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Foreword

The Mennonite College of Nursing at Illinois State University Faculty and Staff Handbook was designed and developed to centralize information regarding College programs, polices and personnel. This document serves as a guide to assist faculty and staff in the completion of work and responsibilities. Many individuals have contributed to this handbook, making it a dynamic and changing document that reflects the environment and needs of our faculty, students, and College.

On behalf of Mennonite College of Nursing, we welcome feedback and suggestions regarding the content of the Faculty Handbook and encourage you to contact me, by phone at (309) 438-2205, email at jrneubr@ilstu.edu, or feel free to stop by her office in Edwards Hall Room 310 at any time.

Judy Neubrander, EdD, FNP-BC
Dean
I. Introduction to Mennonite College of Nursing

A. History
The rich heritage of Mennonite College of Nursing began in 1919. On July 1, 1999, Mennonite College of Nursing became Illinois State University’s sixth academic college. For nearly 100 years, the primary mission has been to prepare professional nurses by providing a quality education. Mennonite College of Nursing is located in Edwards Hall and the Nursing Simulation Lab, with classes taking place throughout the Illinois State University campus and clinical experiences throughout Central Illinois. For more information on the College history please visit http://ir.library.illinoisstate.edu/mcnflame/.

B. Mission, Vision, and Philosophy

1. Mission
Illinois State University’s Mennonite College of Nursing creates a dynamic community of learning to develop exceptionally 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. Critical thinking, effective communication, and caring are abilities required for professional nursing practice in changing environments, because dynamic social forces influence the nature and scope of nursing practice.
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 Nursing 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. The College offers a Family Nurse Practitioner (FNP) Sequence and a Nursing Systems Administration (NSA) Sequence, as well as a Post Master’s Family Nurse Practitioner (FNP) Certificate. A Doctor of Philosophy in Nursing (PhD) program in nursing with a focal area in aging and vulnerable populations and a Doctor of Nursing Practice (DNP) are also offered.

II. Program Descriptions
   A. Undergraduate Programs
      1. **Traditional BSN**
         Mennonite College of Nursing offers the Bachelor of Science in Nursing degree for Traditional BSN nursing students. The traditional nursing curriculum extends over five semesters of full-time study including the liberal arts after the prerequisites are met. The last four semesters of the academic program provide for the practice of skills and the application of knowledge through a variety of classroom, laboratory, and clinical experiences.

      2. **Accelerated BSN**
         The Accelerated Bachelor of Science in Nursing option of the undergraduate program at Mennonite College of Nursing is for students who have demonstrated academic success and perseverance through the completion of a non-nursing bachelor’s degree. This option extends over four semesters with a summer through summer format and provides a unique opportunity for those committed to the profession of nursing to earn a second bachelor’s degree.

      3. **RN to BSN Sequence (online)**
         Mennonite College of Nursing offers an online Registered Nurse to Bachelor of Science in Nursing (RN to BSN) sequence in the undergraduate program for current registered nurses. Students may select either a full-time or part-time plan of study. The full-time plan of study spans three consecutive semesters, while the part-time plan of study includes the completion of five semesters of coursework.
B. **Undergraduate Program Outcomes**

The Undergraduate Program Outcomes, as approved by College Council in May 2013, are as follows:

- 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.
- A steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care.
- An empathic communicator who effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes.
- A collaborator who coordinates care activities among interprofessional members of the healthcare team to impact health outcomes of individuals, families, and communities.
- An evolving clinical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities.
- 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.
### C. Undergraduate Plans of Study
#### 1. Tradition BSN (Plan 1)

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<tr>
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<td>CHE 110 Fundamental of Chemistry and CHE 112 Fundamentals of Chemistry Laboratory or CHE 140 General Chemistry* (4-5)</td>
<td>COM 110 Communication as Critical Inquiry (3) or ENG 101 Composition as Critical Inquiry (3)</td>
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<td>FCS 102 Fundamentals of Human Nutrition* (3)</td>
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<td>NUR 224 Contemporary Professional Nursing (1)</td>
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<tr>
<td>BSC 160 Microbiology and Society* (4)</td>
<td>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</td>
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<td>ECO/GEO/ POL/PSY138, MAT 150 or MQM 100 Statistics (3-4)</td>
<td>PSY 213 Lifespan Development* (3)</td>
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<td>NUR 225 Health Assessment of the Adult (4)</td>
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<td>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</td>
<td>NUR 229 Adult Nursing I (6)</td>
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<td>PSY 213 Lifespan Development* (3)</td>
<td>NUR 239 Pathophysiology and Pharmacotherapeutics in Nursing I (3)</td>
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<td>NUR 316 Maternal Infant Nursing (4)</td>
<td>General Education Course 3 of 5** (3)</td>
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<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
<td>NUR 314 Psychiatric and Mental Health Nursing (6)</td>
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<td>NUR 339 Pathophysiology and Pharmacotherapeutics in Nursing II (3)</td>
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<td>NUR 317 Nursing Care of Children (4)</td>
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*Prerequisite course: must earn "C" or better

**Must be meet AMALI (Asian, Middle Eastern, African, Latin American or Indigenous Cultures)

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

Study Abroad (Transcultural Nursing) Option: Summer Only
2. Tradition BSN (Plan 2)

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<td>KNR 182 Human Anatomy and Physiology I and</td>
</tr>
<tr>
<td>Human Anatomy and Physiology Laboratory I</td>
<td>KNR 184 Human Anatomy and Physiology Laboratory I</td>
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<td>General Education Course 4 of 5** (3)</td>
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<td>Statistics (3-4)</td>
<td>General Education Course 5 of 5** (3)</td>
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<td>FCS 102 Fundamentals of Nutrition* (3)</td>
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<td>NUR 336 Research and Theory for Evidence Based</td>
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<td></td>
<td><strong>NUR 229 Adult Nursing I (6)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 239 Pathophysiology and Pharmacotherapeutics I (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 231 Adult Nursing II (7)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 316 Maternal Infant Nursing (4)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 336 Research and Theory for Evidence Based Practice (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 339 Pathophysiology and Pharmacotherapeutics II (3)</strong></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Second Year</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>NUR 317 Nursing Care of Children (4)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 314 Psychiatric and Mental Health Nursing (6)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 329 Public Health Nursing (5)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 321 Adult Nursing III (7)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 326 Gerontological Nursing (2)</strong></td>
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<tr>
<td></td>
<td><strong>NUR 327 Leadership Dimensions in Professional Nursing (6)</strong></td>
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4. **RN to BSN (Full Time)**

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<tr>
<th>First Year</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>NUR 223 Concepts of Professional Nursing I (4)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 227 Health Assessment Across the Lifespan (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 236 Research/Applied for Professional Nursing Practice (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 240 Pathophysiology and Pharmacotherapeutics I (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 226 Concepts of Professional Nursing II (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 238 Cultural and Spiritual Dimensions in Healthcare (1)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 330 Public Health Nursing (5)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 340 Pathophysiology and Pharmacotherapeutics II (3)</strong></td>
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<tr>
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<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>NUR 341 Leadership Dimensions in Nursing (6)</strong></td>
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5. **RN to BSN (Part Time)**

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<tbody>
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<td><strong>NUR 223 Concepts of Professional Nursing I (4)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 236 Research for Professional Nursing Practice (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 226 Concepts of Professional Nursing II (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 240 Pathophysiology and Pharmacotherapeutics I (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 227 Health Assessment Across the Lifespan (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 340 Pathophysiology and Pharmacotherapeutics II (3)</strong></td>
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<tr>
<td></td>
<td><strong>NUR 330 Public Health Nursing (5)</strong></td>
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<tr>
<th>Second Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>NUR 226 Concepts of Professional Nursing II (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 240 Pathophysiology and Pharmacotherapeutics I (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 227 Health Assessment Across the Lifespan (3)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NUR 340 Pathophysiology and Pharmacotherapeutics II (3)</strong></td>
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<tr>
<th>Third Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>NUR 341 Leadership Dimensions in Nursing (6)</strong></td>
</tr>
</tbody>
</table>

**Updated August 2017**
D. Graduate Programs
   1. Master’s of Science in Nursing
      The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced practice nursing roles. The program builds on the generalist base of a baccalaureate program which focuses on nursing practice with individuals, groups, and community systems.
      a. Program Outcomes
         The master’s degree in nursing from Illinois State University’s Mennonite College of Nursing strives to:
         • Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations
         • Leading and evaluating safe and effective change for improved quality in practice and health care systems
         • Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system
         • Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems
         • Fostering and leading collaborative interprofessional care teams to provide individual, family and population based care
         • Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change
         • Translating evidence into practice within an interprofessional healthcare system
         • Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system
      2. Family Nurse Practitioner Sequence
         The Family Nurse Practitioner (FNP) sequence prepares graduates to function in an advanced practice role, for direct health care services that integrate preventive and self-care measures, as well as the diagnosis and management of commonly occurring acute and chronic health conditions. The role also includes participation in and use of research, development, and implementation of health policy, and education of individuals and groups.
         The practice of the FNP is based on a synthesis of knowledge from the following areas: nursing theory, advanced pathophysiology, pharmacotherapeutics, epidemiology, diagnostic reasoning, advanced health assessment, research roles, and legal/ethical issues, as well as content and clinical practicum dealing with care across the life span.
         The FNP faculty at MCN are certified in their specialty and active in their practice area. This provides students with a rich classroom and practice experience as they develop their advance practice skills. Students collaborate with practice preceptors and faculty to complete 660 hours of practice. Graduates of the sequences are eligible to take the FNP certification examination through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioner (AANP), and then become licensed as advance practice nurses. The cumulative pass rate on the certification exam since the sequence began is 98%.
The Family Nurse Practitioner sequence is a blended on-site and on-line sequence. The four core courses, NUR 401, 403, 405, 407, are taught on-line. The remaining support and specialty courses are taught on-campus. The following documents are sample plans of study. This sequence is available on both a 2 year full time plan of study and a 3 year part time plan of study.

### 3. Family Nurse Practitioner Sequence Plan of Study

#### a. Family Nurse Practitioner (Two Years)

| First Year |  |
|------------|  |
| **Fall Semester** | **Spring Semester** |
| NUR 401 Theoretical Foundations of Nursing and Health Care (3) | NUR 407 Scientific Inquiry and Research Design in Nursing and Health Care (3) |
| NUR 431 Diagnostic Reasoning for Advanced Nursing Practice (3) | NUR 433 Pharmacotherapeutics for Advance Practice Nursing (3) |
| NUR 437 Pathophysiologic Bases of Health Deviation (3) | NUR 471 Family Nurse Practitioner I (5) |

| Summer Semester |  |
|-----------------|  |
| NUR 473 Family Nurse Practitioner II (5) |  |

| Second Year |  |
|-------------|  |
| **Fall Semester** | **Spring Semester** |
| NUR 405 Epidemiology and Aggregate Based Health Promotion (3) | NUR 403 Professional Roles and Issues in Healthcare (3) |
| NUR 475 Family Nurse Practitioner III (7) | NUR 477 Family Nurse Practitioner IV (6) |

#### b. Family Nurse Practitioner (Three Years)

| First Year |  |
|------------|  |
| **Fall Semester** | **Spring Semester** |
| NUR 401 Theoretical Foundations of Nursing and Health Care (3) | NUR 407 Scientific Inquiry and Research Design in Nursing and Health Care (3) |
| NUR 405 Epidemiology and Aggregate Based Health Promotion (3) |  |

| Second Year |  |
|-------------|  |
| **Fall Semester** | **Spring Semester** |
| NUR 431 Diagnostic Reasoning for Advanced Nursing Practice (3) | NUR 433 Pharmacotherapeutics for Advance Practice Nursing (3) |
| NUR 437 Pathophysiologic Bases of Health Deviation (3) | NUR 471 Family Nurse Practitioner I (5) |

| Summer Semester |  |
|-----------------|  |
| NUR 473 Family Nurse Practitioner II (5) |  |

| Third Year |  |
|------------|  |
| **Fall Semester** | **Spring Semester** |
| NUR 475 Family Nurse Practitioner III (7) | NUR 477 Family Nurse Practitioner IV (6) |
|  | NUR 403 Professional Roles and Issues in Healthcare (3) |

Program hours = 44
4. **Nursing Systems Administration (NSA)**

Graduates of the Nursing Systems Administration (NSA) sequence are prepared to function as innovative, collaborative leaders within changing health care environments. NSA core and specialty courses are offered online to allow the working nurse the opportunity to complete the degree with a flexible schedule. Students collaborate with preceptors and faculty to complete 480 hours of practice. Small class sizes in specialty courses allow specialized student attention and assistance with completion of capstone projects in the last two semesters.

