the event of extenuating circumstances, a student's request to take the final exam at a time other than the scheduled time will be considered by the instructor. Validation of circumstances is required when the request is submitted.

It is the faculty's decision whether or not an alternate exam will be offered. Faculty will make every effort to accommodate; however, patterns of absences will be monitored. Verification for absences may be required.

E. Faculty Office Hours

Per section 8 of Illinois State University Policy 3.3.12A Faculty Responsibilities to Students, which can be found at <http://policy.illinoisstate.edu/employee/3-3-12a.shtml>:

Faculty members should be available to students on a regular basis outside of class. Ordinarily this will mean posting and observing a reasonable number of regular office hours during which the faculty member will be available for student conferences. Accessibility may be in the form of traditional office hours, or by using email, discussion boards, chat, telephone, and video conferencing. All classroom or clinical faculties are expected to communicate with their students via their syllabus and verbally regarding their preferred method of contact. Additional appointment time should be made available when mutually convenient to faculty and students in instances where student schedules conflict with regular office hours. Other means of student consultation appropriate to the teaching assignment may be used. Office hours and/or other means of consultation should be announced to classes through syllabi.

F. Test Reviews

Faculty will provide test reviews following unit exams in a timely fashion. Students may review final exams the semester following course completion by scheduling a time to meet with the faculty member. During test reviews desk and table tops must be clear of any items except for a single blank sheet of paper and pen or pencil. Students may not reproduce the test in any way, but they may write down concepts with which they are struggling. No cell phones and other electronic devices will be allowed during test reviews. Test reviews to prepare for the final exam are optional if designated as such by the course leader. If faculty allows students to review tests in order to prepare for the final exam, these review sessions must be directly monitored by course faculty. It is expected that students and faculty will remain civil at all times during test reviews. Faculty may terminate the review at any time or ask disruptive students to leave the review. These students may be excluded from future test reviews at the discretion of the faculty.

G. Professional Image

Nurses are professionals. Appearance and behavior are as much a part of the professional nurse as are professional education, nursing skills, clear mind, abundant energy, empathy, and the intent to facilitate healing. Clothing, hygiene, and demeanor all communicate an attitude. It is expected that students, in consultation with faculty, choose grooming styles that do not interfere with patient care. When students dress and act like professionals, then their peers, other professionals, and the public will accept them on that basis.

It is the student's responsibility to develop and maintain a professional image. Such an image should be evident in all business and professional settings. Personal appearance and behavior are not only a reflection of the individual, but also on the College of Nursing and the profession as a whole.

H. Dress Code

The Mennonite College of Nursing at Illinois State University student dress code is established to ensure high standards for professional appearance in conjunction with consideration for patient and personal safety.

The complete College uniform is to be worn whenever the student is participating in clinical experiences (including Lab Day and Health Assessment Lab); see individual course syllabi for modifications of the college uniform.

- The College uniform must be worn only when participating in clinical and lab experiences, or when asked to do so for official college functions. The uniform may not be worn when functioning as an employee or attending social events.
- Care should be taken to ensure that laundering results in professional maintenance of the uniform.
- The COMPLETE uniform includes: the college-designated MCN white top (NO polo shirt), black scrub pants, MCN lab coat, white professional-looking shoes with closed heels and toes or tennis shoes (shoes should only have a small amount of red, black, or grey embellishment), socks, picture I.D. badge (purchased from the Redbird Card Office), and watch with second hand. The ISU picture I.D. badge must be worn for identification purposes unless the clinical instructor directs students otherwise. Any changes to the uniform are determined by clinical faculty, are specific to a clinical site, and are reflected in the course syllabi.
- Hair must be clean and groomed, pulled back and off the shoulder, and away from the face. Choice of hair color and style should not detract from the overall professional image. Unnatural colors include but are not limited to blue, purple, green, yellow, pink, magenta, and orange. No patches of color or end dipping. Hairstyles should not be extreme (e.g. mohawk) and must present a professional image. Facial hair should be clean and shaven; beards, mustaches, and goatees must be neatly trimmed. Necessary hair accessories should portray a professional image (no accessories with sequins). If in doubt, students should consult with the clinical instructor. Students in some patient care areas may be required to cover their hair with a cap in order to comply with Public Health regulations.

- Jewelry, which may be worn with the uniform, includes: wedding band, watch that indicates seconds, and 2 pairs of conservative post style earrings. All other piercings need to be removed or covered. Skin tone “plugs” may be used if needed for visible facial piercings.
- No perfume, cologne or strong fragrances should be used. Many patients, family members, and/or staff members are allergic to the scent of these items.
- Fingernails should be ¼” or less in length (measured from the tip of the finger). Fingernail polish and/or nail enhancements are not allowed due to mandatory infection control policies in clinical agencies. Prohibited nail enhancements include shellacs, gels, acrylics, bonds, tips, wraps and tapes.
- Tattoos must be covered and not visible during clinical or lab. If the tattoo cannot be covered by clothing, it must be covered by a bandage.
- When picking up patient assignments or traveling to clinical sites where the student will change into scrubs, clothing worn under the lab coat must be professional. Professional attire under lab coat includes blouse/shirt, dress pants, skirt or dress that is longer than the lab coat, and hosiery/socks. No jeans, shorts, t-shirts or sweat suits should be worn with the lab coat. For reasons of asepsis students should consider bringing a change of clothes when they must be involved in other activities before or after clinical.
- Cell phones are NOT a part of the nursing uniform. They should not be used for personal communication be it conversation or texting while participating in any clinical activity in which students are representing the college, except when the student is on break or at lunch/supper. The phone should be kept in silent mode throughout the clinical experience. In cases of family emergency, the student should consult with the faculty member or preceptor regarding the most effective communication plan. Exception to this policy may be Leadership or Public Health clinicals when notification of clinical faculty not on the same unit may be necessary. All cell phone use must comply with clinical site stipulations. Use of camera or any other application is not permitted without faculty approval.

I. Student Employment

While the administration and faculty of Mennonite College of Nursing recognize the necessity for many students to be employed while attending the College, it is recommended that students be aware of the rigorous demands of full-time study. Students are encouraged to give deliberate consideration to the number of hours committed to employment and the scheduling of those hours so that maximum benefit is obtained from the professional education. When enrolled in a clinical course, there is increased need for the student to assume responsibility for scheduling employment hours that do not conflict with the clinical demands. It should be noted that clinical experiences may include weekend and 2nd shift placements. Clinical and class schedules will not be arranged around work or personal schedules.

Students enrolled in the Accelerated Option are particularly discouraged from working due to the intensive demands of the accelerated format.

J. Transportation Requirements

It is the student's responsibility to provide his/her own transportation to all classes and clinical sites. Carpooling is encouraged. It may be necessary in some courses, such as Public Health Nursing, for students to provide independent transportation.

K. Student Access and Accommodation Services

Illinois State University's Division of Student Affairs provides Student Access and Accommodation Services at 350 Fell Hall. According to their website: "Illinois State University provides a welcoming atmosphere for individuals with disabilities by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services is the designated office to provide approved accommodation services for students, faculty, staff, and guests with disabilities. Student Access and Accommodation Services obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, activities and employment offered by Illinois State." Students may learn more about the office of Student Access and Accommodation Services at <http://studentaccess.illinoisstate.edu/>.

L. Criminal Background Checks for Admission

At the time that students are reviewing this handbook an original criminal background check should have been completed by students. Students who do not give permission to conduct the criminal background check will be barred from enrollment in the nursing program at Mennonite College of Nursing.

Students unable to participate due to criminal background check results cannot successfully complete the curriculum.

Policy:

Mennonite College of Nursing requires that all nursing students complete criminal background checks. The criminal background checks will be conducted through a company selected by Mennonite College of Nursing. The cost associated with the background check process is the responsibility of the student. It should be noted that students receiving a positive criminal background check, whose offense prohibits them from being hired at a health care employer under the Act, must obtain a waiver from the Illinois Department of Public Health (IDPH) to continue in the nursing program. Students who are dismissed from the program for this reason may reapply to the major with no guarantee for admission.

Procedure:

- a. Upon acceptance to the nursing program, students will be provided detailed information regarding the procedure for completing this requirement.
- b. Students will be required to sign a consent form (Authorization for Criminal Background Investigation and Disclosure/Consent Form) that allows the College to conduct the

criminal background check and to release results of criminal background checks to clinical agencies upon their request. Failure to sign the consent form and provide all necessary information shall result in the student being unable to begin or progress in the nursing program.

- c. The criminal background check must be completed by the company designated by the college no sooner than 90 days prior to enrollment in the nursing program. Students may NOT use similar reports on file at other agencies to satisfy this requirement.
- d. Background checks must be completed by the dates specified. Additional checks may be required if: 1) clinical agencies require criminal background checks more frequently or 2) the nursing student interrupts his/her program for one semester or longer. In such cases, the student will be required to obtain another criminal background check at the cost of the student. The College of Nursing reserves the right to require an additional background check during the program at the College's discretion.
- e. Results of Criminal Background checks must be submitted to the College of Nursing. Results will be confidentially maintained by the College of Nursing separate from their academic record. Results will be maintained until the student graduates from the University.
- f. The student is responsible for all fees for background checks. Costs may be subject to change and are beyond the control of the University or the College of Nursing.

Management of Results:

- a. The Assistant Dean or designee will access the electronic report from the selected company.
- b. A student whose background check results in a status of "no record" may enroll in nursing courses and continue in the nursing program.
- c. A student whose background check results in a positive history (i.e. a background check that results in a criminal history) will be notified by the Assistant Dean or designee as soon as possible. Students may view their own results on the vendor website.
- d. The Assistant Dean or designee will meet with the student to verify whether the criminal record is valid or invalid.
- e. If the student believes that a record or conviction is erroneous, the student may request a fingerprint-based background check. The student is responsible for the cost of fees for fingerprint checks. If the fingerprint check reveals no criminal convictions, the student may continue in the nursing program and enroll in nursing courses. Results must be received prior to the beginning of the semester for the student to remain enrolled.
- f. If the conviction is found to be valid and the offense is on the "crimes that disqualify" list from IDPH, the student will be required to secure a waiver from IDPH.

- g. The student is responsible for contacting IDPH (217-782-2913) for instructions and an application for waiver. The process for a waiver may take several weeks or longer. The student may not enroll in nursing courses prior to attaining the waiver.
- h. The IDPH waiver must be submitted to the Assistant Dean upon receipt.
- i. The student may be allowed to continue in the program only after the IDPH waiver has been received by the Assistant Dean. Enrollment will be based on program capacity and availability of courses. If a waiver is not granted, the student will be withdrawn from the nursing program.
- j. The college is not responsible for any student being ineligible for coursework, continued enrollment in the program, or subsequent licensure as a registered nurse.
- k. The student is responsible for keeping the College updated on any and all changes in his/her criminal background status. False information or failure to disclose correct information at any time may be basis for dismissal from the program.