The Nursing Systems Administration sequence is a completely on-line sequence. All courses in the plan of study are taught on-line. The following document is a sample plan of study. This sequence is a 3 year part time plan of study.

5. **Nursing Systems Administration (NSA) Plan of Study**

   a. **Nursing Systems Administrator (Three Years)**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>NUR 425 Organizational Experience (1-4)</strong></td>
</tr>
<tr>
<td>NUR 401 Theoretical Foundations of Nursing and Health Care (3)</td>
<td><strong>NUR 453 Organizational Behavior in Health Care (3)</strong></td>
</tr>
<tr>
<td>NUR 562 Leadership in Health Care Systems (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>NUR 509 Introduction to Nursing Informatics (3)</strong></td>
</tr>
<tr>
<td>NUR 425 Organizational Experience (1-4)</td>
<td></td>
</tr>
<tr>
<td>NUR 511 Health Policy (3)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>NUR 407 Scientific Inquiry and Research Design in Health Care (3)</strong></td>
</tr>
<tr>
<td>NUR 405 Epidemiology and Aggregate Based Health Promotion (3)</td>
<td><strong>NUR 425 Organizational Experience (1-4)</strong></td>
</tr>
<tr>
<td>NUR 425 Organizational Experience (1-4)</td>
<td><strong>NUR 565 Changing Health Care Systems: Quality Science and Outcomes Management (3)</strong></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 509 Introduction to Nursing Informatics (3)</td>
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</tbody>
</table>

   | Third Year | |
   |-------------| |
   | **Fall Semester** | |
   | NUR 483 Executive Nursing Administration of Health Systems (4) | |

   **Program Hours = 36 Hours**

6. **Post-master’s Family Nurse Practitioner Certificate**

The post-master’s Family Nurse Practitioner (FNP) certificate option is available for individuals who already hold a Master's Degree in Nursing and wish to become licensed and practice as family nurse practitioners. The coursework required for the postmaster’s certificate is determined for each student following an assessment of the applicant’s prior graduate nursing education.
7. **Post-master’s Family Nurse Practitioner Certificate Plan of Study**
   a. When an applicant is accepted to the Post Master’s FNP certificate, an individualized plan of study will be determined.

E. **Doctoral Studies**

1. **Doctor of Nursing Practice (DNP)**
   The Doctor of Nursing Practice degree prepares nurses with a blend of clinical, organizational, economic, health care improvement, and leadership skills to serve as clinical and/or administrative leaders in healthcare systems. DNP prepared nurses may also serve as educators in a variety of settings. As a practice-focused doctoral program, the DNP program focuses on practice that is innovative and evidence-based, reflecting the application of credible research findings.
   The DNP program is based on national expectations and competencies stated by the American Association of Colleges of Nursing in the Essentials of Doctoral Education for Advanced Nursing Practice.
   a. **Program Outcomes**
      The outcomes of the DNP program are to prepare graduates who will:
      - Engage in organizational and systems leadership to create practice environments that improve health care outcomes.
      - Participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes.
      - Synthesize scientific, theoretical, and technological data from a variety of disciplines to improve health care systems and health outcomes for individuals and populations.
      - Demonstrate leadership in development and implementation of health policy.
      - Collaborate with intraprofessional and interprofessional teams to create change in health care systems.
2. **Doctor of Nursing Practice Plan of Study**
   a. **Doctor of Nursing Practice (Three Years)**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td>Master's Level Statistics Course (or placement exam)**</td>
</tr>
<tr>
<td>NUR 564 Evidence Based Practice (3)</td>
<td>NUR 451 Financial and Resource Management of Health Care Systems or NUR 569 Advanced Financial and Resource Management of Health Care Systems (3)*</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>Fall Semester</td>
</tr>
<tr>
<td>NUR 535 Applied Data Management and Analysis (3)</td>
<td>NUR 565 Changing Health Care Systems: Quality Science and Outcomes Management (3)</td>
</tr>
<tr>
<td>NUR 562 Leadership in Health Care Systems (3)</td>
<td>Fall Semester</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>NUR 509 Introduction to Nursing Informatics (3)</td>
</tr>
<tr>
<td>NUR 511 Health Policy (3)</td>
<td>Spring Semester</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>NUR 543 Scholarly Project I (3)</td>
</tr>
<tr>
<td>NUR 550 Clinical Residency I (2)</td>
<td>NUR 545 Scholarly Project II (2)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td>NUR 547 Scholarly Project III (2)</td>
</tr>
<tr>
<td>NUR 554 Clinical Residency III (2)</td>
<td>Spring Semester</td>
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</tbody>
</table>

**Program Hours = 34**


**Master’s level statistics course and master’s level Epidemiology courses are co-requisites of the DNP program.**

If students need 9 hours in a semester for full-time status, electives could be taken.

3. **Doctor of Philosophy in Nursing (PhD)**

The Doctor of Philosophy in Nursing prepares nurse researchers with expertise in vulnerable populations. The PhD prepared nurse serves the public by designing and conducting research on relevant clinical, educational, health systems, and/or health policy topics. Following graduation, a nurse with a PhD may pursue a research career in the academic, business, government, or industrial setting. Nurses with a PhD may also serve as educators and/or administrators and develop or consult on health care policy in a variety of settings. To ensure successful completion of all requirements for graduation, including the dissertation, PhD students are carefully matched with a skilled Mennonite College of Nursing researcher on faculty, who serves as the student’s advisor throughout their program of study. The curriculum is structured to provide the student with extensive research experience. Core course content enables the student to achieve the American Association of Colleges of Nursing (AACN) quality indicators for research-focused doctoral programs.
All students are required to complete a comprehensive examination, consisting of a written and an oral section, for admission to candidate status. The comprehensive examination is designed to determine the student’s competence to begin research for the dissertation, and to demonstrate the student’s ability to synthesize the doctoral curriculum and readiness to conduct dissertation research, with the assistance of their Advisor students develop a plan of study that will provide the student with sufficient depth of the methods and content needed to complete the dissertation study. This dissertation defense is the culmination of study.

a. Program Outcomes
The PhD program is designed to prepare nurses with a high level of expertise to:
- Conduct research in care and care outcomes for vulnerable populations with a beginning focal area in aging.
- Teach in baccalaureate and graduate nursing programs.
- Demonstrate leadership in health policy development.
- Develop and evaluate models of care for vulnerable populations.
### 4. Doctor of Philosophy in Nursing Plan of Study

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<tr>
<th>First Year</th>
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<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>NUR 502 Introduction to Research (3)</td>
<td></td>
<td>NUR 503 Theoretical Basis of Research (3)</td>
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<tr>
<td>NUR 504 Scholarly Communication (3)</td>
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<td>NUR 506 Writing a Review of the Literature (3)</td>
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<tr>
<td>NUR 530 Research Colloquium (0)</td>
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<td>NUR 523 Applied Research (1)</td>
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<td><strong>Second Year</strong></td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td>NUR 507 Qualitative Research Design (3)</td>
<td></td>
<td>NUR 526 Residency in Research (3)</td>
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<td>NUR 511 Health Policy (3)</td>
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<td>NUR 541 Measurement and Instrumentation in Research (3)</td>
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<tr>
<td>NUR 523 Applied Research (1)</td>
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<td>NUR 544 Measurement and Instrumentation in Research (3)</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 505 Quantitative Research Design (3)</td>
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<tr>
<td>NUR 523 Applied Research (1)</td>
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<td>NUR 540 Univariate Statistics (3)</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 513 Ethical, Legal, and Professional Issues in Research(3)</td>
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<td>NUR 526 Residency in Research (1)</td>
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<tr>
<td>NUR 515 Dissertation Proposal Design (3)</td>
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<td>Preliminary Examination and Dissertation Proposal Defense</td>
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<tr>
<td>NUR 526 Residency in Research (1)</td>
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<td><strong>Fall Semester</strong></td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>NUR 526 Residency in Research (1)</td>
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<td>Electives (9)</td>
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<tbody>
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<tr>
<td>NUR 599 Dissertation Hours (15)</td>
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</table>
https://mcn.sharepoint.illinoisstate.edu/sharedgovernance/collegecouncil/SitePages/Home.aspx?RootFolder=%2Fsharedgovernance%2Fcollegecouncil%2FShared%20Documents%2FCollege%20Council%20By%20Laws&FolderCTID=0x0120005CB18037AB593040B22241907D2C956C&View={2D9CB8E7-E302-4832-A6EB-3EAD793C0A83}

2. **College Committees**

All full-time teaching faculty shall be appointed by the Executive Committee to serve on at least one and not more than two standing committees. Staff members may also be appointed by the Executive Committee to serve on committee. These appointments shall be made in May with new faculty and staff being assigned as hired.

The following is a list of College Council Committees:

- College Elections Committee (CEC)
- College Research Committee (CRC)
- Graduate Program Curriculum Committee (GPCC)
- Prelicensure Curriculum Committee (PCC)
- Prelicensure Program Committee (PPC)
- RN to BSN Curriculum and Program Committee (RN to BSN)
- Technology Steering Committee (TSC)

3. **Other Committees**

- America’s Promise School Project (APSP)
- Clinical Simulation Initiatives (CSI)
- Marketing and Recruitment Committee
- Mennonite College of Nursing Deans and Directors
- Mennonite College of Nursing Deans Council
- Space Management Committee

**B. Faculty and Staff Roles**

1. **Dean**

   The Dean provides leadership in all aspects of the College, including strategic planning, accreditation, budgetary management, and stewardship to strengthen the College endowment; guides and supports the growth and complexity of the College and ensure technological infrastructure; promotes, develops, and maintains relationships within the College, University, alumni, and healthcare communities. As a member of Mennonite College of Nursing Deans Council, the Dean provides oversight of Mennonite College of Nursing.

   a. **Administrative Assistant to the Dean**

      The Administrative Assistant to the Dean provides support to the Dean, as well as provides support to College.

2. **Associate Dean for Academics**

   The Associate Dean for Academics assists the Dean in academic and administrative leadership on all matters related to the development, implementation, and administration of the teaching, and public service activities of the College. As a member of Mennonite College of Nursing Deans Council the Associate Dean provides oversight of Mennonite College of Nursing in the absence of the dean.

   a. **Administrative Assistant to the Associate Dean for Academics and Program Directors / Academics Special Projects Manager**
The Administrative Assistant to the Associate Dean for Academics and Program Directors / Academics Special Projects Manager provides support to the Associate Dean for Academics, the Undergraduate Program Director, Graduate Program Director, as well as facilitates various special projects, including but not limited to faculty health and safety compliance, affiliated agreement, and the collection, retention and use of College data for external and internal reports.

3. **Associate Dean for Academic Support**
The Associate Dean for Academic Support develops recruitment, admission, orientation, advising, and graduation procedures to support the College mission, and supervises the development of effective student databases to support these procedures for accreditation, program review, and grant submission.
The Associate Dean for Academic Support coordinates the scheduling process for the Undergraduate and Graduate Program Directors in conjunction with the Clinical Practice Coordinator, forecasts and responds to variations in student enrollment, and promotes the efficient use of instructional resources. As a member of Mennonite College of Nursing Deans Council the Associate Dean for Academic Support provides oversight of Mennonite College of Nursing support services.

a. **Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research**
The Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research provides support to the Associate Dean for Academic Support and Associate Dean for Research, as well as facilitates various projects for the College and students.

4. **Associate Dean for Research**
The Associate Dean for Research provides leadership in developing, sustaining, and supporting the research and scholarship efforts of the strategic plan; collaborates with faculty, students, administration, and staff to develop and implement the College strategic plan for research; works with University and external constituents to develop research partnerships and cultivate interdisciplinary opportunities. In addition they mentor faculty to promote success in research and scholarship, assists faculty and staff to develop and implement plans for scholarship that align with the strategic plan and are integrated with teaching and service; supports students in their research and scholarship endeavor. As a member of Mennonite College of Nursing Deans Council the Associate Dean for Academic Support provides oversight of Mennonite College of Nursing research and scholarship efforts

a. **Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research**
The Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research provides support to the Associate Dean for Academic Support and Associate Dean for Research, as well as facilitates various projects for the College and students.

5. **Director of Undergraduate Programs**
The Director of Undergraduate Programs in collaboration with the Prelicensure Curriculum Committee, Prelicensure Program Committee, RN to BSN curriculum and Program Committee Chairs, Sequence Leaders, and Course Leaders is responsible for the integrity of the undergraduate curriculum; collaborates with the Director of Graduate Programs to set and implement goals and priorities consistent with the mission of the
College, specifically related to the undergraduate program. In addition, supervises Undergraduate Program Sequence and Course Leaders, the implementation of the curriculum, new faculty mentors, and monitor student progress in the program. As a member of the Mennonite College of Nursing Deans and Directors Council the Director of Undergraduate Programs provides oversight of Mennonite College of Nursing’s undergraduate programs.

6. **Director of Graduate Programs**

The Director of Graduate Programs plans and develops the implementation of all sequences within the graduate and doctoral programs in collaboration with the Graduate Program Curriculum Committee and graduate sequence leaders; collaborates with the Associate Deans and Director of Undergraduate Program Director to set and implement goals and priorities consistent with the mission of the College specifically related to the graduate program. In addition, supervises Graduate Program Sequence Leaders, the implementation of the curriculum, and monitor student progress in the program; provides oversight to all aspects of the graduate programs including, Nursing Systems Administration and Family Nurse Practitioner, the Doctor of Nursing Practice and Philosophy of Nursing Science programs to ensure the integrity and quality of the curriculum. As a member of MCN Deans and Directors Council, the Director of the Graduate Programs provides oversight of Mennonite College of Nursing’s graduate programs.

a. **Administrative Assistant to the Associate Dean for Academics and Program Directors / Academics Special Projects Manager**

The Administrative Assistant to the Associate Dean for Academic and Program Directors / Academics Special Projects Manager provides support to the Associate Dean for Academics, the Undergraduate Program Director, Graduate Program Director, as well as facilitates various special projects, including but not limited to faculty health and safety compliance, affiliated agreement, assists in the collection, retention and use of College data for external and internal reports.

7. **Director of Business and Finance**

The Director of Business and Finance provides expertise in the development and coordination of policies and procedures regarding financial administration and reporting, budgets, purchase services, facilities, and internal controls within the college. They also functions as a key staff member in the planning and implementation of long and short range organizational goals. Essential duties and responsibilities include planning and resource allocation, budget support, preparation of complex independent analytical studies and projects and other confidential and financial reports, information management, and significant technical knowledge and skills and interactive skills. In addition, the Director of Business and Finance assumes a leadership role in business
and finance for the college. MCN undertakes many innovative and creative projects and the position must provide sound financial and business support and advice.

a. **Administrative Aide to the Director of Business and Finance**
   The Administrative Aide for the Director of Business and Finance provides support for the Director of Business and Finance.

8. **Director of Events and Publications**
   The Director of Events and Constituent Relations is responsible for managing events related to capital campaign and fundraising efforts of the College, and directs the process for promotion material related to the College, including publications, marketing, and web site management for College news and events. This position will plan activities to maintain and enhance relationships with the College constituents, including advisory boards, alumni, friends and donors.

9. **Director of Nursing Simulation**
   The Director of Nursing Simulation oversees all instructional and operational aspects of the Nursing Simulation Laboratory for pre-licensure and graduate students. The Director of Simulation works with faculty, university and regional colleagues to promote simulation research to enhance the quality of the student experience.

a. **Assistant Director of Nursing Simulation**
   The Assistant Director of Nursing Simulation oversees implementation of the College Simulation Program. The Assistant Director collaborates with the Clinical Simulation Team to impact student success by facilitating utilization, growth and effectiveness of simulation.

b. **Coordinator for Nursing Simulation Laboratory**
   The Coordinator for Nursing Simulation Laboratory coordinates faculty and student utilization of the Clinical Simulation Laboratory across all levels and courses of the nursing curriculum. In addition, collaborates with nursing faculty, advise the Associate Dean for Academics regarding budgetary needs for instructional and permanent equipment, supervises and evaluates Graduate Assistants, Student Workers, and Peer Tutors to assure they are proficient in the nursing interventions being taught in the NSL, maintain the laboratory environment appropriate to student learning, and help to provide tours for recruitment and various University events.

10. **Director of Marketing and Recruitment**
    The Director of Marketing and Recruitment assumes primary responsibility for designing, developing and administering a comprehensive and effective marketing and recruitment plan for the College in support of all undergraduate and graduate programs.

11. **Director of Technology**
    The Director of Technology works with the Dean, Associate and Assistant Deans, faculty, staff and the Technology Steering Committee to assess technology needs, develop technology plans, implement technology projects, support technology operations in the Mennonite College of Nursing Simulation Lab, and provide a public relations face for MCN technology. This individual directly supervised the Mennonite College of Nursing technology team, assigns, coordinates and manages projects derived from MCN technology plans and need assessments. This individual also develops long-term strategic plans and annual (or multi-phase, multi-year) technology budgets with the aid of the Technology Team and senior college leadership. This individual serves as a liaison to other departments and central services for university-wide projects and cross-
disciplinary efforts. Additionally, plans and conducts regular Technology Team and project evaluations as well as training and certification regimens for Technology Team staff. Responsibilities include working with campus IT partners to support systems critical to Mennonite College of Nursing file servers and web servers. Other responsibilities include facilitation of both warranty and non-warranty repairs on simulation equipment, maintaining a level of proficiency with current and emerging multi-media and technologies, research and development of new technologies and providing limited desktop support and coordination of training for faculty and staff.

a. **Information Technology Support Associate**

Information Technology Support Associate maintains simulation technology operations in the Nursing Simulation Lab, as well as, provides desktop support and may train faculty and staff on various software. This position works with the Nursing Simulation Lab Director and other MCN faculty and staff to ensure appropriate simulation scenarios for student learning and staff development. This position will also support and assist with other technology efforts within the college for faculty and staff.

12. **Clinical Practice Coordinator**

The Clinical Practice Coordinator collaborates with undergraduate clinical course leaders and graduate clinical faculty to facilitate and arrange student clinical placement each semester, maintains positive working relationship with clinical agencies, and serves as liaison to clinical faculty and agencies. An important role of the Clinical Practice Coordinator involves coordinating orientation requirements of individual agencies, including developing and updating orientation materials for clinical faculty and preceptors. In an effort to recognize preceptors and staff that assist our students, the Clinical Practice Coordinator facilitates an appreciation mailing each semester. Names of preceptors and clinical staff can be submitted to the Clinical Practice Coordinator at any time, with certificates being mailed at the end of each semester. An email will be sent during the semester requesting information from faculty that would like to participate. Questions regarding certificates of appreciation or clinical incentives can be directed to the Clinical Practice Coordinator.

13. **Success Plan Coordinator**

The Success Plan Coordinator is committed to the provision of support for National Council Licensure Examination (NCLEX) Preparation and Academic Success. The students’ Critical Thinking, Science, Math, English and Reading skills are assessed within the first 6 weeks of the semester. It is the first step in the identification of a student that could potentially have difficulty in the nursing program and subsequently with success on the NCLEX. Each student throughout the nursing major is required to demonstrate mastery and is prohibited from progressing forward in the nursing curriculum if they have not mastered course work. Assessments are administered by the Success Office and when mastery is not achieved, the Success office works with students to develop plans for mastery of materials. During the final semester of the nursing curriculum, the students are required to undergo an NCLEX readiness assessment. If the designated exam benchmark is not achieved, the student is required to participate in an intensive remediation process that includes an NCLEX review course, and additional post course assessments.
14. **Transcultural Nursing Program**  
The Transcultural Nursing Coordinator reports to the Associate Dean for Academics and coordinates domestic and international programming in collaboration with the Transcultural Faculty Advisor, which includes student interest meetings, pre-departure meetings, post-placement evaluations, and contact placement sites to discuss scheduling and/or clinical and financial expectations. 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.  
Examples of sites include:  
- Vladimir, Russia  
- Londrina, Brazil

15. **Academic Advisors**  
Mennonite College of Nursing has two advisors. The Undergraduate Advisor advises students in the Traditional, Accelerated and RN to BSN programs, as well as serves as an advisor for the Mennonite College of Nursing’s Student Nurse Association. Masters and doctoral students are advised by the College’s Graduate Advisor.

16. **Faculty Support**  
Faculty may use resources in the Office for Student Support for completion of documents, typing of tests, and assistance with monitoring examinations. Please contact the office support staff in OSS to work out a plan for services.

17. **Sequence Leaders**  
The Sequence Leader is accountable for the quality and integrity of the specific sequence. They report to the Director of Undergraduate or Graduate Programs.

18. **Course Leaders**  
The Course Leader is responsible for coordinating all aspects of a course including coordination of clinical placements.

19. **Tenure Track Faculty**  
Tenure Track Faculty are individuals who hold full time tenured or probationary appointment at Illinois State University with rank of Assistant Professor, Associate Professor or Professor.  
a. **Tenure Track Faculty – Appointment, Salary, Promotion, and Tenure (ASPT)**  
The Faculty Appointment, Salary, Promotion, and Tenure (ASPT) Policies document describes the committees involved in the ASPT system and their activities, as well as policies for the appointment of probationary faculty. It also sets minimum levels of achievement necessary for sustained progress in the areas of Promotion, Tenure, Performance Evaluation, and Salary. A full review of policies and procedures for ASPT can be viewed on the Provost’s website at [http://provost.illinoisstate.edu/](http://provost.illinoisstate.edu/). Mennonite College of Nursing ASPT Guidelines may be viewed at [http://nursing.illinoisstate.edu/faculty-staff/resources.php](http://nursing.illinoisstate.edu/faculty-staff/resources.php)
20. **Instructional Assistant Professor Faculty**  
   a. **Instructional Assistant Professor Full-time Faculty**  
      The Associate Dean for Academics evaluates Instructional Assistant Professor faculty yearly and recommends raises dependent on ISU guidelines and directives. Instructional Assistant Professor Faculty receive annual contracts based on this evaluation. The title for Non Tenure Track faculty at Mennonite College of Nursing is Instructional Assistant Professor, which is not necessarily consistent with the Human Resources classifications.  
   b. **Instructional Assistant Professor Part-time Faculty**  
      Part-time faculty are needed to teach clinicals in the undergraduate program and occasionally in the graduate program. These individuals are hired on a semester by semester basis. The appropriate Director of Undergraduate Programs and/or Director of Graduate Programs would contact a nurse holding a MSN, Doctoral Nursing Practice or PhD who is qualified to take a clinical section of students to the specific clinical area or teach a needed course. The appropriate Director interviews the potential part-time faculty member and communicates with the Dean's Office the intent to hire. Instructional Assistant Professor part-time faculty are evaluated by the appropriate Director.  

C. **College Colleagues**  
   1. **Director of Development**  
      The Director of Development facilitates the procurement of funding through donations, develops donor and alumni relationships, as well as serves as support to the College.  
   2. **Librarian**  
      The Librarian serves as an academic resources for faculty and students, in areas of teaching, learning and research.
D. Organizational Chart
IV. Faculty Responsibilities

A. Teaching
At Mennonite College of Nursing we are committed to using student centered evidence-based educational strategies in support of Illinois State University’s strategic plan, Educating Illinois: 2013-2018. More information regarding Educating Illinois can be found at http://educatingillinois.illinoisstate.edu/.

B. Research
The strategic plan specifically sets forward the importance of research. The core values of the plan include “Pursuit of Learning and Scholarship” in which “The University contributes new knowledge through research, scholarship, and creative activities…” At Mennonite College of Nursing, we aspire to contribute to the body of knowledge that informs the discipline and profession of nursing.

More information regarding Mennonite College of Nursing’s research efforts can be found at on the College website at http://nursing.illinoisstate.edu/research/.

C. Service
Service to the College and the University are expectations with a faculty appointment at Mennonite College of Nursing. There are many opportunities for service contributions through committee work, participation in College events, University events, and a variety of community organizations. Faculty typically include service efforts in their annual evaluation for review by colleagues.