M. Criminal Background Checks for School Placements

The College of Nursing utilizes clinical sites at various public schools within the State of Illinois. Students must comply with all criminal background fingerprint screening requirements mandated by school placement sites. Students are responsible for the cost of criminal background fingerprint screening which must be completed within 90 days of the first day of the clinical assignment. The screening must be conducted by state approved vendors utilized by the school district. The cost for the screening includes a minimum charge of \$52.00. Arrangements for collecting fingerprints and payment will be conveyed to students in the semester prior to their clinical assignment in the schools.

In the event a school rejects a student for placement because of a criminal background history the student may not be able to complete program requirements. The school is not obligated to find an alternative placement if a student is removed for background check or drug screening reasons.

N. Criminal Background Checks for Licensure

Students will be required to undergo criminal background screenings, including fingerprinting, during enrollment in the Nursing program including during in the clinical and/or internship process and when applying to take the nursing licensure exam. **Any unsatisfactory results could prevent the student from progressing in the program or prevent the student from obtaining a nursing license.**

In addition to the fingerprint screening required for all graduates to apply for their nursing license, students will be asked a series of questions regarding personal history. It is possible that the criminal background check and/or response to these questions could prevent the student from being admitted to or continuing in Illinois State University's nursing program and/or from being issued a nursing license from the State of Illinois Department of Financial and Professional Regulation.

Personal History Information
1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? <i>If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.</i>
2. Have you been convicted of a felony?
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? <i>If yes, attach a copy of the certificate.</i>
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? <i>If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.</i>
5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? <i>If yes, attach a detailed explanation.</i>
6. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? <i>If yes, attach a detailed explanation.</i>

Students who have checked “yes” to any of the above questions must contact the Assistant Dean of Student and Faculty Services for additional procedures to determine eligibility for admission and/or continued enrollment.

Although Illinois State University requires students to complete this questionnaire and a criminal history background check, a separate check is done by the State of Illinois Department of Financial and Professional Regulation. That agency has full authority and final determination regarding the issuance of an Illinois nursing license.

O. Drug Testing

At the time that students are reviewing this handbook student will have submitted a 10-panel drug screen through the College-designated agency. Students who do not provide a drug test or who provide a positive drug test will be removed from the nursing major. Students dismissed from the major for this reason may reapply with no guarantee of admission.

Students may need an additional criminal background check and drug testing for certain clinical experiences. Faculty will advise students of the process.

P. Family Exclusion Statement

In the interest of providing optimum learning experiences for students, the following points will be considered in scheduling theory and clinical course section assignments. When possible:

- a. Students will not be placed in a theory course or clinical setting where a family member* serves as faculty for that course or in that clinical course section.
- b. Students will not be placed in a theory course or clinical course section in which another family member* is enrolled as a student.

*Family member includes a student's spouse, domestic partner, parents, brothers, sisters, and children.

Q. Computer Requirements

Technology requirements are regularly updated as technology advances. The current requirements were last reviewed in June 2016. Students entering Mennonite College of Nursing must have a computer that meets the requirements listed below. Laptops with wireless capability are not required but are suggested for convenience.

If students want to utilize or purchase a PC make certain it meets the following criteria:

- Intel i3, i5, or i7 (dual core or quad core processor) or comparable AMD dual core or quad core processor
- 128-160 GB Hard Drive
- 4GB RAM
- Windows 7 or Windows 8.1 (can be purchased through the [Techzone](#))
- MS OFFICE 2010, 2013, 2016, or 365 (can be purchased through the [Techzone](#))
- **Special note on Netbooks, Tablets, and eReaders (i.e.: iPads, Android Tablets, eReaders, etc.):** Netbooks, tablets, and eReaders are not recommended for MCN students as their *primary* computing device. The schedule and tasks of a nursing student frequently require multi-tasking with lots of windows open. Netbooks, tablets, and eReaders are not suited for this. Consider netbooks, tablets, or eReaders as note-taking, reading, media consumption, or email devices not a primary computing device. If students want to utilize or purchase a Mac OSX computer it must meet the following criteria:

- Intel dual or quad core processor
- 128-160 GB Hard Drive
- 4GB RAM
- Mac OSX 10.6.8 or newer
- Windows 7, Windows 8.1 or Windows 10 (can be purchased through the [Techzone](#))
- Bootcamp (can be purchased through the [Techzone](#))
- MAC OFFICE 2011 (can be purchased through the [Techzone](#))
- [Flip for Mac](#) (free download)

If the student desires to purchase a new computer (Mac or PC) please contact the [Techzone](#) to compare software and hardware pricing. [Techzone](#) offers significant discounts on computers from Apple, Dell, and IBM/Lenovo. Also, numerous software titles like Microsoft Office, Mac Office, Adobe Photoshop, and Parallels are available at academic discounts. RAM and Operating system upgrades can also be purchases through [Techzone](#) if an existing computer should require updating to meet the specifications listed above.

Before purchasing a security suite or security software package that contains antivirus I and spam filtering, please be aware that Illinois State University offers these tools to students and employees free of charge via the [Help Desk](#) and has very specific requirements about which security packages are supported and approved for use on campus.

Nursing courses **require** students to have the most recent version of Microsoft Office, which includes PowerPoint, Word, Excel, Access, Outlook, and Publisher. The entire Office package can be purchased at a student rate at [Techzone](#), 205 Bone Student Center, with a student or employee ID card. If students are not familiar with PowerPoint or Word, they should develop some familiarity with these tools, as they are expectations for various nursing courses and can further assist students in their professional endeavors.

III. Advisement

A. Advising Meetings

Prior to registration for each semester, students are required to meet with their assigned advisor either in a group advising meeting or individually in which advising and registration policies are discussed. Students are responsible for reading all electronic information shared by the advisor related to registration and degree requirements. Following group advising, students are welcome to request an individual advising appointment if questions remain, or a topic too personal for this group setting needs to be discussed.

B. Prescribed Plans of Study

Upon admission to the major, students are expected to follow the prescribed plan of study under which the students were admitted. Deviation from the plan requires prior approval from the academic advisor. The college will not be held responsible for issues relating to time to degree or course availability for students who choose to deviate from their prescribed plan independently.

C. Advising Plan of Study

Nursing Majors: Sample Junior/Senior Year Plan

Semester	Courses	Credit hours
Semester 1	N225 Health Assessment of the Adult N 239 Pathophysiology and Pharmacotherapeutics in Nursing I N 229 Adult Nursing I** N 224 Contemporary Professional Nursing N 237 Cultural and Spiritual Dimensions in Healthcare	4 3 6 1 1 (15)
Semester 2	N 339 Pathophysiology and Pharmacotherapeutics in Nursing II N 316 Maternal infant Nursing** N 231 Adult Nursing 2** N 336 Research and Theory for Evidence Based Practice	3 4 7 3

		(17)
Summer*	Elective Course / Transcultural Nursing Course	3
Semester 3	N 317 Nursing Care of Children**	4
	N 329 Public Health Nursing**	5
	N 314 Psychiatric and Mental Health Nursing**	6
		(15)
Semester 4	N 325 Adult Nursing III**	7
	N 327 Leadership Dimensions in Professional Nursing**	6
	N 326 Gerontological Nursing	2
		(15)
		Total = 65

**Summer session is AFTER Semester 3 for those students with a Spring Admission point; for Accelerated students the Summer Sessions are semesters one and four.*

***Course contains a THEORY and CLINICAL component*

This plan of study involves those who entered the nursing program spring 2013- fall 2014.

Direct Admission to Nursing Program: Plan 1 or Plan 2 Determined by Student's Advisor

Nursing - Traditional B.S.N.: Plan 1

First Year

Fall Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
CHE 110/112 or 140 Chemistry* (4-5) GE-NS
PSY 110 Fundamentals of Psychology* (3) GE-SS
GE Math (4)

Spring Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
HSC 105 Medical Terminology* (3)
BSC 181 or KNR 181 & KNR 183* Human
Physiology & Anatomy I (4)
FCS 102 Fundamentals of Human Nutrition* (3)
General Education Course 1 of 5 (3)**

Second Year

Fall Semester

NUR 224 Contemporary Professional
Nursing (1)
NUR 237 Cultural & Spiritual Dimensions in
Healthcare: Prelicensure (1)
BSC 160 Microbiology and Society* (4) GE-SMT
PSY 213 Lifespan Development* (3)
ECO/POL/PSY 138, MAT 150 or MQM 100*
Statistics (3-4) GE-QR
BSC 182 or KNR 182 & KNR 184* Human
Physiology & Anatomy II (4)

Spring Semester

NUR 239 Pathophysiology & Pharmaco-
cotherapeutics in Nursing I: Prelicensure (3)
NUR 222 Psychomotor Skills for Nursing (3)
NUR 225 Health Assessment of the Adult (4)
NUR 229 Adult Nursing I (6)

Third Year

Fall Semester

NUR 339 Pathophysiology & Pharmaco-
therapeutics in Nursing II: Prelicensure (3)
NUR 316 Maternal Infant Nursing (4)
NUR 231 Adult Nursing II (7)
NUR 336 Research & Theory for Evidence-Based
Practice (3)

Spring Semester

**NUR 314 Psychiatric & Mental Health
Nursing (6)**
General Education Course 2 of 5 (3)**
General Education Course 3 of 5 (3)**

Fourth Year

Fall Semester

NUR 325 Adult Nursing III (7)
NUR 326 Gerontological Nursing (2)
General Education Course 4 of 5 (3) **
General Education Course 5 of 5 (3)**

Spring Semester

**NUR 329 Public Health Nursing:
Prelicensure (5)**
NUR 317 Nursing Care of Children (4)
**NUR 327 Leadership Dimensions of
Nursing (6)**

Summer: study abroad/nursing transcultural (Optional)

Exempt from one Natural Science in General Education.

*Prerequisite course: must earn "C" or better

**one course must meet the AMALI Graduation Requirement

All nursing students will be assigned a plan upon entering ISU

All nursing majors must earn an overall GPA of 2.50 or higher on at least 24 completed hours and obtain a "C" or better in prerequisite courses to remain in the major

Nursing - Traditional B.S.N.: Plan 2

First Year

Fall Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
HSC 105 Medical Terminology* (3)
PSY 110 Fundamentals of Psychology* (3) GE-SS
GE Math (4)
General Education Course 1 of 5 (3)**

Spring Semester

COM 110 Communication as Critical Inquiry or
ENG 101 Composition as Critical Inquiry (3)
BSC 160 Microbiology & Society* (4) GE-SMT
CHE 110/112 or 140 Chemistry* (4-5) GE-NS
General Education Course 2 of 5 (3)**

Second Year

Fall Semester

FCS 102 Fundamentals of Human Nutrition* (3)
BSC 181 or KNR 181 and KNR 183* Human
Physiology & Anatomy I (4)
ECO/POL/PSY 138, MAT 150 or MQM 100*
Statistics (3-4) GE-QR
General Education Course 3 of 5 (3)**

Spring Semester

NUR 224 Contemporary Professional
Nursing (1)
NUR 237 Cultural & Spiritual Dimensions in
Healthcare: Prelicensure (1)
BSC 182 or KNR 182 and KNR 184* Human
Physiology & Anatomy II (4)
PSY 213 Lifespan Development* (3)
General Education Course 4 of 5 (3) **
General Education Course 5 of 5 (3) **

Summer: Study Abroad (optional)

Third Year

Fall Semester

NUR 222 Psychomotor Skills for Nursing (3)
NUR 239 Pathophysiology & Pharmaco-
therapeutics in Nursing I: Prelicensure (3)
NUR 225 Health Assessment of the Adult (4)
NUR 229 Adult Nursing I (6)

Spring Semester

NUR 316 Maternal Infant Nursing (4)
NUR 339 Pathophysiology & Pharmaco-
therapeutics in Nursing II: Prelicensure (3)
NUR 231 Adult Nursing II (7)
NUR 336 Research & Theory for Evidence-
Based Practice (3)

Fourth Year

Fall Semester

NUR 317 Nursing Care of Children (4)
**NUR 314 Psychiatric & Mental Health
Nursing (6)**
NUR 329 Public Health Nursing: Prelicensure (5)

Spring Semester

NUR 325 Adult Nursing III (7)
**NUR 327 Leadership Dimensions
of Nursing (6)**
NUR 326 Gerontological Nursing (2)

Summer: study abroad/nursing transcultural (Optional)

Exempt from one Natural Science in General Education

*Prerequisite course: must earn "C" or better

**one course must meet the AMALI Graduation Requirement

All nursing majors will be assigned a plan upon entering ISU

All nursing majors must earn an overall GPA of 2.50 or higher on at least 24 completed hours and obtain a "C" or better in prerequisite courses to remain in the major.

D. CNA Certification

Students are eligible for their Nursing Assistant Certification after successfully completing NUR 229 Adult Nursing I. Students must complete the nursing student application found on the Illinois Department of Public Health's website:
http://www.idph.state.il.us/nar/Nursing_Student_Application.pdf. Completed forms must be first taken to the Office of Student and faculty Services for signature. After verification of NUR 229 completion has been obtained, student must take the form to the Registrar's office (Moulton 107) to obtain the University seal.

E. Progress in the Major

If a student does not pass a course with a grade of C or higher, yet has not met any of the criteria for automatic dismissal (see MCN Dismissal Policy) the student's graduation date most likely will be delayed. When this occurs the student still has the opportunity to complete the degree program, but additional measures are required to increase success.

These additional measures are: 1) The student is required to meet one-on-one with the academic advisor each semester prior to registration, and 2) The student will be prescribed a schedule each semester.

Students who are out of sequence should be aware that, due to course schedules and prerequisite restrictions, graduation will be delayed by at least one semester, and in some cases will be delayed by one year. Failure to progress in a nursing course could result in the delay of graduation by a minimum of one semester. Additionally, requests to complete nursing clinical courses that are major-blocked for other nursing sequences will not be accommodated. However, consideration will be given to students requesting to complete a nursing theory course in an alternative nursing sequence. In this instance, prior approval from the Assistant Dean for Undergraduate Programs is required in order to assess available resources and space in the requested course.

F. Honors Program

Students interested in pursuing Departmental Honors in Nursing should plan on completing an Honors Project in Adult Nursing I. In general, students must complete honors work in a variety of clinical courses and must maintain a college-designated GPA in order to remain in the Honors Program. Generally, current students are expected to have an Illinois State or Transfer cumulative GPA of 3.5 or higher. Application deadlines are July 1 for fall admission and December 15 for spring admission. Contact the honors website for more details (<http://honors.illinoisstate.edu/>).

G. Independent Study

Students may be eligible to complete an independent study if doing so fulfills graduation requirements for the major. Consultation with one's academic advisor will assist a student in clarifying independent study requirements. Approval from the Assistant Dean for Undergraduate Programs is required when considering an independent study.

H. Career Preparation/Seminar Series

Illinois State University offers students supportive resources in career preparation through the Illinois State University Career Center. Located in the Student Services Building on campus, the Career Center offers a variety of services including career fairs, job search, interview preparation, feedback on resumes and cover letters, mock interviewing, and job placement. Students may find additional information at <http://www.careercenter.ilstu.edu/> .

In addition to career preparation services provided by the broader University, the College also provides career seminar series in the fall and spring semesters to assist those students scheduled to graduate at the end of the semester. These seminar series include important information relating to resume preparation, interviewing, licensure application requirements, and fees associated with the pending Bachelor of Science in Nursing degree.

I. Submitting Request for Letters 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 students to sign a FERPA waiver when requesting any verbal or written recommendation (even after graduation). The attached guidelines are suggested steps for students to take so that faculty/staff members have informed information with which to provide a letter of reference. Please use this process when seeking out faculty/staff for a recommendation.

J. Letter of Recommendation Request Form

(Please see next page)



Student Recommendation Request Form

Instructions for Students:

- Email faculty/ staff member a request to fill out a **Letter of Recommendation** on your behalf and specify why the student feels this individual is the best person to write this recommendation. Specify if the letter can be submitted on the standard Mennonite College of Nursing Student Recommendation Form (see next page), an alternative form, or if it needs to be a typed letter. 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 Sequence (i.e. Prelic, Accelerated, RN/BSN, etc...):

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 or externship have a link or flyer? If so, please include it.

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

Instructions for Faculty/ Staff:

- 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



Name of Student: _____ Recommender

Recommender's Title: _____

Address of Recommender: _____

I DO DO NOT waive my right to view this recommendation.

Date: _____ Student Signature _____

How well do you know the Candidate? Check one Slightly Fairly well Very well

Under what circumstances have you known the candidate?

Professional Qualities

Academic Achievements	Superior	Above average	Average	Below Average	Have not observed
Compassionate Provider of Patient-Centered Care					
Student:					
• Serves as a provider of compassionate patient-centered care					
• Demonstrates a commitment to cultural and spiritual diversity					
• Demonstrates a commitment to caring and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings					
Resource Management					
Student serves as a steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care					
Empathic Communication					
Student:					
• Demonstrates empathic communication					
• Effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes					
Collaboration					
Student coordinates care activities among inter-professional members of the healthcare team to impact health outcomes of individuals, families, and communities					
Critical Thinking					
Student is an evolving critical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities					
Generalist					
Student:					
• Demonstrates knowledge consistent with that of a generalist					
• Integrates knowledge and skills in applying evidence-based solutions to health issues					
• Promotes wellness for individuals, families, and communities					

Remarks:

Recommender's Signature _____
 Date _____

IV. College Support and Organizations

A. Orientation

New students entering the Nursing Program are required to attend a day-long orientation on the Friday before classes are scheduled to begin. During this orientation students will learn more about academic plans of study, library resources, and other expectations of the nursing program. Transcript and health deficiencies are reviewed at this orientation session.

B. Open House and Convocation

All new and returning students are encouraged to attend the annual January Convocation and August Open House for the College. These events provide students the opportunity to meet the faculty and staff of the College, as well as hear the Welcome Address from the Mennonite College of Nursing Dean. Motivational in nature, these events mark the beginning of a new semester.

C. Peer Support Person (PSP) Program

Traditional BSN Program Students:

- a. Each year several outstanding nursing students are selected to serve as PSPs. These PSPs are peer mentors for incoming students and assist them with integration into the college and campus culture. They play an active role in orientation activities and are provided with structured training sessions prior to serving in this role.

Effective communication, leadership skills, and knowledge of College policies make the PSPs an invaluable resource for new students in the nursing major. In addition to the mentoring role, the PSP position includes a paid tutoring role, providing group tutoring to assist students requesting specific help with nursing content. A PSP may serve during the fall, spring, or both semesters. This student leader supports the Mission of the College of Nursing.

- b. Approximately one month before entering the program each PSP will contact his/her assigned group of students via mail inviting new students to respond with questions. This assigned Peer Mentor can and should be utilized throughout the first semester to help new students get acclimated to the college. In the spring semester, juniors can apply to become PSPs for the proceeding fall semester.

Accelerated Traditional BSN Program Students:

- a. Due to the condensed scheduling format in the Accelerated Program and lack of overlap with other admission cohorts, current students are given contact information for past graduates of this program. These graduates also meet new students at an initial group advising session. New students are strongly encouraged to utilize these past graduates as a resource.
- b. The Assistant Dean for Undergraduate Programs also serves as the Accelerated Option Leader. This role is crucial in fielding student questions and suggestions. The Assistant Dean serves a professional role model for Accelerated students and is available by appointment.

- c. Tutoring services provided to Traditional BSN Program students can be provided to Accelerated students upon request.

D. Peer Tutoring

Tutoring for the undergraduate nursing program began in Fall 2012. Tutoring is offered for most of the core courses in the nursing program and is dependent upon the number of tutors available each semester. All tutors assist with Pathophysiology and Pharmacotherapeutics I & II and are assigned a second specialty course. Tutors receive instruction regarding “how to tutor” at the beginning of each semester. This instruction is conducted by a faculty member. Tutors are available 4 hours per week and a schedule of their availability is posted each semester in ReggieNet with the courses they are assigned. Instructions for how to contact the tutors is outlined in the individual courses. No tutoring is available for final semester seniors in Adult Nursing III or Leadership Dimensions. These needs are handled by the faculty teaching those courses.

E. Student Nurses Association

All undergraduate students are invited to be a part of one of Illinois State’s Registered Student Organizations (i.e. SNA is the Student Nurses Association).

All members of the Student Nurses Association must pay a small fee at the beginning of the academic school year. This nominal fee will be collected by SNA officers to cover expenses of the organization. The amount of the fee is determined by the SNA officers and advisors. With a strong commitment to community service and outreach, this group focuses on professional development, good citizenship, unified bonds with faculty, and feedback to the college regarding all aspects of undergraduate programming.