1. Development Day
The Mennonite College of Nursing Development Day provides opportunities for faculty and staff to participate in networking and educational programs prior to the beginning of the Fall and Spring semesters. Typically, programs are designed to provide University and College updates, as well as professional or personal development. All faculty and staff are encouraged to attend Development Day activities and participate in the College programs.

2. College Events
It is an expectation that faculty make every possible effort to attend various College functions such as Commencement, Candlelighting and other significate events.

D. Faculty Health and Safety Requirements
Clinical agencies require a variety of health screening and competencies for all students and faculty. The specific requirements will depend on the facility assignments; however, the following health and safety requirements must be current and on file with the Assistant to the Associate Dean and Program Directors / Academics Special Projects Manager.

- Cardiopulmonary Resuscitation (CPR) certificate
  - Every 2 years
- Criminal Background Check
  - One time requirement
- Drug Screening
  - One time requirement
- Hepatitis B Titer and/or Vaccination
  - One time requirement
- Influenza vaccine
  - Annual Requirement
- Ishihara Test
  - One time requirement
• Latex Test  
  o One time requirement  
• Measles, Mumps and Rubella Titer and/or Vaccination  
  o One time requirement  
• Nursing License (Current)  
  o Advanced Practice Nurse license, if applicable  
  o Registered Nurse license  
• Respirator Fit Test  
  o One time requirement, only if at Advocate BroMenn Regional Medical Center  
• Tetanus, Diphtheria and Acellular Pertussis (Tdap) titer and/or Vaccination  
  o Required every 10 years  
• Tuberculosis (TB) Testing  
  o Annual requirement  
  o If faculty member has not had an annual TB test, they will be required to have a 2-step, followed by an uninterrupted one year 1-step follow up.  
• Varicella Titer and/or Vaccination  
  o One time requirement  

E. Coaching/Mentoring Guidelines for Faculty and Staff

1. Purpose  
MCN values and supports new faculty and staff as they reach for success, satisfaction, and work/life balance in their role. The coaching/mentor guidelines are designed to set standards for those serving as coaches and mentors for new faculty and staff and expected outcomes for both coaches/mentors and new faculty and staff.

2. Definitions  
Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training, advice and guidance. Occasionally, coaching may mean an informal relationship between two people, of whom Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged." The person in receipt of mentorship may be referred to as a protégé, an apprentice or, in the 2000s, a mentee. One has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development.

3. Expected Outcomes  
• New faculty and staff will have an improved understanding of their role  
• New faculty and staff will be more likely to meet performance expectations in the first, third, and fifth year.  
• Coaches/mentors will acquire sufficient knowledge and skills to support their proteges to achieve outcomes  
• Coaches/mentors will be recognized in their performance evaluation for supporting their proteges
4. **Process**

New staff, faculty, and leaders in the college are matched to a mentor/coach during the search and initial orientation phase. Both prospective proteges and coaches/mentors are asked to provide input into the matching process and the Associate Dean for Academics for faculty and Associate Dean for Academic Support in consultation with the college leadership make the final match. The relationship is evaluated by participants at 6 and 9 months and adjustments made as needed. New staff, faculty and leaders are encouraged to develop other supportive relationships to meet their needs. The college provides a structured orientation for all new faculty and staff that periodically includes mentors. The college is committed to creating opportunities for socialization between mentors and proteges. The associate deans will arrange group coaching or socializing.

5. **Expectations for Coaches/Mentors and Proteges**

Mentors and coaches are expected to be an active participant in the new faculty/staff person’s professional life including the following.

- Develop a coaching/mentoring plan with goals for the protégé’s performance
  - 1 year plan for staff and faculty new in leadership positions
  - 3 year plan for new Instructional Assistant Professors
  - 5 year plan for new Assistant Professors
- Set mutual expectations for actions that will benefit the protégé and the coach/mentor
  - Schedule meetings
  - Prepare for performance evaluations
  - Generate constructive feedback on projects
  - Brainstorm solutions/approaches for managing responsibilities
  - Explore resources to support achieving outcomes
- See Table below for specific recommendations

6. **Recommendations**

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Mentors</th>
<th>Protégés</th>
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<tbody>
<tr>
<td><strong>Contact your protégé in advance prior to the beginning of their appointment and clarify contact information.</strong></td>
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<td>Keep your mentor informed of any problems or concerns as they arise.</td>
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<tr>
<td><strong>Plan regular meetings with your protégé for the next year and clarify expectations early.</strong></td>
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<td>Work with your mentor to determine appropriate timeframes for feedback.</td>
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<tr>
<td><strong>Be prepared to advise your protégé on aspects of teaching, research, &amp; committee work or direct to appropriate resources.</strong></td>
<td></td>
<td>Clarify your expectations of the mentor/protégé relationship.</td>
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<tr>
<td><strong>Identifying appropriate resources could be extremely valuable to your protégé.</strong></td>
<td></td>
<td>Clarify contact information including time availability.</td>
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<tr>
<td><strong>Maintaining confidentiality of interactions with your protégé are crucial.</strong></td>
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<tr>
<td>Mentors</td>
<td>Protégés</td>
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<tr>
<td>The mentor role is informal &amp; does not include evaluation or assessment of the protégé’s performance.</td>
<td>Identify measurable short-term and long-term goals that are specific.</td>
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<tr>
<td>The mentor role does include providing supportive guidance &amp; constructive feedback to the protégé.</td>
<td>Develop a work plan to achieve short- and long-term goals.</td>
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<th>Goals</th>
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<tbody>
<tr>
<td><strong>Short-Term</strong></td>
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<tr>
<td>Introduce your protégé to the College of Nursing, University Campus, &amp; environment.</td>
</tr>
<tr>
<td>Introduce your protégé to colleagues &amp; other potential mentors.</td>
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<tr>
<td>Help new faculty understand policies &amp; procedures that are relevant for their work.</td>
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<tr>
<td>Offer constructive criticism &amp; encouragement along with compliments on achievements.</td>
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<tr>
<td><strong>Long-Term</strong></td>
</tr>
<tr>
<td>Assist the new faculty member to sort out priorities such as budgeting time, balancing research, teaching, &amp; service.</td>
</tr>
</tbody>
</table>
| Assist the new faculty member to develop visibility & prominence within the profession. |}

7. **Qualities of a Good Mentor**
   - Be Accessible
     - Make time to be available to the new faculty member & clarify expectations of availability
     - Provide feedback in a private setting & non-threatening context
   - Networking
     - Help the new faculty member establish a professional network
   - Independence
     - Avoid developing a competitive relationship with your protégé

8. **Qualities of a Good Protégé**
   - Be self-directed and motivated
   - Establish goals based on your needs
   - Prepare for meetings and make deadlines
   - Listen and be willing to solicit and use constructive feedback
   - Follow through with recommendations
9. When a mentor/protégé relationship doesn’t work
Occasionally changing commitments, incompatibility, or when a relationship is not
mutually fulfilling either the mentor or the protégé should seek confidential advice from
the associate dean. Changes should be made without prejudice or fault.

F. Faculty Assignments and Schedule of Workload
Faculty are asked to submit preferences for teaching annually in December or January.
Teaching assignments are made by the Director of Undergraduate Programs and Director of
Graduate Programs, in collaboration with the Associate Dean for Academics, and the faculty
member themselves. All attempts to assign faculty to consistent classes and clinicals are made
and consideration is always given to expertise and areas of research.

V. College Policies, Procedures, Processes and Resources
A. Hiring Process
The following describes the process for hiring part-time clinical faculty:
• When a name is secured as a possible candidate for a part-time appointment, the
  Director of Undergraduate Programs, Director of Graduate Programs or Clinical Practice
  Coordinator will make contact asking about interest to teach at MCN and explore the
  area of expertise and availability. Clinicals are Mondays, Wednesdays, Fridays; days,
evenings and weekends.
• If interested in exploring further, the applicant should send an email or call the Director of
  Undergraduate Programs or Director of Graduate Programs for an appointment. A
  curriculum vitae is requested to be mailed prior to the appointment.
• The appropriate Director reviews the curriculum vitae and compares the applicant’s
  experience with the needs of the College.
• At the appointment, the appropriate Director reviews:
  o Mennonite College of Nursing mission, vision, overview of the undergraduate or
    graduate program, role of course or sequence leader, and role of part-time
    faculty
  o Attendance at MCN New Faculty and Course Orientation, and end-of-semester
    meeting
  o Clinical hours required in the course including Lab Day requirements on campus
    in the Nursing Simulation Laboratory with students
  o Communicating with the Clinical Practice Coordinator regarding specific clinical
    needs, including conference area
  o Communicating with students about clinical preparation, expectations, hours
  o Use of pre- and post-conferences
  o Need to provide direct clinical supervision and act as a role model during clinical
    hours (i.e., no correcting papers while on clinical)
  o Pay scale
• The Director of Graduate Programs or Director of Undergraduate Programs consults
  with the Course or Sequence Leader regarding the potential hire.
• The Director of Graduate Programs or Director of Undergraduate Programs
  communicates with the Clinical Practice Coordinator to identify a site for clinical.
• If offered the position and the candidate agrees, the appropriate Director sends the
  name to the Director of Business and Finance (and Administrative Aide) to work on an
  employment contract, including:
  o Overview paperwork needed for ISU employment:
- Official transcript from institution where highest degree was obtained (if ISU, no need for transcript)
- Current nursing license
- Driver's license and social security card to fill out I-9 form
- Signed offer letter
- Criminal background check and drug screening
- Health-related requirements specific to ISU and the clinical site
- Current CPR card

- The Director of Undergraduate Programs or Director of Graduate Programs communicates with the Clinical Practice Coordinator to update the semester schedule.

B. Evaluation Processes

1. Plan for College Assessment

The Plan for College Assessment (PCA) is designed for the college community to assess program achievement and to engage in ongoing continuous quality improvement of all college programs. Student outcomes and faculty accomplishments stem from the college mission, philosophy, and college/program goals and outcomes.

Data collection for the PCA occurs on an ongoing basis, but is evaluated each year for the previous year. Information is distributed to faculty/student committees and administrative personnel for the purpose of institutional analysis and problem-solving. This allows for curricular changes to be developed in the subsequent year. The PCA reflects an organized "feedback loop" to assess and evaluate the undergraduate and graduate program.

a. Clinical Agency Evaluations

Clinical agency evaluations are e-mailed directly to students for an assessment of the clinical facilities and staff. Students are provided a link to the electronic survey sent by the Associate Dean for Academics Office. Additionally, each clinical faculty is expected to gather data about the suitability of specific units or sites.

b. Course Recommendation Forms

The Course Recommendation Form is completed at the end of the academic year, due around June 15th of each year. Faculty may access the Course Recommendation Form on SharePoint – Plan for College Assessment – Course Recommendation Forms – Submissions or at https://mcn.sharepoint.illinoisstate.edu/academics/collegeassessment/SitePages/Home.aspx?RootFolder=%2Facademics%2Fcollegeassessment%2FShared%20Documents%2FCourse%20Recommendation%20Forms%20%26%20Submissions&FolderCTID=0x012000E55FA90877A8A2469A4F53EE8467B6CF&view=16203986-EF16-42A1-A4A9-FA3F92CE39DF. Completion of the Course Recommendation Form is required.

2. Faculty Evaluation

a. Instructional Assistant Professor Full-time Faculty

All documents for self-assessment and evaluation are due to the Assistant to the Associate Dean of Academics by the end of February each year. Each year, the Associate Dean’s office will email each faculty member reminding them of the deadline for submission of documents. Faculty self-assessments must be submitted in electronic format.
After reviewing the self-assessment documents, student evaluations, and other documents provided by the faculty, the Associate Dean for Academics will complete the Instructional Assistant Professor Faculty Evaluation Form, which can be found at SharePoint – Handbooks/Guidelines – Instructional Assistant Professor Annual Assessment and Evaluation Forms at https://mcn.sharepoint.illinoisstate.edu/guidelines/Shared%20Documents/Instruction%20Assistant%20Professor%20Annual%20Assessment%20and%20Evaluation%20Forms.doc and will schedule a performance evaluation meeting with each faculty member prior to April 1 of each year.

If conditions are such that a formal meeting is not necessary, the faculty member will be notified by the Associate Dean for Academics and a formal evaluation letter will be forwarded to the faculty member for signing and the opportunity for comments. Faculty can always request a meeting with the Associate Dean for Academics, in addition to the formal evaluation letter. For more information please view the ISU Policy on Instructional Assistant Professor Faculty Evaluations at http://policy.illinoisstate.edu/employee/3-3-4.shtml.