SNA meetings typically fall over the lunch hour every other Tuesday on campus. Minutes and agenda items get circulated via the college listserv, so those unable to attend can still receive information about how to get involved in scheduled events.

F. Sigma Theta Tau

The Mennonite College of Nursing Honor Society was established in 1988 and became a recognized chapter of Sigma Theta Tau International (STTI). STTI is committed to fostering excellence, scholarship and leadership in nursing to improve health care worldwide. Membership to the Xi Pi Chapter of Sigma Theta Tau is limited to students who meet the following honor society guidelines:

- a. Completed at least one-half of the required upper-division curriculum;
- b. Earned a cumulative (MCN) upper-division grade point average of at least 3.5 and be in the top 35% of the class.
- c. Induction ceremonies will vary by sequence in the fall and spring semesters.

G. Transcultural Nursing Experiences

The College of Nursing has a history of association with groups who care for and serve people in need throughout the world. This tradition continues in a formalized academic manner through the Transcultural Nursing Experience. This experience provides an avenue for personal and professional growth beyond the traditional boundaries of classroom and clinical practicums.

Students are given the opportunity to examine nursing care in a location that is culturally different from central Illinois. The experience offers eligible nursing students the opportunity to participate in a 1-2 week transcultural experience, typically during the summer months. Please refer to the Transcultural Experience website to learn about the valuable experiences MCN students have gained through various transcultural nursing travels:

<http://nursing.illinoisstate.edu/prelicensure/transcultural.shtml>

Examples of national and international sites include:

- Austin, Texas
- University of Brighton, England
- Vladimir, Russia
- Londrina, Brazil

Please refer questions about transcultural nursing experiences to:

Melissa Moody, Transcultural Coordinator, mkmood@ilstu.edu

Lynn Kennell, Transcultural Faculty Advisor, lskenne@ilstu.edu

H. Milner Library Services

Milner Library serves the entire Illinois State university campus and works closely with Mennonite College of Nursing to support the information needs of students, faculty and staff. The library subscribes to over 250 databases including CINAHL (Nursing), PubMed (includes Medline), Health and Psychosocial Instruments (research tools), Joanna Briggs Evidence Based Practice Database, Cochrane, PsyINFO, and Web of Science. The librarian, who serves as the liaison to Mennonite College of Nursing, has had specialized training and experience in health sciences librarianship and is responsible for developing and maintaining a health sciences book, journal and media collection. Most journals, and a growing number of books, can be accessed electronically from the student's computer either on or off campus. Many nursing videos are available in packages such as Nursing Education in Video, Kanopy Video and Filmmaker's Library. These videos are streamed and can also be viewed from one's computer off-campus.

Milner Library is a federal depository receiving items from the U.S. Department of Health & Human Services, the National Institute on Health, and the Centers for Disease Control and Prevention. A large collection of health sciences resources for children and adolescents can be found in the Library's Learning Resource Center. These resources include films, elementary and high school health sciences textbooks, kits, and stuffed animals complete with teeth and toothbrushes designed for teaching oral health.

Sources not available from Milner Library can be obtained free of charge by using the Library's document delivery service. Requested journal articles are normally received within 4-5 days, often within 48 hours, in an email containing a link to the article's PDF.

Students are:

- Able to access, from their on-campus or off-campus computer, PDFs of many required readings by clicking on “Course Reserves” found on the library’s homepage. Required DVDs, not streamed for viewing from one’s computer, can be requested for in-library use at the check-out counter. A special group viewing room is available on floor 5.
- Able to check out books from Milner Library, or 80 other academic libraries in Illinois, by using their Redbird card as a library card.
- Able to scan materials to a flash drive using the many scanners available in the library. This service is free of charge.
- Able to make arrangements with the Nursing librarian for consultations. Consultations can take place over the phone (309 438-8336), via email or by meeting with the librarian. The librarian can usually assist “drop-ins” who visit her/his office, # 515, on the 5th floor of Milner Library.
- Exposed to about three hours of instruction on Health Sciences Literacy as part of their research course.
- Able to use within the library all undergraduate textbooks purchased and housed in the reference section of the library.
- Able to access a special Nursing Guide available from the library’s homepage by clicking on “Subject Guides” found under “Help Videos and Guides”.
- Encouraged to make purchase suggestions or provide comments on how the library can better serve them.

Reference assistance is available by contacting the nursing/health sciences librarian via email or calling (309) 438-8336. Instant messaging service is also available from the library’s homepage during daytime hours and can be used for general uncomplicated questions.

I. Computer Lab

Mennonite College of Nursing offers a Computer Lab in Edwards 305 to nursing students and faculty for College testing, Success Plan testing and general use. Success Plan testing has priority. Faculty wishing to utilize this lab for classes or testing must contact Lesa Villafuerte in the Assistant Undergraduate Dean’s Office to reserve the lab. This lab is available to nursing students for work on campus during open lab hours. To determine hours check the door at Edwards 305 or call the lab at 309-438-2701. The lab is a quiet zone so please be considerate of this.

J. Mennonite M.E.N. Group

The Mennonite M.E.N. Group includes an acronym to impress that Mennonite Men are Excellent Nurses. Men in nursing stand out as a minority but are an important part of the nursing profession. The Mennonite M.E.N. Group is open to all men interested and associated with the nursing profession. The group meets once a month during the fall and spring semesters. Participants are exposed to social networking, including interactions with male students, alumni and professionals. M.E.N. explores the history of men in history, and invokes discussion about clinical and social issues men encounter as a minority in the profession.

V. Evaluations

A. Faculty/Course Evaluations

Toward the end of each semester, students will be asked to complete written and/or online faculty, course, and clinical 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 expected and will be used to improve learning in the classroom and clinical experiences.

B. Undergraduate Grading and Clinical Evaluation Policies

The following grading scale will be used in all undergraduate nursing courses:

Grade	Scale	Grade Point
A	90-100%	4
B	82-89%	3
C	74-81%	2
D	66-73%	1
F	65% & under	0

Combined unit and final exam scores must be 74% or higher in order for students to receive a passing grade in the course. If the student does not accrue 74% on the combined unit and final exams, the student will fail the course with a D or F, depending on the number of points accrued. If a student fails clinical, the grade is automatically an F in the course regardless of points accrued.

After 74% is accrued on unit and final exams, grades received on other assignments are added in to determine the final grade for the course. Students should consult individual course syllabi for clarification.

For Nursing 327 an alternative grading option is being utilized. Please refer to the Nursing 327 syllabus.

In a clinical course, the clinical experience is evaluated as satisfactory or unsatisfactory by the clinical faculty. There is no separate grade for clinical. If the student's clinical performance is satisfactory, the grade for the course is the theory (lecture-discussion) grade. A student will receive a grade of F in the course if clinical is unsatisfactory despite passing the theory portion of the course.

VI. Conflict Resolution

A. College Process for Resolving Student – Faculty Issues

Mennonite College of Nursing endorses services provided by Student Conduct and Conflict Resolution, a division of the Dean of Student's Office. Information regarding their services can be found at <http://deanofstudents.illinoisstate.edu/conflict/>.

Should a conflict arise that requires intervention, the Office of Student Conduct and Conflict Resolution can be contacted at 309-438-8621.

B. Student Complaint Procedure

Informal Process:

- a. If a student has a complaint, the student should attempt an informal resolution with the faculty or staff member in question.
- b. If this proves unsuccessful, the student should seek informal resolution with the course leader for clinical courses or the Assistant Dean for Undergraduate Programs in non-clinical courses.

Formal Process:

- a. If an informal resolution is not successful, the student may proceed to initiating a formal complaint.
- b. To initiate the formal process, the student must file a written formal complaint within 30 working days of the alleged complaint. The written complaint must:
 1. Be word processed
 2. Be signed and dated
 3. Include student's current address and phone number
 4. Be concise and specific, with names and dates wherever relevant and possible
 5. Clearly state the act or decision being challenged
 6. Clearly state why the act or decision is unauthorized or unjust
 7. Briefly describe attempts to reach an agreement through informal discussions with the instructor and/or course leaders.
- c. Failure to include all required information will result in a delay of the complaint process. Written complaints will not be reviewed until all information is provided.
- d. The Associate Dean will review the formal complaint and meet with the student and/or faculty/staff member within 10 working days of receipt of the complaint.
- e. The Associate Dean will attempt to facilitate resolution of the complaint at the College level.
- f. If a resolution is not achieved within the College, the Office of Student Conduct and Conflict Resolution Office and/or the Office of Equal Opportunity, Ethics, and Access may be contacted to determine possible next steps in resolving the complaint as appropriate.
- g. Information about the conflict resolution, and social/academic conduct can be obtained through the Illinois State University Student Conduct and Conflict Resolution Office website at <http://deanofstudents.illinoisstate.edu/conflict/resolution/>.

VII. Student Performance in the Major

Upon entry into the nursing major students are expected to maintain satisfactory progress towards meeting program outcomes. Faculty feedback regarding clinical performance is provided via Clinical Performance Evaluation Tools completed at mid-term and/or the end of the semester. Faculty feedback about theory or clinical performance is provided via Course/Clinical Progress Reports should performance deficiencies exist *at any given time period* during the course of a semester. Failure to adhere to minimum competencies may result in clinical suspension and/or dismissal from the major. Processes exist for appealing Clinical Suspension decisions.

A. Progress in the Major

If a student does not pass a course with a grade of C or higher, yet has not met any of the criteria for automatic dismissal (see MCN Dismissal Policy) the student's graduation date will be delayed. When this occurs the student still has the opportunity to complete the degree program, but additional measures are required to ensure success.

These additional measures include: 1) The student is required to meet one-on-one with the academic advisor each semester prior to registration, and 2) The student will be prescribed a course schedule each semester.

Students who are out of sequence should be aware that, due to course schedules and prerequisite restrictions, graduation will be delayed by at least one semester, and in some cases by one year. Additionally, requests to complete nursing clinical courses that are major-blocked for other nursing sequences will not be accommodated. However, consideration will be given to students requesting to complete a nursing theory course in an alternative nursing sequence. In this instance, prior approval from the Assistant Dean of the Undergraduate Program is required in order to assess available resources and space in the requested course.

B. Progress Reports for Clinical and Theory

Course faculty and clinical faculty are available to discuss student progress in nursing courses. Students will receive a Course/Clinical Progress Report if there is any indication that successful progress in a course or clinical is not being made. Indication of a performance deficiency can include but is not limited to:

- At any time during the semester when the teaching faculty determines that the student is in academic jeopardy;
- Receiving less than a combined unit and final exam score of 74%;
- Demonstrating unsatisfactory clinical performance and a pattern of behavior not consistent with clinical expectations;
- Suspension from clinical for dangerous or unsafe behavior.

Course/ Clinical Progress Reports are helpful for students to understand the seriousness of their academic situation and clinical progress in order to identify strategies for improving their grades and clinical progress. Students who receive notice of performance deficiencies are responsible for arranging a conference with the instructor within one week of receiving the report. After meeting with the student, the faculty member will provide a copy for the student and retain a

copy for his/her own file. A copy will also be provided to the Assistant Dean of the Undergraduate Program and Undergraduate Program Academic Advisor (for placement in student's file).

Course/Clinical Progress Report Implementation:

1. Faculty, supervisors and instructors who observe concerns with a student's clinical or course progress shall first address the concern directly with the student. The student should be made aware of the concern(s), be advised regarding appropriate ways to improve the concern(s), and be notified that a written record will be filed with the Assistant Dean for the Undergraduate Program. (See attached Course/ Clinical Progress Report).
2. The student will meet with faculty outside of class or clinical to review and sign the Course/Clinical Progress Report.
3. Four copies of the progress report form should be made: one for the student, one for the faculty member, one for the Assistant Dean of the Undergraduate Program, and one for the student's overall file. The original disposition form will be filed in the student's file.

Consequences:

1. Progress reports could have a negative impact on course and clinical grades. They may also cause removal from or delayed admission into required courses and clinical experiences.
2. Copies of all Course/ Clinical Progress Reports will be available for review by appropriate instructors, faculty and supervisors working for or on behalf of the Mennonite College Nursing.
3. Concerns regarding the dispositions and critical functions of individual students may be discussed with appropriate faculty and/or supervisors as needed.
4. ANY progress report that is the result of a Clinical Suspension and/or is based on conduct that is serious may result in dismissal from the program.

(Please see Course/Clinical Progress Report on the following page.)



Course/Clinical Progress Report

Student Responsibilities

1. Read, respond, and sign form at scheduled appointment
2. If you received this report via email, schedule appointment with faculty within one week.

Faculty Responsibilities:

1. Send signed report to the Assistant Dean of Undergraduate Program.
2. Provide a copy for the student.
3. Place the original in OSFS student file.

This report is relating to:

Course Progress

Clinical Progress

Clinical and Course Progress

Does this report relate to a clinical suspension? Yes No

Student Name:	UID:
---------------	------

Faculty/Staff Initiating Report:

Date of Report:

Area of Concern:

Course: NUR_____

Current Grade: _____

Meeting with Student:

Date:		Time:	
Student Name:			
Faculty/Staff Member:			

Explanation of Concerning or Deficient Behavior(s):

Required Action(s) for Improving Concerning or Deficient Behavior(s):

Recommended Action(s) for Improving Concerning or Deficient Behavior(s):

Check all that apply

	Prepare for class by reading text, completing homework prior to class, and reviewing notes after class.		Meet with Undergraduate Academic Advisor to address career options and plans of study.
	Find study group/partner with similar study styles.		Seek counseling at ISU student counseling services. (309-438-3655).
	Participate in test reviews and/or see faculty to review tests.		Attend skills workshops offered by the Julia N. Visor Center.
	Meet with Success Plan Coordinator to review test-taking strategies.		Meet with designated NSL staff member for Skills remediation.
	Work with PSP to develop more effective time management skills.		Consult with librarian staff (ISU librarian preferred)
	Participate in MCN peer tutoring.		Other:

Time period for expected resolution of deficient behavior:

Faculty Input: As above

Student Input:

This Progress Report has been discussed with the student. My signature verifies that I am aware of the document's contents and existence and I understand that a copy of this report will be filed with the Assistant Dean of the Undergraduate Program and the Academic Advisor.

Signature of Student and Date

Signature of Faculty Member and Date

Print Name of Student

Print Name of Faculty Member

C. Dismissal Policy

Students will be dismissed from the major when a student receives a grade of less than a C in any two nursing courses or twice for the same course. Students dismissed for this reason may apply for readmission to the major with no guarantee for readmission (see Readmission section of the handbook). Dismissal may also be based on serious conduct and or clinical suspension. In the event of this type of dismissal, the student's academic advisor will work with the student to identify alternate educational majors.

D. Readmission to the Nursing Major: Traditional BSN

Upon admission to the Direct Admit Nursing Sequence students must maintain consecutive fall-spring enrollment at Illinois State University following a prescribed plan of study. Failure to enroll in prescribed coursework at Illinois State in either a fall or spring semester may result in dismissal from the major with no guarantee of readmission.

Upon admission to the Traditional BSN Program Sequence (i.e. when students enroll in their 1st nursing course), all students are expected to maintain consecutive fall-spring enrollment in nursing courses. Any student who has not been enrolled in nursing coursework for more than one fall or spring semester or who has been academically dismissed from the major must reapply to the college. Students who are readmitted may be required to complete Success Plan testing and lab proficiency testing. The costs of such testing are the responsibility of the student. Applicants interested in readmission should contact a College of Nursing academic advisor.

A formal interview and a faculty letter of support will be required for readmission consideration. Additionally, students will be expected to respond to the following questions in essay format: 1) What specific events or situations contributed to lack of progression in the major? 2) Reflecting back on your involvement with the college and feedback obtained from faculty/staff, what would have you done differently to be successful? 3) What specific action plan do you have to move forward and be successful in the major if readmitted? Upon submission of the essays and letter of support, students will be contacted within 10 business days to arrange for an interview. Readmission applications must be received by June 1 for fall readmission and by January 1 for spring readmission. Summer readmission will be considered on a case-by-case basis.

The Readmission Committee reviewing the application will be comprised of the Assistant Dean for Student & Faculty Services, the Assistant Dean for Undergraduate Programs, and the Traditional BSN Program Committee Chair or designate. In the event of non-consensus the readmission application will be reviewed with a broader college committee. The following points will guide the committee in making a readmission decision:

Readmission Application Following Academic Dismissal from the Major	Readmission Application Following <i>Non-Academic Dismissal</i> from the University	Readmission Application Following <i>Withdrawal</i> from the Major or University
Application must include student's accurate self-appraisal of factors that contributed to academic dismissal.	Application must include student's accurate self-appraisal of factors that contributed to non-academic dismissal.	Application must include student's accurate self-appraisal of factors that contributed to separation from the major and/or university.

<p>If dismissal occurred following completion of <u>first</u> semester nursing courses (i.e. NUR 224, 237, 222, 239, 225, or 229 for Traditional BSN Program Sequence) committee will only consider substantive external reasons that impacted ability to be successful (i.e. family crisis or medical issue, etc...).</p> <p>The student must identify a specific and quantified plan to address factors that contributed to dismissal from the major.</p>	<p>The student must identify a specific and quantified plan to address factors that contributed to dismissal from the university.</p> <p>Students dismissed for ethical violations inconsistent with the values of professional nursing or for reasons that may disqualify them from obtaining licensure as a registered nurse will not be readmitted to the major.</p>	<p>The application must include a thorough summary of factors that contributed to a decision to return to the major.</p>
<p>The student must be in good standing with the university to be readmitted to the major.</p>	<p>The student must be in good standing with the university to be readmitted to the major.</p>	<p>The student must be in good standing with the university to be readmitted to the major.</p>
<p>The student must be held accountable to participate in college support services (i.e. Peer tutoring, faculty consultation, Success Plan, nursing simulation).</p>	<p>The student must identify any campus resources needed to be successful in the major if readmitted.</p>	<p>The student must identify any campus resources needed to be successful in the major if readmitted.</p>

***Readmission to the major will be granted on a selective basis.
Upon readmission, the Dismissal Policy is modified as follows: Dismissal from the nursing major results when a student receives a grade of less than C in any one nursing course.***

E. Clinical Performance Evaluation Tool

In each clinical course, students will be evaluated at midterm and at the end of the semester in an individual conference format according to the course objectives. The Clinical Performance Evaluation Tool (CPET) is in essence a progress report that reflects student ability, knowledge, skills and attitude (KSA). This tool may be used to make students aware of deficits in these KSAs and to identify how students must act to improve their deficient behavior during the second portion of the semester in order to continue to progress on to the next course in the curriculum. The Assistant Dean of the Undergraduate Program should be notified of any student who is deficient in performance in a way that puts them at risk for clinical failure as soon as possible using the Course/Clinical Progress Report if necessary. This notification is initiated by clinical faculty.

Each Clinical Performance Evaluation Tool is course-specific and students will be oriented to the clinical evaluation process at the beginning of each clinical course. Faculty make certain that students receive copies of the Clinical Performance Evaluation Tool at the end of the semester, at which time a copy is also sent to the student's academic file in the Office of Student and Faculty Services (OSFS). Based on the structure of this course no midterm evaluations will be conducted in NUR 316 *Maternal Infant Nursing*. For this course faculty will keep students individually apprised of their progress. Students who receive ANY unsatisfactory progress on the CPET will receive a Course/Clinical Performance Report, (see following pages).

Clinical Performance Evaluation Tool

Student Name: _____ ULID: _____ Semester/Year: _____

Clinical Site(s): _____ Nursing Simulation Lab (NSL) Date: _____

Patient-Centered

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs (QSEN, 2014)

Course Objective 1: Develop a culturally sensitive, patient-centered plan of care to meet the unique needs of adults and their families in episodic care settings to promote restorative health in a safe, quality manner.

Course Objective 2: Apply principles of teaching-learning in therapeutic patient-centered nursing interventions with adults and their families in episodic care settings.

Specific Knowledge, Skills, & Attitudes (KSAs)	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Select appropriate tools and resources for gathering health history and assessment data.				
B. State nursing diagnoses using appropriate terminology and format.				
C. Prioritize nursing diagnoses accurately, according to patient status.				
D. Formulate realistic, specific, and measurable goals related to the nursing diagnosis.				
E. Plan appropriate individualized independent and collaborative nursing interventions based on patients’ values, preferences, and needs.				
F. Evaluate effectiveness of interventions and alter patient care appropriately.				
G. Demonstrate understanding of pathology underlying patient’s condition: relate s/s to pathology; interpret lab and diagnostic test results correctly; explain impact of medications; explain impact of invasive treatments.				
H. Identify patient/family learning needs (i.e., knowledge deficits related to care and preferred method of learning) and readiness for teaching.				
I. Plan teaching based on identified learning needs, readiness, and patient/family abilities/disabilities.				