The following documentation should be included along with the above evaluation forms:
- Annual Required Documents:
  - Updated curriculum vita
  - Faculty performance review using the self-assessment tool
- Optional Documents:
  - Reports of service, scholarship, and practice

b. Instructional Assistant Professor Part-time Faculty

Part-time faculty are an integral part of clinical instruction at MCN and the evaluation process is viewed as a mechanism for developing their role as clinical faculty. The self-assessment tool is used to encourage part-time Instructional Assistant Professor faculty to assess their performance as a Mennonite College of Nursing clinical faculty. Ideally, this will help the part-time faculty set goals for upcoming clinical assignments. The self-assessment tool is located at SharePoint – Handbooks/Guidelines or https://mcn.sharepoint.illinoisstate.edu/guidelines/default.aspx Instructional Assistant Professor part-time faculty are asked in this self-assessment tool to self-reflect on how their clinical instruction fostered student development in each of the terminal objectives listed below and to identify how they will improve clinical instruction to continue assisting students to meet the outcomes of the program:
- 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
- A steward of resources who adapts to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care
- An empathic communicator who effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes
- An collaborator who coordinates care activities among interprofessional members of the healthcare team to impact health outcomes of individuals, families, and communities
- An evolving clinical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communities

If a part-time faculty member is new, in a new clinical site or course, or has requested an on-site evaluation, the Director of Undergraduate Programs will make arrangements to visit the clinical site around midterm week, completing the Instructional Assistant Professor Faculty Clinical Assessment Form referred to above. This document is sent to part-time faculty prior to the on-site visit so the faculty knows what the Director of Undergraduate Programs is evaluating. The Director of Undergraduate Programs will talk with the Course Leader prior to, and after, the visit for feedback.

If the Director of Undergraduate Programs receives anecdotal concerns from students, other faculty, or the Course Leader, at any time of the semester, the Director of Undergraduate Programs will visit the clinical site to assess the situation.

Instructional Assistant Professor Part-Time Faculty, who return for two semesters in a row, have anecdotal comments from the Course Leader and student evaluations without concern, will not be asked to complete the Self-Assessment Tool each subsequent semester but rather every four to six semesters. The self-assessment is turned into the Director of Undergraduate Programs for review and response and filed in the Dean’s Suite. If an on-site clinical visit is conducted, the self-assessment is reviewed by the Director of Undergraduate Programs prior to this visit and is filed in the Dean’s Suite along with the completed Instructional Assistant Professor Faculty Clinical Assessment Form. Copies of the Instructional Assistant Professor Faculty Clinical Assessment Form are provided to part-time faculty for their own review and filing also.

c. **Student Course and Faculty Evaluations**

   Toward the end of each semester, students will be asked to complete written and/or online faculty, course, clinical and faculty evaluation forms. If two or more faculty are teaching a class, an evaluation form will be completed for each. For face to face classes, faculty will step out of the classroom while students are led through electronic evaluations by Mennonite College of Nursing staff. 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. Student evaluation feedback is part of the appraisal process of performance evaluation. The Director of Undergraduate Programs, Director of Graduate Programs and the Associate Dean for Academics will be available to assist faculty in interpreting student comments and prioritizing changes.

C. **Affiliated Agreements**

Affiliated Agreements are legal contracts between Illinois State University and outside agencies that outline the terms and conditions for student clinical participation and observations. The Clinical Practice Coordinator will work with the Program Directors, Course Leaders, Sequence Leaders and the Assistant to Associate Dean for Academics and Program Directors; Academics
Special Project Manager to ensure Affiliated Agreements are in place. It is ultimately the Course Leader’s responsibility to ensure that an Affiliated Agreement is in place for each site used for clinical practicum before students may participate in clinicals at the site. Course Leaders should check with the Clinical Practice Coordinator who will work with the Assistant to Associate Dean for Academics and Program Directors/Academics Special Project Manager well in advance to ensure there is a current clinical contract in effect to cover the site for the semester in question. If there is not an Affiliated Agreement in effect for a site, the Course Leader should provide updated contact information about the clinical site liaison to the Clinical Practice Coordinator who will work with the Assistant to Associate Dean for Academics and Program Directors/Academics Special Project Manager to obtain one. Affiliated Agreement may take up to several months to route through the various signature and approval processes. Graduate students are ultimately responsible for ensuring that a clinical contract is in place prior to beginning any clinical practice by collaborating with the Clinical Practice Coordinator. The process for securing clinical sites is outlined in the Graduate Handbook, which can be found at http://nursing.illinoisstate.edu/studentlife/

D. Practicum Preceptors for Students from Another University
Faculty may be asked by a MSN student from another university to serve as a Preceptor in a Nursing Education Practicum. MCN faculty are asked to contact the Associate Dean for Academics with this request to assure Affiliated Agreements are in place to allow either classroom or clinical experiences. Master’s level students from another university must also initiate the process for an Affiliated Agreement from their educational program requesting a Practicum experience at MCN; the Associate Dean for Academics and Director of Undergraduate and Director of Graduate Programs will confer regarding the best placement opportunities for this student. Faculty who participate in these preceptor roles are encouraged to include this information in their annual evaluation and review. MCN is proud to share what it knows about teaching in the classroom and clinical setting; opportunities will be limited due to the energy and time they require.

Typically Mennonite College of Nursing can only accommodate one student a semester. All Masters of Science in Nursing practicum students are initially interviewed by the Associate Dean for Academics and the Director of Undergraduate Programs to determine “fit” with the student’s schedule/timeline, objectives of the practicum, and nursing background/experience. The Masters of Science in Nursing practicum student is expected to follow the same guidelines as Mennonite College of Nursing faculty regarding providing health and safety documentation. Illinois State University requires an Affiliated Agreement with the student’s degree granting institution including student coverage by liability insurance.

It is Mennonite College of Nursing’s philosophy to have all Masters of Science in Nursing students participate in a well-rounded experience of classroom instruction, classroom management (ie. test construction, test analysis, and classroom preparation), clinical and simulation/lab experiences.

The student is asked to bring the following documents to the initial meeting:
- Copy of program curriculum
- Student's Curriculum Vitae (CV)
- Course syllabus
- Copy of the program's preceptor manual
- Course clinical evaluation tool to be completed
- Calendar of availability
During the initial meeting, the Masters of Science in Nursing student is provided an overview about Mennonite College of Nursing at Illinois State University, the philosophy, Program Outcomes and expectations of faculty.

During the initial interview, the Director of Undergraduate Programs will determine if there is a potential “fit” within Mennonite College of Nursing contingent on a Mennonite College of Nursing faculty’s willingness to be a preceptor.

When a faculty has agreed to serve as preceptor, the faculty and Masters of Science in Nursing student are brought together by the Director of Undergraduate Programs to develop a plan, including what orientation requirements to health care agencies are needed by the MSN student to fulfill the practicum objectives.

The Director of Undergraduate Programs will meet with the practicum student at least once during their time at Mennonite College of Nursing to assure the student is getting their goals met. The Director of Undergraduate Programs will communicate regularly with the Preceptor to assure follow through from both the preceptor and practicum student. Any questions or problems with either the preceptor or practicum student can be directed to the Director of Undergraduate Programs at any time during the semester.

E. Clinical Experience

In coordination with the Director of Graduate Programs and Director of Undergraduate Programs, the Clinical Practice Coordinator will contact clinical partners to arrange clinical rotation schedules each semester. The Clinical Practice Coordinator will assist clinical faculty with scheduling of activities and orientation for each clinical section.

1. For clinical courses, the Clinical Practice Coordinator will arrange student and faculty orientation to each facility. In addition to orientation, the Clinical Practice Coordinator will submit appropriate information to the facility in order to obtain computer logons, nametags, and parking permits, if necessary. Clinical orientation and other information will be sent to faculty via email prior to the start of their clinical course. Throughout the semester, the Clinical Practice Coordinator also serves as liaison between the clinical facility and clinical faculty.

2. Adult Nursing I, II, and III, Leadership Dimensions, and Psychiatric-Mental Health Nursing all have 3 credit hours equal to 96 clinical hours. Maternal-Infant has 2 credit hours or 48 clinical hours.

3. America’s Promise School Clinicals are a unique hybrid clinical being utilized by Mennonite College of Nursing to address clinical experiences for both Public Health Nursing and Nursing Care of Children. Clinicals are set in school settings to immerse students in a community based pediatric/public health experience. Public Health has 2 credit hours or 64 clinical hours (48 hours of which are supervised); Nursing Care of Children has 2 credit hours equal to 48 clinical hours for a combined total clinical experience of 112 hours.

4. Course Leaders should ensure that all clinical faculty teaching in their course provide the students with the designated number of hours of clinical time regardless of holidays, breaks, or sick time. The Course Leader needs to approve each clinical section’s plan for meeting the designated number of hours.

5. The clinical schedule should be available to students at the beginning of the semester with the understanding that situations may necessitate flexibility within the set time parameters. Students must be given reasonable warning of any changes and all changes should be provided to the Course Leader prior to implementation, with the
exception that weather related closing of the University may necessitate unscheduled changes and subsequent make-up sessions.

The Pre-licensure Curriculum Committee recommends that the clinical day should typically not extend beyond 8 to 8.5 hours; an exception could be in Leadership, for example, to provide an opportunity for students to experience a 12 hour shift. Exceptions should be limited and cleared through the Course Leader and Director of Undergraduate Programs.

6. Clinical experiences are optimal when they extend over the entire semester. Course Leaders are encouraged to guide clinical faculty away from front loading clinicals in an attempt to get done sooner in the semester. Clinicals should be paced so students have clinical through week 14 of each semester. The last week of the semester should be available for make-up clinical.

F. Clinical Cancellation and Makeup

If a clinical faculty member cancels clinical for any reason, the Course Leader and Director of Undergraduate Programs must be notified, in addition to completing the faculty absence form, which can be found at http://hr.illinoisstate.edu/downloads/PERS943.pdf.

Undergraduate Course Leaders in Adult I, II, and III, Leadership, and Psychiatric-Mental Health Nursing should check with their faculty by week 8 to start planning make-up clinicals in collaboration with the Director of Undergraduate Programs. Typically, students will be gathered into a clinical group and will make up missed clinical hours at the end of the semester in an agency where they have been oriented. Faculty are asked to talk with their Course Leader prior to making any arrangements with students about clinical makeup. Faculty will be assigned to makeup students on a rotational or as needed basis.

Undergraduate course leaders in Maternal-Infant, Nursing Care of Children, Public Health Nursing including America’s Promise clinicals will direct faculty to make up students during the semester when possible.

Graduate students are responsible for arranging their clinical experience in consultation with course faculty and, as necessary, sequence leaders. The process for finding and contracting with a preceptor, as well as the required documentation, may be found in the Master’s Program Handbook at http://nursing.illinoisstate.edu/studentlife/

G. Faculty Staff Resource Guide

A number of faculty and staff resources can be found at SharePoint –Handbooks/Guidelines or https://mcn.sharepoint.illinoisstate.edu/guidelines/default.aspx

H. Student Handbooks

Faculty should review student handbooks for any programs and/or sequences for which they have teaching assignments. These handbooks outline College policies and expectations for students. Student Handbooks can be found at http://nursing.illinoisstate.edu/studentlife/

I. Parking Passes and Permits

Requests for parking passes for the Bone Student Center pay lot for guest speakers should be directed to the Business Services Administrative Aide, advance notice is appreciated. Part-time faculty are asked to talk with the Director of Undergraduate Programs regarding access to Parking Passes while on campus for required meetings or labs.