J. Implement teaching plan based on respect for patient/family preferences, values, and needs.				
K. Evaluate teaching and make appropriate changes if needed (e.g., communicate needs with healthcare provider; provide additional resources).				
Comments:				

<p>Teamwork and Collaboration <i>Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN, 2014)</i></p> <p>Course Objective 4: Practices effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement nursing care.</p>				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Demonstrate awareness of own strengths and limitations as a team member.				
B. Function with assistance and direction as a member of the health care team.				
C. Use appropriate goal-oriented verbal, non-verbal, and written communication skills.				
D. Demonstrate effective group process skills. Engaged and active participant in providing quality patient-centered care in an interprofessional team setting.				
E. Assess the clinical environment to determine when peers and other personnel require assistance in providing care.				
Comments:				
<p>Evidence based Practice <i>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014)</i></p> <p>Course Objective 5: Integrates principles, theories, and evidence from nursing, biological, psychological, and social sciences to guide clinical decision making.</p>				

Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Use research as evidence for nursing practice as demonstrated in health history, physical assessment, and nursing care plan, as well as through EBP project.				
B. Demonstrate knowledge of basic scientific methods and processes in basic nursing skills (e.g., infection prevention, body mechanics).				
C. Base individualized plan of care on patient values, clinical expertise, and scientific evidence.				
D. Describe reliable sources for locating evidence reports and clinical practice guidelines.				
Comments:				
SAMPLE				
Quality Improvement <i>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2014)</i> Course Objective 3: Relate discussion of economic, regulatory, and ethical issues to care of adults in episodic care settings				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Describe strategies for identifying outcomes of care in the acute care setting.				
B. Identify appropriate use of resources (i.e., human, material, and fiscal).				
Comments:				
Safety <i>Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014)</i>				

Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Implement nursing interventions safely and effectively.				
B. Recognize self-limitations and seek help when necessary.				
C. Base clinical judgments on assessment data and patient's needs consistent with standards of practice.				
D. Demonstrate professional accountability (e.g., report errors to faculty and staff).				

Comments:

SAMPLE

Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making(QSEN, 2014)

Course Objective 4: Practice effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement nursing care.

Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Use information technology effectively in patient care situations. Access computer resources including patient data for application to the nursing process.				
B. Explain why information and technology skills are essential for safe patient care.				
C. Document patient care in an electronic health record.				
D. Utilize references and resources in the clinical setting such as policy and procedure manuals and assigned texts.				

Comments:

Professionalism				
<i>Demonstrates a commitment to professional nursing.</i>				
Specific KSAs	Student Midterm S/NI/U	Faculty Midterm S/NI/U	Student Final S/U	Faculty Final S/U
A. Maintain patient confidentiality.				
B. Adhere to college policies and agency policies, including dress code.				
C. Report to clinical on time.				
D. Submit written assignments on time.				
E. Accept responsibility for own preparation, learning, and behavior.				
F. Demonstrate a commitment to professional nursing; for example by putting forth a good effort in carrying out the nursing process.				
G. Demonstrate awareness of how personal and professional values impact nursing care.				
H. Identify strengths and goals for self-improvement related to clinical performance.				
Comments:				

SAMPLE

PET MIDTERM STUDENT GOALS (minimum 3 goals mutually decided upon by student and faculty)

Student Response: I agree and will work with my faculty in meeting these goals.

Student Signature: _____ Date: _____

Faculty Response: I agree and will work with the student in support of this growth.

Faculty Signature: _____ Date: _____

NSL Remediation/Date: _____ Absences: _____ Makeup: _____

*Faculty: please provide a copy of this Final Assessment for the student after completion.

Final Assessment

CPET Final Student Assessment: (strengths, attainment of goals and opportunities for improvement next semester) What areas or opportunities are needed to continue or improve for next semester?

CPET Final Faculty Assessment: (strengths, attainment of goals and opportunities for improvement next semester) What areas or opportunities are needed to continue or improve for next semester?

Final Student Signature: _____ Date: _____

Final Faculty Signature: _____ Date: _____

*Students: Please retain a copy of this Final Assessment and share with your clinical faculty next semester.

F. Clinical Suspension

Any individual must be competent, safe, respectful, and ethical and prepared to meet patient care needs. Patient safety, as noted with Quality Safety Education for Nurses (QSEN) competencies is vital in all areas of practice. The ANA Code of Ethics for Nurses states “the nurse acts to safeguard the client”.

The clinical instructor/faculty member has the responsibility to suspend a student from clinical at any time, in the supervisor or faculty member’s professional judgment, the student’s behavior is determined to be dangerous or potentially dangerous to patients and/or others. During the time of a suspension, the student may not work or be present at the clinical site until the issue has been resolved utilizing the Clinical Suspension Procedure outline below.

Faculty will notify the course leader and the Assistant Dean of the Undergraduate Program of the Clinical Suspension. If clinical performance is unsatisfactory but not dangerous or unsafe, faculty will follow the Course/Clinical Progress Report process.

Unsafe or dangerous behavior, however, is always unsatisfactory and requires immediate intervention. Unsafe or dangerous behaviors include but are not limited to:

- Performing any procedure, administering medication, or practicing beyond your level of competency;
- Not following guidelines set forth by the clinical instructor or site;
- Lacking knowledge needed to assume care of assigned patients;
- Failing to perform care consistent with clinical guidelines, institutional policies and standards of patient care for hospital and college;
- Demonstrating patterns of repeated errors, despite remediation as recommended by faculty;
- Failing to provide accurate, relevant and timely documentation and not reporting changing patient conditions to faculty/team leader;
- Practicing with impaired cognition;
- Errors in administering, ordering, or prescribing medication.

Procedure

If a student is suspended for unsafe or dangerous behavior the following procedure will be followed.

1. Clinical Instructor/Faculty Member will make a professional decision based on behavior and observation that Clinical Suspension is necessary.
2. Clinical Instructor/Faculty Member will inform the student of the Clinical Suspension.
3. Clinical Instructor/Faculty Member will complete a Course/ Clinical Progress Report within three (3) days of the incident. The student will then be responsible for setting up a follow up meeting with the faculty member to identify what corrective actions the student must take, and discuss the deadline for completing the corrective actions.
4. If corrective action cannot be taken, dismissal from the major will be recommended.
5. The clinical suspension that results in a dismissal recommendation may be appealed as outlined below.

Appeals Process for Dismissal Recommendations:

If a clinical suspension leads to a recommendation of dismissal from the program the student may appeal for the following reasons: the dismissal recommendation was indicative of an arbitrary or capricious decision; the student was treated differently from other students; or the student was evaluated in a manner inconsistent with the standards outlined for the clinical.

The process for the appeal is as follows:

1. After receiving a decision that the clinical suspension cannot be remediated and thus dismissal is recommended the student must fill out the "Appeals Process Request Packet" form. This form must be turned in to the Assistant Dean of the Undergraduate Program with a copy sent to the Chair of the Prelicensure Program Committee within 7 days from the date that dismissal was recommended as a result of the clinical suspension. The student will be asked to identify the grounds for the appeal, including but not limited to: how the dismissal recommendation was indicative of an arbitrary or capricious decision, how the student was treated differently from other students, or how the student was evaluated in a manner inconsistent with the standards outlined in the course.
2. The Assistant Dean of the Undergraduate Program shall forward a copy of the Appeal Request to the faculty member who issued the dismissal recommendation. The faculty member then has 10 business days from receipt of the challenge to provide a written response. The student will receive a copy of the faculty member's response; however, any information that would violate the privacy rights of other individuals will not be released to the student.
3. Upon receipt of the faculty member's response, the Appeaser Committee composed of the Assistant Dean of the Undergraduate Program and subcommittee members of the Prelicensure Program Committee will meet during standard university operating hours within 10 business days following receipt of the faculty member's response. This team will investigate to determine if the student's challenge is founded. The committee may decide to hear additional statements from both parties if deemed necessary.
4. Once the subcommittee has reached a decision results will be sent to the faculty member and student via US postal service and ISU email within one week of the hearing.
5. The decision of the Appeals Committee is final without further appeal.



ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

APPEALS PROCESS REQUEST PACKET

The appeals process serves to ensure students with an impartial review of any dismissal recommendations. The burden is on the student to make a compelling case that the dismissal recommendations was indicative of an arbitrary or capricious decision; the student was treated differently from other students; or the student was evaluated in a manner inconsistent with the standards outlined for the clinical.

This packet can be emailed to Dr. Kim Astroth, Assistant Dean- Undergraduate Program at kmastro@ilstu.edu; printed and returned to Edwards Hall Room 112; or mailed to Illinois State University, Mennonite College of Nursing, Attention: Dr. Kim Astroth - Appeals Process, Campus Box 5810, Normal, IL 61790.

The Undergraduate Program Office will route your appeal packet to the designated Prelicensure Program Committee Chair. You must fill out all information for your request to be considered.

APPEALS INFORMATION

Your Name

Your UID

Local Address

City, State, Zip

Permanent Address

City, State, Zip

Local Phone

Course(s) Associated with Clinical Suspension

Instructor(s) Issuing Clinical Suspension

Effective Date of Dismissal Recommendation

Please check the area(s) associated with your decision to Appeal the dismissal recommendation, noting that evidence to support your appeal rations will be required.

- Unsupported Conclusion: With an endorsement of “Unsupported Conclusion” the student is contending that the decision to suspend from clinical is arbitrary and capricious, and is unsupported by substantial information.
- Unfair Treatment: With an endorsement of “Unfair Treatment” the student is contending that he/she was treated differently than other students and that different expectations have been imposed on the student.
- Inconsistent Standards: With an endorsement of “Inconsistent Standards” the student is contending that the outcomes expected for clinical performance were not clearly stated or do not reflect those outlined by the faculty in written, verbal, or electronic communication.

SUPPORTING DOCUMENTATION

Please attach a typed or hand-written explanation to include evidence for your above conclusions noting that each endorsement requires a separate explanation.

Signature

Printed Name

Date

By signing above, I hereby acknowledge that the information provided in this appeal is complete and true to the best of my knowledge.

G. 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>

VIII. Health

A. Health Insurance Requirements

All full time and part time Mennonite College of Nursing students are required to carry adequate health/ accident insurance during the entire period of participation in the Traditional BSN nursing program. Coverage must be either privately procured or obtained through the University's Group Health Insurance Plan. Proof of student health insurance will be verified at the beginning of each academic year. Preventative health issues, injuries, illnesses, and/or other conditions associated with being a nursing student are the sole responsibility of the student. Financial obligations relating to the health of the student should be processed through the student's health insurance policy. Any remaining financial obligations are the responsibility of the student. If a student cannot verify proof of insurance, the student will not be allowed to engage in any clinical activities. Changes in health insurance plans should be immediately reported to the student's academic advisor.