The Administrative Aide also holds the Business Parking Permit. Faculty must sign for this permit when checking it out or returning it to the Dean’s Suite office. Please give the Administrative Aide advance notice if needing this permit to make sure it is available.
Library Resources
Milner Library is every faculty member’s best resource for research materials and assistance. The Library collection consists of a wide variety of print, multimedia, and electronic collections on nursing and general health. Faculty can access the library 24/7 by using the library website: http://library.illinoisstate.edu/
As an active partner in teaching, learning, research, and service, Nursing Librarian provides research assistance and library instruction customized to meet the needs of faculty and students. Contact her at (309) 438-8336.
The library subscribes to over 240 databases including CINAHL, PubMed (includes all Medline records), Health and Psychosocial Instruments, Cochrane, Joanna Briggs, Health Source Nursing/Academic Edition, PsycINFO, and Web of Science. For easy access to databases and other online resources, see the Nursing subject guide: http://guides.library.illinoisstate.edu/nursing
Mennonite College of Nursing faculty are encouraged to suggest book and media purchases to the Nursing Librarian. Faculty members may also place library or personal items on reserve for their students. Depending on copyright regulations, many articles, book chapters, or ebooks can be made available online, so student can access resources remotely.
Articles and books not available through Milner Library can be requested electronically by submitting a request for an interlibrary loan. Journal articles are normally received within 4-5 days, often within 48 hours, and emailed to the requestor in PDF format through the ILLiad service.

1. Copyright Permission
Copyright law is complex and often unclear. Be cautious when making copies for class use both face-to-face and online. For general guidelines on copyright and fair use, please see the copyright guide via the library website: http://guides.library.illinoisstate.edu/libguides/Copyright. For specific questions on copyright, please contact Copyright Officer, at (309) 438-2860.

Course and Clinical Communication with Students
Course Leaders and faculty teaching theory are responsible to set up student address books in Outlook for course communication or use the ReggieNet mail/announcement system rather than using the general Listservs or non-ISU e-mail addresses. Graduate Assistants are available to assist faculty with this process.
Faculty are asked to inform students of methods to contact course faculty for assistance or in case of illness, including office and home phone numbers, pagers, cell phones, etc.
Clinical faculty are asked to establish a communication plan (email, phone, text, etc) for their clinical group(s) for rapid communication in the case of clinical cancellation.

Room Reservations
Rooms throughout the Illinois State University are available to faculty for course, meetings, study sessions, etc. Advanced arrangements can be made through the following means.

- Illinois State University Classrooms
  - http://registrar.illinoisstate.edu/FacilityRequest/
- Edwards Hall
- Administrative Aide for Academic Support
- Administrative Aide for Business Services
- Administrative Assistant to the Associate Dean for Academics and Program Directors; Academics Special Project Manager
- Nursing Simulation Lab
• Director of Nursing Simulation
• Assistant Director of Nursing Simulation
• Coordinator for Nursing Simulation Laboratory

M. Clinical Travel Policy
When faculty have a teaching assignment necessitating travel to a clinical site away from their home location, they may receive reimbursement for mileage by submitting monthly ISU Travel Vouchers to the Administrative Aide for Business Service. This voucher can be found at https://travel.illinoisstate.edu/forms/ or https://mcn.sharepoint.illinoisstate.edu/guidelines/default.aspx. Faculty will be reimbursed in accordance with the State of Illinois Travel Policy. On the form, faculty must indicate their “headquarters” as: Illinois State University (for full-time faculty) or their home (for part-time faculty). Mileage is to be calculated from the headquarters location. Travel vouchers should be submitted as soon as possible following the end of each month. The Internal Revenue Service requires travel reimbursements that are not submitted within 60 days of the completion of travel to be reported as taxable income. The 60 day clock begins the day travel is completed and the clock stops when the travel voucher is received in the Comptroller’s Office. University fleet vehicles are available if faculty prefer using fleet vehicles instead of their private vehicles. Questions about travel and reimbursement can be referred to Director of Business and Finance.

N. Guidelines for Funding Faculty and Staff Professional Development and Scholarship Purpose
All faculty and staff are encouraged to seek opportunities for professional development and dissemination of scholarship efforts. Such opportunities may include travel to professional conferences, meetings, or continuing education programs; participation in webinars or online courses; or other options proposed by the faculty or staff member. Faculty and staff are encouraged to submit their work for dissemination and may wish to also seek out resources from the Associate Dean of Research. When supported by external grants faculty and staff are expected to use grant money to support travel related to grant activities. These guidelines are designed to assist faculty and staff in making requests for funding assistance from the College. Requests are normally submitted by September 1st of each year for the next fiscal year. While it is understood that individuals who have submitted abstracts for presentation at professional conferences may not have received acceptance of the abstract by this date, faculty and staff are encouraged to submit a tentative funding request to assist with planning for resource distribution. All professional development funding is subject to availability of fiscal resources and will vary from year to year. Resources at Mennonite College of Nursing are limited and decisions regarding the degree/amount of funding are based on serving the best interests of the College as a whole and considerations for the professional development of individual faculty and staff. The Dean’s Council advises the Associate Dean for Academics and the Associate Dean for Academic Support to determine the priority of funding. Examples of funding requests include when faculty and staff are:

• Representing the college at the request of the Dean or Associate Dean
• Seeking professional development (such as conference attendance, webinar participation, or online coursework) related to their position within the College
• Disseminating scholarship as the presenting author
Special Circumstance: Midwest Nursing Research Society

For attendance at the Midwest Nursing Research Society Annual Conference:

- Presenting author on accepted abstracts may apply for funding and indicate the priority that this conference has for full funding relative to other travel funding they have applied for;
- When applying for funding, faculty should indicate if they will be serving in leadership roles at the conference, such as moderator or chair of research section; or if they will be receiving an award;
- The college has openings for 3 students in each of the following programs: BSN, MSN, DNP and PhD in the poster competition. Faculty are encouraged to coauthor with students as first author; the College Research Committee coordinates the call and the Associate Dean for Research coordinates conference registration and modest travel scholarships for those students selected;
- Students who are the presenting author with faculty on an abstract accepted for the open call are eligible for conference registration and the travel scholarship. Faculty must ensure these students follow the travel guidelines and timeline for MNRS membership and conference registration;
- Normally students who are co-authors, but not presenting will not be supported to attend MNRS.

Procedures

1. Prior to making arrangements for professional travel, the faculty or staff should complete a Mennonite College of Nursing Travel Request Form (a Form Stack form and submission) at: https://forms.illinoisstate.edu/forms/20162017_travel_and_education_expenses_request_form

2. Following completion of the Mennonite College of Nursing Travel Request Form, notification of successful submission of the request will be sent to applicant via automated email response. This is not an approval of the request, merely a notification that the faculty or staff member’s request was received.

3. All requests will automatically go to the Assistant to the Associate Dean for Academics and Program Directors, who will distribute the requests to the appropriate Associate Dean for review.

4. After review, an email notification of initial (tentative) approval will be sent to applicants by the applicable Associate Dean by September 1 of each year.

5. Once the applicant receives notification of their acceptance as the presenting author, the applicant should forward this information to the applicable Associate Dean. Once notification is reviewed, the faculty or staff will receive an email indicating final approval for funding.

6. For travel policies and detailed instructions on how to complete the voucher, please visit the Office of the Comptroller web site: http://travel.illinoisstate.edu/reimbursements/

7. The applicant should submit a travel voucher with required receipts attached as soon as possible after travel to the Administrative Aid for Business Service. Forms are available at https://travel.illinoisstate.edu/forms/. The Internal Revenue Service requires travel reimbursements that are not submitted within 60 days of the completion of travel to be reported as taxable income. The 60 day clock begins the day travel is completed and the clock stops when the travel voucher is received in the Comptroller’s Office. For travel policies and detailed instructions on how to complete the voucher,
please visit the Office of the Comptroller web site: 
http://travel.illinoisstate.edu/reimbursements/

O. Ordering Textbooks
At the beginning of the semester, faculty will be given a list of books previously ordered for their courses for their review. Textbook orders must be submitted by the Faculty/Course Leader to the Office Support Specialist for Academic Support by the following dates:

- For Fall Semester: March 15
- For Spring Semester: October 1
- For Summer Semester: February 15

It is important to submit the correct 13-digit ISBN number for each textbook (begins with 978), along with the title, author, edition, and publisher. Textbook orders may be checked with Course Finder on the ISU home page or at http://coursefinder.illinoisstate.edu/.

Course Leaders should also indicate on the textbook ordering form the number of desk copies needed for all faculty teaching in the course.

The latest date that changes in book titles/new editions can be made are as follows:

- Fall: July 15
- Spring: December 1
- Summer: April 15

Prior to the beginning of the semester, the Office Support Specialist for Academic Support will attempt to ensure that an adequate number of textbooks are available for all courses.

It is the responsibility of the Faculty/Course Leader to ensure that the appropriate textbook was ordered and received by the bookstore. Faculty/Course Leaders should ensure that the ordered text is correct. Faculty/Course Leaders should not change textbooks that will affect other clinical courses without discussing this issue with other affected Faculty/Course Leaders.

Remember, medical-surgical texts should not be changed without consulting with Faculty/Course Leaders in Adult Nursing I, II, and/or III. Some changes in textbooks will not affect students until the next admission round. For example, if a text is changed for Fall 2017, students admitted to the program prior to Fall 2017 will continue to use the same text they purchased in their first semester of the program. Students are not expected to purchase a new text to use for the remainder of their program of study.

P. Classroom Technology
Most University classrooms are supported by Classroom Technology Support Services (CTSS) which can be contacted for basic classroom technology needs at 438-7412. Some classrooms may be supported by the college they reside in, such as the College of Education or College of Business. Under those circumstances, contact the appropriate college about technology or needs for the room.

Always remember to check a room well in advance of the first day of class to make certain that technology and audiovisual needs are adequately met. If a space does not have a projector or computer, some portable units are available, but must be scheduled in advance. Depending on the size and shape of the classroom, use of a lavalier microphone may be useful.

Q. ReggieNet
All classes are supported by an electronic platform called ReggieNet for dissemination of course materials, online discussions, and/or grade book. The Center for Teaching, Learning and Technology (CTLT) provides classes and support to faculty. For more information regarding CTLT Trainings visit http://ctlt.illinoisstate.edu/
1. **Final Grades Submission**

Determination of final course grades in collaboration with course faculty, as well as submission of grades by the established deadlines is critical. All grades are submitted via an online software application through [https://my.illinoisstate.edu/](https://my.illinoisstate.edu/). There are online tutorials available for new users of the system.

R. **Course Syllabi and Materials**

Faculty are reminded the syllabus is a contract with their students. Syllabus updates/edits should be completed online by the Faculty/Course Leader each semester; the syllabus should refer students to College policies in the appropriate Mennonite College of Nursing Student Handbook.

For Undergraduate courses:

- Review and update all additional course materials including calendar, class handouts, and clinical paperwork considering faculty and student feedback and evaluations. All class handouts need not be ready by the beginning of the semester; it is courtesy to students to make available class handouts 48-hours prior to the class. All tests should be updated for appropriateness and accuracy.
- Collaborate with the course faculty and the Director of Undergraduate Programs to ensure that the course is consistent with the mission, philosophy, and program outcomes.
- Collaborate with course faculty and the Director of Undergraduate Programs to ensure that appropriate clinical agencies and experiences are identified for students.
- Incorporate recommended strategies per the Student Success Plan.
- Consult with faculty teaching in the same semester regarding test schedules to ensure that testing does not overlap.
- Upload syllabi to ReggieNet along with all other course materials for access by the students. Semester materials should be available to students by the Thursday prior to the semester.
- Changes to syllabi in regards to course objectives, content, delivery, and/or evaluation must be approved through the University Curriculum Committee approval process prior to implementation. See University Curriculum Committee Guidelines/Policies at [http://ucc.illinoisstate.edu/policies/operating_policies/](http://ucc.illinoisstate.edu/policies/operating_policies/).

For Graduate courses:

- Graduate courses’ syllabi are reviewed by Graduate Program Curriculum Committee (GPCC) on a rotating cycle. Substantive changes to objectives and topical outlines require GPCC approval and submission to the University Graduate Curriculum Committee for approval. See Graduate Program Curriculum Committee Guidelines/Policies at [http://grad.illinoisstate.edu/faculty/gcc/](http://grad.illinoisstate.edu/faculty/gcc/).

S. **Office Hours**

There are no required office hours for faculty. Faculty are expected to be accessible outside of regular classroom and clinical hours, as well as to post and observe a reasonable number of regular office hours during which they are available for student conferences. Accessibility may be in the form of traditional office hours, by using email, discussion boards, chat, telephone, and/or video conferencing. All classroom or clinical faculty are expected to communicate with their students in their course syllabi and verbally regarding their preferred method of contact. 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](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. 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. Departments/schools should define the appropriate number of regular office hours and the means of student consultation based on student need and the nature of discipline(s) in the department or school.

T. Guidelines for Assignment of Offices
Office space may become available as current office space being vacated or through conversion of other space. Whenever office space becomes available, any faculty may apply for assignment to the space by submitting a request to the Associate Dean for Academics. Priority will be given in the following order:

- Tenured faculty, according to rank and longevity with the College
- Tenure-track faculty, according to rank and longevity with the College
- Instructional Assistant Professor faculty, according to longevity with the College

Faculty already occupying a space will not be moved as a result of someone else wanting the space, unless the faculty member, as a result of the above priorities, has applied for and been approved for, transfer to a different space.

U. Course Meetings
1. Undergraduate Program
   It is expected that Course Leaders meet with faculty as a group, or individually, prior to the beginning of the semester to discuss the course expectations, distribute syllabi, course calendars, clinical evaluation tools, and any other course materials necessary for facilitation of theory into the clinical experience. All clinical faculty are provided with textbooks pertinent to their courses. Clinical faculty should be made to feel comfortable in communicating with Course Leaders when questions or concerns arise. The Course Leader must touch base with clinical faculty prior to midterm to determine if there are student problems and to assist clinical faculty in writing evaluations or Course Progress Reports. An end-of-the-semester meeting as a group, or individually, is expected to gather evaluative information.

2. Graduate Program
   Graduate program Sequence Leaders are expected to convene group or individual meetings with the faculty prior to the start of a course. Such meetings should ensure a shared understanding of expectations for faculty and students, access to course materials, and communication procedures. Clinical faculty are expected to inform the Course or Sequence Leader as issues or problems arise.

V. Faculty Concerns
   It is expected that the Course Leader will work with all faculty members teaching in a course to ensure quality programming. The Course Leader has the authority to address issues with faculty teaching in the course that relates to course integrity. If an issue cannot be resolved between the Course Leader and the faculty member, the appropriate Director of Undergraduate Programs or Director of Graduate Programs should be approached.
W. Blood Borne Pathogen, Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA)

All students at Mennonite College of Nursing receive annual training updates on Blood Borne Pathogens, Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA). These requirements are completed annually in NUR 222 Psychomotor Skills for Nursing, NUR 229 Adult Nursing I and NUR 329 Public Health Nursing. Faculty are responsible for communicating successful completion of these requirements to Course Leaders. Course Leaders then inform the Office for Academic Support of completion. The Office for Academic Support is responsible for tracking that each student has met these requirements.

- Students and faculty of Mennonite College of Nursing follow the Illinois State University Biosafety policy prepared by the Environmental Health and Safety Office. This plan can be found at http://policy.illinoisstate.edu/health-safety/5-3-7.shtml
- Students and faculty also follow standard precautions and recommendations set forth by the Centers for Disease Control and Prevention (http://www.cdc.gov).
- Bloodborne pathogen exposure occurring within a clinical facility should be reported to the faculty member and agency protocol will be followed with the student with follow-up through Student Health Services or personal health care provider.

X. Nursing Simulation Laboratory Policies and Procedures

1. 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.

2. Goals

Experience in the Nursing Simulation Lab will prepare students to:

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

3. Faculty Guidelines

a. Skills Lab

The Psychomotor Skills Lab (Room 104) contains a variety of task trainers, IV pumps, and equipment so students may learn and practice nursing skills. Once students have practiced selected skills under the supervision of their faculty, they will schedule additional practice sessions with the guidance of a Lab Assistant. Students will use the online sign up address provided on their ReggieNet course site to schedule guided practice sessions. Guided practice sessions typically occur in Room 104.

Once students have practiced selected skills with the guidance of Lab Assistants, they perform the skills under the supervision of a MSN prepared nurse for their final competency exam.
Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency. Faculty may refer a student needing additional practice for guided practice with a Graduate Assistant or Nursing Simulation staff member. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Coordinator for Nursing Simulation. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant or Nursing Simulation Laboratory staff member will sign the form at the practice session and the student will return the completed form to their faculty.

b. Health Assessment Lab

Two undergraduate Health Assessment Rooms (Rooms 108 and 109) contain patient beds, exam tables, an auscultation manikin, and equipment so students may practice health assessment skills. Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency. They may use the online signup address provided on their ReggieNet course site to schedule a practice time. Faculty may refer a student needing additional practice for guided practice with a Graduate Assistant. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Coordinator for Nursing Simulation. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant will sign the form at the practice session and the student will return the completed form to the faculty.

c. Additional Lab Usage

Faculty may contact the Coordinator for Nursing Simulation or the Assistant Director of Nursing Simulation to schedule rooms or request specific equipment usage.

d. Simulation Days

For each undergraduate nursing course with a clinical component, students are scheduled at least one day in the simulation hospital (Room 101). Simulation activities are designed to correlate with theory content. Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

e. Faculty Absence

If a faculty member is ill and unable to attend a scheduled simulation day, they should text or call the Assistant Director of Nursing Simulation. If staffing is not available, the simulation day may be rescheduled for those students and the faculty member later in the semester.

f. Simulation Day Faculty Responsibilities:

Faculty are responsible for all information for their specific assigned scenarios, skills, or tabletop activities so they may facilitate and answer student questions. Faculty assignments primarily consist of simulation scenarios in the simulation hospital, but may also include psychomotor skills and/or tabletop activities. Faculty are encouraged to schedule an appointment with the Coordinator for Nursing Simulation prior to their scheduled day for additional support or practice in running simulation scenarios if needed.
Faculty should arrive at the lab approximately 15-30 minutes early to ensure faculty are prepared to facilitate assigned simulation scenarios and equipment. Faculty should provide ongoing input and feedback to lab staff for continuous quality improvement and quality assurance.

Simulation Day resources are provided on the MCN Nursing Simulation Lab ReggieNet site in the Resources tab. At the beginning of the semester, the master schedule will be posted on the MCN Nursing Simulation Lab ReggieNet site in the NSL Master Schedules folder. The master schedule contains the specific simulation date for each section.

At least two weeks prior to the first scheduled simulation day, faculty may access daily simulation schedules and materials for each assigned simulation scenario, skill, or tabletop in the appropriate course folder. Paper copies of daily schedules, simulation materials, and student performance evaluations will be provided on the simulation day.

VI. Student Academic Policies and Procedures
A. Student Code of Conduct
The Illinois State University Student Code of Conduct can be at http://deanofstudents.illinoisstate.edu/conflict/conduct/code/. All faculty are expected to review the Student Code of Conduct.

1. 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 demonstrate these characteristics at all times. The college endorses the following concepts of civility as published in the American Nurses Association (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. . .”
   - Provision 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. . . ”
   - Provision 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 and consequences will result.

2. Values
The faculty, staff, and administration of Illinois State University believe in the values of:
   - Character
   - Conscience
   - Civility
   - Citizenship
   - An Appreciation of Diversity
   - 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. . .”
3. **Academic Dishonesty**
   Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. This includes upholding the integrity of the academic process, as well as, providing a community free of disruptions for a healthy and peaceful learning community. For more information regarding academic integrity, please review the policies of the Student Conduct and Conflict Resolution Office at [http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php)

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 Health Information Portability and Accountability Act (HIPAA) 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. Any breach of confidentiality can lead to dismissal from the program.

B. **Missed Exams**
   In the event of illness or other circumstances resulting in an absence on the day of an exam, it is expected that:
   - The student must contact the faculty member in the manner described in the course syllabus prior to the absence. Excuses not conveyed in methods outlined in the syllabi 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 may be required.
   - The student must contact the faculty as soon as she/he has returned to school to arrange a time for taking the exam.
   - The exam must be made up within one week after returning to classes unless special arrangements have been made due to the circumstances.
   - Faculty will make every effort to accommodate absences and makeup exams.
   - Patterns of absences will be monitored and verification for these absences may be required.
   - It is the faculty’s decision whether or not an alternate exam will be offered as a makeup exam.
   - The final exam schedule found on [http://www.registrar.ilstu.edu/faculty_staff/finals/](http://www.registrar.ilstu.edu/faculty_staff/finals/) is expected to be followed by all students. 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 faculty. Validation of circumstances is required when the request is submitted.

   Faculty/Course Leaders should ensure that students have an adequate testing environment and testing security during make-up exams. Please consult with the Director of Undergraduate Programs or Director of Graduate Programs regarding classroom/office space and coverage. Office support staff, computer lab personnel, or Graduate Assistants are not expected to proctor make-up exams.
C. Test Reviews

1. Syllabus Statement on Test Review

Faculty should include the following statement regarding test reviews in their course syllabus:

Faculty will provide test reviews following unit exams, in a timely fashion. Students may review final exams the semester following the course but must schedule a time with faculty if they choose to review their final. During test reviews, desks and table tops must be clear 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. Test review to prepare for final exams is optional and will be determined by the Course Leader. If faculty allow students to review exams to prepare for the final, 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 can stop 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 faculty.

In addition, we wanted to share other ideas that might be of value.

- Some faculty will change grades if students can show in course materials where an alternative answer can be found. Other faculty award all students points close to or equal to the standard error of the test and will not change answers regardless of material students present.

- During test reviews, faculty return the test booklet and an individual printout from the Center for Teaching, Learning, and Technology of the students’ answers. Students are given time to compare the grade sheet with the test booklet. Faculty also may review the top 5 or 10 missed questions and rationale for the answer. Most do not take questions from students during this time. Students are encouraged to make individual appointments if they want to discuss questions/answers.

- Some faculty only allow test reviews for 1-2 weeks following administration of the exam. Students may arrange to meet with faculty to review the test during that time. Following the 1-2 week period, the test is put away and no further review is allowed, even prior to the final exam.

- Some faculty allow students to review all of their tests at the end of the semester, prior to the final. Various approaches are used for these reviews. One faculty member has 6 time-slots open for 4-5 students to come to her office and this is on a first-come first-served basis.

- Another faculty member takes all tests to the last class session and allows students 45 minutes to review them. Key concepts are reviewed, but there is no re-hashing of answers.

- Students are never allowed to write down or duplicate in any manner any of the test questions. They may write general concepts with which they have struggled.

- Faculty always supervise students reviewing tests, students are never to be unsupervised.

- It is the faculty’s responsibility to ensure that all tests are returned after a test review.
D. **Student Access and Accommodation Services**
Illinois State University’s Division of Student Affairs maintains a unit related to student access and accommodations in Room 350 of Fell Hall. According to their website at [http://studentaccess.illinoisstate.edu/](http://studentaccess.illinoisstate.edu/): “Illinois State University provides a welcoming atmosphere for individuals with disabilities and/or medical/mental health conditions 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 and guests with disabilities and/or medical/mental health conditions. Student Access and Accommodation Services obtains and maintains documentation of disability and/or medical/mental health condition, 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, and activities offered by Illinois State.
The United States Office for Civil Rights has provided additional guidance regarding pregnant students. Pregnancy is defined as pregnancy, childbirth, or medical/common conditions related to pregnancy or childbirth. As a result of this newly enacted guidance, students requesting an accommodation due to pregnancy may contact Student Access and Accommodations at 309-438-5853.

Faculty should coordinate with the Student Access and Accommodations and the Director of Undergraduate Programs and/or the Director of Graduate Programs to provide accommodations for students with disabilities and/or medical/mental health conditions. In the case a student requires accommodation in multiple courses; the appropriate Director will coordinate these services.

E. **Cell Phone Usage on Clinical by Students**
All clinical faculty are asked to talk with their students about appropriate use of cell phones when functioning as a nurse/nursing student in any clinical setting, be it the hospital, home care, day care center, community clinics, schools or elsewhere. Due to differences in communication styles within different clinical settings, the decision about appropriate cell phone use by students must be left to the individual faculty member.
This empowers the faculty member to set limits regarding when it is acceptable to use the cell phone to contact a faculty member on the clinical site and when it is not acceptable to be engaged in texting or receiving phone calls.
The Prelicensure Curriculum Committee (PCC) strongly recommends that all course syllabi include a specific statement regarding professionalism and appropriate cell phone use when on the clinical unit or representing the College in any clinical observation. By documenting the expectation in the syllabus, we hope that faculty will have the ability to enforce appropriate professional behavior in regard to cell phone use in the clinical setting.
Example of syllabus wording:

“Cell phones should not be used for personal communication -- be it conversation or texting while participating in any clinical activity in which you are representing the College, except when the student is on a break or at lunch/dinner. The phone should be kept in silent mode throughout the clinical experience. In cases of emergency, the student should inform the faculty member or preceptor ahead of time.”
Clinical faculty in the graduate program are expected to discuss cell phone use with students and preceptors to ensure that the clinical agency policies are respected and that timely communication between student, preceptor, and clinical faculty is facilitated.