B. Blood Borne Pathogens Requirement

All undergraduate students at Mennonite College of Nursing receive annual information on Blood Borne Pathogens. Awareness of this information outlined below is particularly critical prior to the start of *NUR 222 Psychomotor Skills* and/or *NUR 229 Adult Nursing I*.

Students are required to sign a Blood Borne Pathogens Form, which is kept on file in the Office of Student and Faculty Services.

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>

C. 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: <http://ehs.illinoisstate.edu/services/occupational/BBP%20Exposure%20Control%20Plan%204-24-14.pdf>
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 the 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.

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 must contractually verify with nursing clinical agencies that the results of student background checks and drug screens are clear and do not prohibit their participation in clinical rotations. It is the facility's right to deny access to any student whose background check or drug test is in noncompliance with agency standards. The college will attempt to find a replacement clinical site for students with a criminal background check or drug test result that is in noncompliance but cannot guarantee that one will be found. Failure to complete clinical experiences for this reason would result in a student's inability to complete the requirements of the program and obtain a Bachelor of Science in Nursing degree. Should students proceed to graduate, the College cannot guarantee that students will be allowed to sit for examination with a certification body or that any Board of Nursing will grant a Registered Nurse license.

These requirements include, but are not limited to the following: immunizations, a physical examination, blood titers, TB skin test, influenza vaccination, and a drug test. 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 clinical 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 attend theory courses and/or clinical placements until deficiencies are completed.

E. Absence due to Illness or Injury

The College expects regular attendance to class, clinical, and other required events from students. In the event that a student needs be to absent from class due to illness or injury, it is

their responsibility to contact the appropriate person as soon as possible to inform them of the absence.

a. Notification of absence:

- Notify the appropriate person (i.e. theory faculty, clinical faculty, NSL staff) of absence due to illness or injury.
- Check syllabus for notification process for missing a clinical day if you are a student.
- The Assistant Dean for the Undergraduate Program needs to be contacted if the absence is faculty related.

b. Students missing class for 3 or more days should contact the Dean of Students' Office.

F. 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 contact information through the Go.IllinoisState portal.

IX. Nursing Simulation Lab

A. Purpose

The purpose of the Nursing Simulation Lab is to provide our undergraduate and graduate students an exceptional educational experience in a dynamic and diverse learning environment. We aim to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence.

B. Goals

Experience in the Nursing Simulation Lab will prepare students to:

1. Adapt care to meet the needs of a variety of patients in a range of settings.
2. Utilize available resources and standard practices to provide safe patient care.
3. Communicate in a professional manner with patients, family members, and the healthcare team.
4. Collaborate with an inter and intraprofessional team.
5. Demonstrate clinical competence through repeated and deliberate practice.
6. Integrate theory and practice to prioritize and implement evidence based care.
7. Use reflection to self-analyze performance.

C. MCN Nursing Simulation Lab Student Guidelines

1. Dress Code

Students are expected to comply with the dress code provided in the student handbook.

- Simulation days: clinical uniform and name badge
- Skills Lab: clinical uniform and name badge
- Health Assessment Lab: clinical uniform and name badge
- Guided Practice: lab coat and name badge

2. Psychomotor Skills Guided Practice Procedures

Guided practices are staffed by the Lab Assistants for guided practice of skills.

- Students may use the online signup address provided on the Psychomotor Skills for Nursing ReggieNet course site to schedule a practice time. An appointment is required.
- If no students are scheduled for guided practice, the lab assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

3. Health Assessment Practice Session Procedures

Practice sessions are staffed by the Graduate Assistants for guided practice of health assessment skills.

- Students may use the online signup address provided on the Health Assessment ReggieNet course site to schedule a practice time. An appointment is required.

4. Skills Blitz

The purpose of the Skills Blitz is to allow students the opportunity to refresh selected skills.

- At the beginning of every fall semester, all students enrolled in Adult Nursing II (except Accelerated students), Adult Nursing III, and Psychiatric and Mental Health Nursing are required to schedule a skills guided practice session.
- At the beginning of every spring semester, all students enrolled in Adult Nursing III are required to schedule a skills guided practice session.
- At the end of spring semester or beginning of summer semester, accelerated students enrolling in Adult Nursing III in the summer semester are required to schedule a skills guided practice session.
- Guided practice sessions are staffed by the Lab Assistants for review of selected skills.
- Students may use the online signup address provided on the relevant ReggieNet course sites to schedule a guided practice session. An email will also be sent from the Clinical Lab Coordinator containing the online signup address.
- If no students are scheduled for practice sessions, the Lab Assistants will not be available. Practice times need to be scheduled by the morning of the day of the appointment to ensure lab assistants will be available.

5. Equipment Use

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected.

- Do not use betadine on the manikins or task trainers.
- Do not use ink pens or markers near the manikins or task trainers.

6. Use of Lab Equipment Outside of the Nursing Simulation Lab

Students may request the use of nursing lab equipment for presentation or teaching activities outside of the Nursing Simulation Lab.

- To facilitate the check-out of any lab equipment, please call (309) 438-6040 or email the Clinical Lab Coordinator at least one week in advance of the date requested.
- All equipment must be checked out by a lab staff member and the Nursing Simulation Lab Equipment Sign Out Form must be completed.
- Return of all equipment must be checked by a lab staff member and marked as “returned” on the Nursing Simulation Lab Equipment Sign Out Form.
- Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.

7. Universal Precautions

All students should follow Universal Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- All injuries, including “clean” needle sticks, should be reported to the faculty and Nursing Simulation Lab staff. An Illinois State University Non-Employee Accident Report form should be completed.

8. Simulation Days

Attendance

- Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.
- Students are to report to the Nursing Simulation Lab 15 minutes prior to the scheduled start time.
- Makeup for simulation day absence will be arranged by the clinical instructor, course leader, and the Director of Nursing Simulation.

Preparation

- Two weeks prior to the scheduled simulation day, a required “ticket in” will be posted on the corresponding ReggieNet course site.
- The “ticket in” must be typed and may be used as a resource during the simulation day.
- Completion of the assigned “ticket in” is required for participation in the simulation day

Conduct

- Professional conduct and communication are expected at all times in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.
- The Nursing Simulation Hospital should be treated as a real clinical setting at all times. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.
- Cellular phones are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality

- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations

- Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete.
- Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

X. NCLEX Preparation/Success Plan

A. Preparation for NCLEX-RN

The NCLEX-RN (National Council Licensure Examination-Registered Nurse) is an exam developed by the National Council of State Boards of Nursing, Inc. (NCSBN). Passing the NCLEX-RN is required of a candidate for licensure as a Registered Nurse (RN) by all US state and territorial Boards of Nursing.

In the final semester of the nursing program, students will receive detailed information regarding the two part process: 1. Application for taking the NCLEX-RN exam and 2. Applying for licensure in the state in which they intend to practice nursing.

For those who plan to practice in the state of Illinois, the Illinois Department of Professional Regulation requires students applying for licensure in the State of Illinois to be fingerprinted by a designated vendor approved by the state. Detailed information about this process will also be provided during the last semester of the nursing program.

Students who plan to practice nursing in a state other than Illinois will need to access information about licensure requirement for the state by going to Board of Nursing website for the state. To contact a Board of Nursing, go to the following website: <https://www.ncsbn.org>, click on "Board of Nursing," then click on "Contact Board of Nursing," and then finally choose your state.

B. College Success Plan

Purpose is to provide:

- a. an assessment of each student's ability to understand and apply theoretical and clinical knowledge related to clinical courses as they progress through the curriculum
- b. an assessment of each students' preparedness to be successful on the NCLEX-RN

- c. intervention guidelines and strategies that address any deficiencies a student may demonstrate in understanding and applying theoretical and clinical knowledge related to clinical courses

Assumptions:

- a. Faculty members believe in a unified approach in preparing students to take the NCLEX-RN and function as safe, effective registered nurses. Mastery exams given prior to the completion of each semester are to be used as a guide in determining acquisition of knowledge and application of content area. Exams given during a students' final academic semester will be used to determine a students' readiness to take the NCLEX-RN and function as a registered nurse.
- b. It is imperative that faculty create an academic culture that is both challenging and caring.
- c. All students at the College will participate in success plan testing during all four semesters of the Nursing Major.
- d. Faculty members believe that Mastery testing throughout the curriculum is a valid way to assist students in preparing to take the NCLEX-RN and function as registered nurses.
- e. Faculty members support use of standardized tests within their courses as a teaching tool. This includes the administration and review of such tests
- f. Students will understand the seriousness to which they should approach mastery and readiness testing.
- g. Students will actively participate in any proposed interventions for noted deficiencies in knowledge and skill acquisition essential for passing the NCLEX-RN.

C. Doing Well Workshops

Workshops for students to improve study skills, test-taking skills, and organizational skills are held in August/September for students entering in the summer and fall semester of the nursing curriculum or in January/February for students entering in the spring. The purpose of these workshops is to provide preventative interventions for students who need assistance, as well as to enable every student to perform at a high capacity. Additional workshops are also provided by the broader University at www.ucollege.illinoisstate.edu/tutoring/workshops.

D. Evaluation Criteria

The Success Plan is to be evaluated by the Prelicensure Curriculum Committee (PCC) at the end of each semester. A report should be completed by the committee and available to all faculty members. Items to consider in the evaluation process will include:

- a. NCLEX-RN pass/fail rates
- b. Appropriateness of Mastery exams/Nurse Predictor
- c. Alternative approaches to conducting exams
- d. Faculty use of suggested classroom/clinical interventions
- e. Data analysis by Success Office at the end of each semester

E. Success Plan Guidelines

1. All Traditional BSN Program students will participate in the Success Plan.
2. Mastery exams are secured/proctored exams and only administered in the computer lab under the supervision of an exam proctor. SUCCESS plan testing proctors are the Coordinator of Academic Success and the Computer Lab GA. Unsecured exams are non-proctored and can be taken from any computer with the appropriate specifications. Non-proctored exams can be taken an unlimited number of times.
3. Students are required to take each mastery exam as scheduled for the academic year. Exams are administered during scheduled computer lab hours. The required hours for testing will vary.
4. Students may only take one mastery level exam per day.
5. Students scheduled for an exam and unable to attend the session because of an emergency or illness are to contact the computer lab at 309-438-2701.
6. All students that fail to pass their designated success plan test/s are required to research each of the “topics to review.” These topics can be found in their assessment report under “My Results.” which is on the student homepage of the ATI Website. Each student must present evidence that the self-remediation process has been completed prior to attending a review session and prior to retesting. Creating a “focused review” will expedite this self – remediation process. Access to the “focused review” is under “My Results” next to the assessment report link.
7. The ATI Graduate Nurse Predictor (GNP) exam is administered to students one time in the last semester of the senior year. Students taking the Nurse Predictor exam are required to achieve a 75% on the exam as designated in the syllabus for NUR 327 Leadership Dimensions in Nursing. There is no opportunity for remediation and retesting of the GNP exam. Students earning less than 75% on this exam are expected to take an NCLEX review course. A score of 63% must be achieved on the post-review course readiness exam. Should the student not be considered “NCLEX-RN ready” following the review course, an individualized remediation program will be initiated until the student can demonstrate NCLEX readiness. NCLEX-RN application forms will NOT be mailed until the student successfully completes the review course.
8. Students are required to comply with all success plan guidelines in order to progress from semester to semester at the College. All students are required to maintain academic integrity for all success plan testing. Failure to do so will result in a referral to the Office of Student Conduct and Conflict Resolution at the University.
9. Tests to be completed.

Test of Essential Academic Skills (TEAS)

Explanation:

The TEAS consists of four content areas: Math, Reading, English, and Science. All subtests contain multiple-choice items with one correct answer. The reporting system for the TEAS includes a composite score for each of the four general areas. Sixteen sub-scores are generated within these categories to assess specific content mastery. The TEAS is scored as a percent correct score which creates a profile of the student's academic performance. The TEAS score is beneficial in predicting the likelihood of academic success and provides opportunity for early intervention. All TEAS testing is must be completed by the designated date.

1. **Math** - This subtest covers whole numbers, metric conversion, fractions and decimals, algebraic equations, percentages and ratio/proportion.
2. **Reading** - This subtest covers paragraph comprehension, passage comprehension, and inferences/conclusions.
3. **English** - This subtest measures knowledge of punctuation, grammar, sentence structure, contextual words and spelling.
4. **Science** - This subtest covers science reasoning, science knowledge, biology, chemistry, anatomy and physiology, basic physical principles and general science.

Critical Thinking Assessment – entrance – 1 hour

Explanation:

This non-nursing exam assesses the student's ability to use the critical thinking process. The test evaluates mastery of interpretation, analysis, evaluation, inference, explanation and self-regulation. Students will complete the on-line critical thinking of the 2nd week of the semester and Adult 1 clinical Lab experience.

Adult I Profile Exam-Introduction to SUCCESS plan testing – 2 hours

Explanation:

Success plan testing in this course is mandatory and does not include a practice test. Adult I students are introduced to Success plan testing during this semester. They are required to take a success plan designated Adult I ReggieNet exam and achieve a score of 75% by the designated date. If this score is not achieved than the students are required to remediate and retest prior to the end of the semester.

Adult 2 - Fundamentals of Nursing - exam – 2 hours

Explanation:

This test has content areas that include foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, preoperative nursing care, supporting sensory

perceptual functioning and basic comfort care needs. The unsecured exam is to be used as preparation for the secured exam. Students will not be allowed to take the secured Fundamentals exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed. A printout of the practice exam score is submitted to the computer lab GA before the proctored exam may be taken. Students must complete testing by the designated date.

The student must achieve a minimum score of 75% on the proctored exam. Failure of the test mandates remediation and retesting prior to the beginning of the next semester.

Mental Health exam – 2 hours

Explanation:

This 60 item test covers areas pertaining to various mental health disorders, therapeutic milieu, stress and crisis management, and issues related to special populations.

Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting prior to the beginning of the next semester.

The unsecured exam is to be used as preparation for the secured exam.

Students will not be allowed to take the secured Mental Health exam until they have verified completion of the unsecured exam through printout submission to the computer lab GA. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

Pharmacology exam – 2 hours

Explanation:

This is a 65 item exam that covers dosage and fluid calculations, drug relationships and interactions, medication administrations and general pharmacological principles.

Students must complete computer testing by the designated date. The student must achieve a minimum score of 75% on the secured exam. Unsecured and secured testing is mandatory. The unsecured exam is to be used as preparation for the secured exam.

All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Patho/Pharm exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

Public Health exam – 2 hours

Explanation:

This is a 60 item test that assesses overall mastery of content related to application of public health principles in various settings. Health and wellness promotion across the lifespan is featured. Students must complete testing by the designated date. Unsecured and secured testing is mandatory. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Public Health exam until they have verified completion of the unsecured exam through printout submission.

A score of 85% on the unsecured exam must be achieved before secured testing is allowed. The required score for the proctored community health exam is 75%.

Maternal - Newborn Care exam – 2 hours

Explanation:

This 60 item test includes items related to women's health care, normal physiological and psychological changes in pregnancy, normal and complicated antepartum, intrapartum and postpartum care. Normal and complicated newborn care, pharmacologic interventions, nutritional care and cultural considerations are also included. Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Parent-Child exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

Nursing Care of Children exam – 2 hours

Explanation:

This 60 item test includes content items pertaining to the body systems, growth and development, pharmacotherapeutics, fluid and electrolytes and nutritional care of the child. Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting prior to the beginning of the next semester. The unsecured exam is to be used as preparation for the secured exam. The unsecured exam is to be used as preparation for the secured exam. Students will not be allowed to take the secured Nursing Care of Children exam until they have verified completion of the unsecured exam through printout submission to the computer lab GA. A score of 85% on the unsecured exam must be achieved before secured testing is allowed. The pass score for the Nursing Care of Children proctored exam is 75%.

Nutrition exam-2 hours

Explanation:

This 65 item test includes content items pertaining to nutrition across the lifespan, modified diets, enteral and parenteral nutrition, and dietary modifications specific to optimizing health care outcomes for selected disease processes. Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting prior to the beginning of the next semester. The unsecured exam is to be used as preparation for the secured exam. The unsecured exam is to be used as preparation for the secured exam. Students will not be allowed to take the secured Nutrition exam until they have verified completion of the unsecured exam through printout submission to the computer lab GA. A score of 85% on the unsecured

exam must be achieved before secured testing is allowed. The pass score for the Nutrition proctored exam is 75%.

Medical-Surgical exam – 2.0 hours

Explanation:

This 90 item test covers content pertaining to bodily systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Students must complete testing by designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting prior to the beginning of the next semester. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Medical-Surgical Nursing exam until they have verified completion of the unsecured exam through printout submission to the computer lab GA. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

Leadership exam - 2 hours

Explanation:

This 60 item test assesses content relevant to issues of decision-making and management skills in the areas of safety, planning, supervision, counseling, delegation, collaboration and identification of client and staff needs. Students must complete testing by the designated date. Unsecured and secured testing is mandatory. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Leadership exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed. A score of 75% on the secured exam is required for passing. Remediation and retesting will be completed if a 75% is not achieved.

Graduate Nurse Predictor exam – 3 hours

Explanation:

This is a secured 150 item assessment tool that is 96% accurate in predicting NCLEX-RN success. Scores are reported for content, nursing process, critical thinking and knowledge. This exam should be completed by the end of the week of the students' final semester. A score of 75% or above is considered a passing score.

There is an unsecured version of this exam. Unsecured and secured testing is mandatory. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured GNP exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

The Nurse Predictor exam is administered only once during the final semester of the senior year. There is no opportunity for remediation and retesting. Students taking the Nurse Predictor exam are required to achieve a 75% on the exam as designated in the syllabus for Management and Leadership Dimensions (327). A GNP score less than 75% mandates that the student take the I.S.U. sponsored N.C.L.E.X. review course.

Upon completion of the I.S.U. sponsored N.C.L.E.X. review course students are required to achieve a 63% on the post- course readiness test. Paperwork pertaining to N.C.L.E.X. testing will not be signed and mailed from the College until the student successfully completes the review course. Should the student not achieve NCLEX-RN readiness following the review course (post-review course readiness test less than 63%), an individualized remediation program will be initiated until the student can demonstrate NCLEX readiness.

Critical Thinking Assessment – exit – 1 hour

Explanation:

This non-nursing exam assesses the student's ability to use the critical thinking process. The test evaluates mastery of interpretation, analysis, evaluation, inference, explanation and self-regulation. There is no unsecured exam for this test. Students must complete the critical thinking exam by the designated date.

XI. Graduation

A. University Degrees with Distinction

1. A student must have completed at least 50 semesters hours at Illinois State University to be eligible for a degree with distinction. Students who have an accumulated GPA of 3.90 through 4.00 are graduated summa cum laude; those with a GPA 3.80 through 3.89 are graduated magna cum laude; and those with a GPA of 3.65 through 3.79 are graduated cum laude. Transcript notations of graduating cum laude, magna cum laude, and summa cum laude are based on the cumulative GPA after the student's final semester.
2. In order to be recognized with honors at the commencement ceremonies, students must have completed at least 50* hours at ISU and have qualifying GPA, both based on the semester prior to commencement. For example, students graduating in May or August must have both hours and GPA completed in the previous fall semester. Students meeting these requirements wear a neck cord as part of their academic regalia at Commencement, and their names will appear in the Commencement program.

*An exception to the 50 completed hour requirement is in place for the RN to BSN and Accelerated sequences due to the timeframe in which those sequence program hours are earned. Despite not meeting the 50 hour requirement at the time honors are calculated, these students will receive honors recognition at the May commencement ceremony if they have the qualifying GPA as noted above.

B. Honors and Awards at Graduation

1. Those students who have completed the requirements for the University Honors Program will be recognized at their respective Commencement Ceremony.
2. Students inducted into the Sigma Theta Tau Honors Society will also be recognized at Commencement Ceremonies by wearing a purple and white neck cord.
3. College-specific student and faculty awards are presented at an annual Candlelighting Ceremony. Student awards include the Dr. Herman Tiedeman Memorial Award, Senior Excellence Award, and the Alumni Award for Clinical Excellence. Faculty receives awards such as the Kathleen A. Hogan Teaching Excellence Award and the Graduate Program Teaching Excellence Award.

C. Ceremonies

All students graduating from Mennonite College of Nursing are invited to attend Commencement Ceremonies at the time designated by the University. Students are invited to purchase commemorative nursing pins from the College which will be handed to them at their Commencement Ceremony. Information about nursing pins will be provided to students several months prior to Commencement Ceremonies.

1. Traditional BSN Program Students graduating at the end of the spring semester will participate in the college-specific Commencement Ceremony in May.
2. Traditional BSN Program Students graduating at the end of the fall semester will participate in a Commencement Ceremony in December that will include multiple colleges across campus.
3. Accelerated Students graduating at the end of the summer semester will also participate in the May college-specific Commencement Ceremony that precedes the final semester of coursework.