F. Undergraduate Grading and Clinical Evaluation Policies
The following grading scale will be used in all undergraduate nursing courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>82-89%</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>74-81%</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>66-73%</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>65% and under</td>
<td>0</td>
</tr>
</tbody>
</table>

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 exam, 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 syllabuses for clarification. An alternative grading option is utilized for Leadership Dimensions in Professional Nursing. For further information, please refer to course 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. An unsatisfactory performance in the clinical setting results in a grade of “F” for the course.

G. Progress Reports for Clinical and Theory
Course 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, unsafe or unethical 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 faculty 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 Director of Undergraduate Programs and Undergraduate Program Academic Advisor for placement in the student’s file.
1. **Course/Clinical Progress Report Implementation**
   a. Faculty and/or supervisors 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 Director of Undergraduate Program. A copy of the Course/Clinical Progress Report can be found at https://nursing.illinoisstate.edu/faculty-staff/resources.php
   b. The student will meet with faculty outside of class or clinical to review and sign the Course/Clinical Progress Report.
   c. Four copies of the progress report form should be made: one for the student, one for the faculty member, one for the Director of Undergraduate Programs, and one for the student’s overall file. The original disposition form will be filed in the student’s file.

2. **Consequences**
   a. 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.
   b. 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.
   c. Concerns regarding the dispositions and critical functions of individual students may be discussed with appropriate faculty and/or supervisors as needed.
   d. 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.

H. **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 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 unethical, dangerous, and/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 Director of Undergraduate Programs of the clinical suspension. If clinical performance is unsatisfactory but not dangerous or unsafe, faculty will follow the Course/Clinical Progress Report process. Unethical, unsafe or dangerous behavior, however, is always unsatisfactory and requires immediate intervention.

Unethical, 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 faculty 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;
• Untruthful communication.

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

a. Clinical faculty will make a professional decision based on behavior and observation that clinical suspension is necessary.

b. Clinical faculty will inform the student of the clinical suspension.

c. Clinical faculty 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.

d. If corrective action cannot be taken, dismissal from the program will be recommended.

e. The clinical suspension that results in a dismissal recommendation may be appealed as outlined below.

2. 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:

a. After receiving a decision that the clinical suspension cannot be remediated and dismissal is recommended the student must request an Appeals Process Request Form from the Director of Undergraduate Programs. This form must completed and submitted to the Director of Undergraduate Programs. The Director of Undergraduate Programs will send a copy to the Chair of the Prelicensure Program Committee (PPC) within 7 days from the date that dismissal was recommended. 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.

b. The Director of Undergraduate Programs shall forward a copy of the Appeals Process Request Form 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.
c. Upon receipt of the faculty member’s response, the Director of Undergraduate Programs 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 the student and the faculty member if deemed necessary.

d. 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.

e. The decision of the Appeals Committee is final without further appeal.

I. Clinical Performance Evaluation Tool (CPET)

In Adult Nursing I, II, III, Public Health Nursing, Leadership Dimensions in Professional Nursing and Psychiatric-Mental Health Nursing, students will be evaluated at midterm and at the end of the semester according to the course objectives; students should be notified of problems promptly so there are no “surprises” during these official evaluation times. Midterm evaluations will not be conducted in Public Health Nursing, Nursing Care of Children, or Maternal Infant Nursing based on the structure of these courses; faculty will keep students individually apprised of their progress each week so there are no “surprises” at the final evaluation. Each Clinical Progress Evaluation Tool (CPET) is course-specific, and students will be oriented to the clinical evaluation process at the beginning of each clinical course. Faculty may make copies of the CPET at the end of the semester per student request. A final assessment for students to share with clinical faculty in their next semester, this assessment, includes strengths and areas needing growth in order to assist faculty in providing more continuity and seamless growth for students. Clinical faculty are asked to send completed evaluation tools to the Course Leader at the end of each semester; Course Leaders are responsible to ensure that completed evaluation tools are sent to the Office for Academic Support for filing at the end of each semester.

J. Great Catch and Medication Event Policy

Students who experience a medication event or great catch during clinical will follow the procedure listed below and complete the appropriate documentation tool. “Medication Event” refers to a patient receiving a wrong medication, not receiving a scheduled medication, receiving a medication in the wrong dose, by the wrong route, at the wrong time, or at the wrong administration rate. The term “Great Catch” is used to describe a medication event that was caught before it occurred. A copy of the Great Catch Form can be found at https://nursing.illinoisstate.edu/faculty-staff/resources.php

1. Rationale

The Institute of Medicine (IOM 2006) estimates that a hospital patient is subject to a minimum of one medication error daily with the potential to result in additional injury and expense. Medication Errors are underreported by nurses and nursing students. Not reporting a medication error prevents evaluation of the event that could prevent similar errors in the future. The IOM (1999) supports creating a culture of safety focusing on creating better systems to prevent errors instead of blaming individuals when errors occur. The Medication Event and Great Catch documentation tools are designed to aid in the student’s learning process by guided reflection using Tanner’s (2006) Clinical Judgment Model. This approach will increase critical thinking and help students to
become part of a culture of safety. This policy will also allow faculty to identify system, education, or individual concerns.

2. **Procedure**
   - The clinical faculty will review this policy with students during clinical orientation and review previous medication events and great catches. The student is responsible for having a copy of the form at clinical. The form can be found at https://nursing.illinoisstate.edu/faculty-staff/resources.php.
   - If a medication event or great catch occurs, the student will complete and sign the form while at clinical.
   - The student will review the form with his/her clinical faculty. The clinical faculty will provide non-punitive feedback. The clinical faculty will sign the form after reviewing it with the student. The clinical faculty will e-mail the Director of Undergraduate Programs, as notification of the event.
   - The student will submit the form to the Director of Undergraduate Programs, within one week of the incident.
   - The Director of Undergraduate Programs will review the form to identify patterns or problems with specific clinical settings, education procedures and identify any need for further intervention. The Director of Undergraduate Programs will e-mail the clinical faculty to verify the form was received.
   - The student’s name will be removed from the form and a copy will be placed in a medication error/near miss file in the Director of Undergraduate Programs’ office.

K. **Course Exams/Tests**
Faculty and Course Leaders oversee the development, editing, and revising of tests, and ensure that item analysis is done to evaluate the validity of each question. Faculty are encouraged to utilize more experienced faculty and faculty outside of their own course to assure the relevance and validity of questions. Updating tests is an ongoing process. Electronic copies of all tests should be submitted to the Office Support Specialist for Academic Support to be kept on file. Requests for typing, editing, and/or copying tests should be submitted via email to the Office Support Specialist for Academic Support five days in advance of the test. Printed tests will be returned to the faculty member’s office and left in the faculty member’s chair if faculty are not in their office. Faculty are responsible for keeping the tests secure prior to the test date.

All exams need proctoring. In classes larger than 40, two faculty or a faculty and Graduate Assistant are needed for proctoring. Please contact the Office for Academic Support to schedule assistance. A Graduate Assistant should never be left alone in a classroom to proctor an exam.

L. **Student Concerns**
If there are concerns about a student’s success in a course, Faculty/Course/Sequence Leaders are encouraged to collaborate with the appropriate Director at the earliest juncture to discuss strategies. The Faculty/Course/Sequence Leader will meet with the student individually to clarify the situation and bring direction for interventions. The Faculty/Course/Sequence Leader can request the appropriate Director to be present in the meeting with the student and Faculty/Course/Sequence Leader if it is felt to be supportive of the student and/or Faculty/Course/Sequence Leader.

If there are concerns of student safety due to aberrations in judgment and behavior, the appropriate Director will consult with the Associate Dean for Academics, who may contact the Dean of Students Office for supportive guidance.
Collaborating with the Advisor about the student situation can be initiated by the Faculty/Course/Sequence Leader or appropriate Director. Documentation for the student’s file will be determined by the Faculty/Course/Sequence Leader and the appropriate Director.

M. Appeals Process

1. Student Grievance

Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined on the Student Conduct and Conflict Resolution homepage on the following website:

http://deanofstudents.illinoisstate.edu/conflict/conduct/code/

As outlined in this policy, “A student grievance is defined as a complaint arising out of any unauthorized or unjustified act or decision by a member of the University community that adversely affects the status, rights, or privileges of any student in a substantive way.” Students can determine if an action can be challenged through the grievance process by contacting Student Conduct and Conflict Resolution at 309-438-8621.

2. Final Course Grade 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 (refer to Policy 3.3.12A Faculty Responsibilities to Student, in particular items 5 and 6). This policy applies only to final course grades and does not apply to course work, mid-terms or other grades awarded during a semester. Qualifying and comprehensive examinations and defense of theses or dissertations during the progression toward the graduate degree are handled under the Graduate School Policies.

Before filing a challenge under this policy, the student must discuss his or her concerns with the faculty member and make every effort to resolve the situation. Faculty members must carefully consider the student’s concerns and make a reasonable effort to resolve the issues raised by the student.

A student may only challenge a final course grade under this policy, if the student has discussed the concern with the faculty member and can demonstrate that the grade was awarded in an arbitrary or capricious manner. For purposes of this policy, arbitrary or capricious means (a) the assignment of a final course grade was made on a basis other than the student’s academic performance in the course, (b) the assignment of a final course grade was based on standards that differ unreasonably from the standards applied to other students in the course, or (c) the assignment of a final course grade in a manner that substantially or unreasonably departed from the faculty's articulated standards. This policy will not be used to review the judgment of faculty in assessing the quality of a student’s work, to require another faculty member to re-grade or re-examine a student’s work, or in cases involving alleged violations of academic integrity.

a. Procedure

- If after discussion with the faculty member the student believes, in good faith, that the grade is arbitrary or capricious, or if there is an inability to reach the faculty member, the student may challenge the grade by sending a letter to the department chair no later than 10 business days after the start of the academic semester following the semester for which the grade was awarded. This letter must:
  - Identify the course, program, semester, and faculty member that awarded the grade
• State the basis of the challenge, including all facts relevant to the challenge and the reasons the student believes the grade is arbitrary or capricious
• Indicate the date(s) the student consulted with the faculty member regarding his or her concern(s) and summarize the outcome of those discussion(s)
• Attach any supporting documentation the student believes should be considered in the challenge, including the syllabus
• Upon receiving a written challenge to a final course grade, the Associate Dean for Academics shall forward a copy of the challenge to the faculty member who assigned the grade. 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.
• The Associate Dean for Academics will review the submissions and, if necessary, investigate to determine if the grade was arbitrary or capricious based on the definition outlined in this policy. A written decision will be issued to both parties within 10 business days.
• Both parties have a right to appeal the Associate Dean for Academics decision by filing a written appeal within 5 business days to the Office of the Provost in writing. The written appeal should state the basis for the appeal and attach all relevant written documentation.
• The Provost shall have a standing committee designated as The Final Course Grade Committee which consists of three members (Three faculty members and two students) appointed by the Provost (or designee). The students would be recommended to the Provost by the Student Government Association (SGA). Care shall be taken that no member of the committee know either party in the complaint.
• The Final Course Grade Committee will review the submissions and may, at the Committee’s discretion, decide to hear statements from the parties. Following deliberations, the Committee will issue a recommendation to the Provost (or designee) indicating:
  • Whether the Committee finds the grade to be arbitrary or capricious
  • The Committee’s recommendations for the disposition of the appeal. The Committee recommendation will be issued within 5 business days of the Committee’s decision
  • The Provost (or designee) will review the Committee recommendation and render a final decision in writing to the student, the faculty member, and the chair within 5 business days of receipt of the Committee recommendation. The Provost’s decision shall be final without further appeal.
N. Faculty Grievance
Faculty grievance procedures are outlined in the Academic Freedom Ethics and Grievance policy and procedures located at http://policy.illinoisstate.edu/employee/3-3-8.shtml. This policy supersedes any provisions in the student code of conduct immediately.