2014 - 2015
TRADITIONAL BSN PROGRAM & ACCELERATED STUDENT HANDBOOK
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I. Introduction to MCN Undergraduate Program

A. History of Mennonite College of Nursing
Mennonite College of Nursing became Illinois State University’s sixth academic college on July 1, 1999. The rich heritage of Mennonite College of Nursing began in 1919. For more than 90 years, the primary mission has been to prepare professional nurses by providing a quality education. This mission continues at Illinois State. Mennonite College of Nursing is located in Edwards Hall.

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

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

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

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

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

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

As a profession, nursing adheres to standards of practice and ethical codes as a means of ensuring quality care for all persons. The current Illinois Nursing 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 Sequence, Clinical Nurse Leader Sequence, Nurse Educator Certificate, and a Nursing Systems Administration Sequence, as well as a Post Master’s Family Nurse Practitioner (FNP) Certificate. A doctoral program in nursing with a focal area in aging is also offered.

4. Conceptual Framework

The conceptual framework underlying the curriculum of Mennonite College of Nursing consists of a formulation of the faculty's conceptualization of nursing. It incorporates concepts derived from numerous behavioral and nursing theories, including those developed by Betty Neuman, Dorothea Orem, Martha Rogers, Sister Callista Roy, Madeleine Leininger, and Sister M. Simone Roach. The curriculum is built upon the eight key concepts of humankind, environment, research, legal/ethical/political dimensions, information processing, teaching/learning, health promotion, and management. The development of these eight key concepts leads to four outcome abilities inherent to nursing practice. These outcome abilities are: caring, critical thinking, communication, and professional practice. The relationship of the outcome abilities to the key concepts is shown below.
It is recognized that these designated outcome abilities and key concepts are closely interrelated. The conceptual framework is best understood through descriptions and elaborations upon these components.

**A. Caring**
Caring is central to nursing. Caring encompasses those acts directed toward self and others, which improve the human condition. The capacity to care needs to be nurtured. This nurturing is dependent on the person being called upon to care for others. Nursing education professionalizes the human capacity to care through the acquisition of the knowledge and skills needed to fulfill prescribed professional roles. Through the caring attributes of conscience, compassion, commitment, confidence, and competence, nursing positively influences interactions between humankind and environment. Nursing uses these caring modalities to promote health, healing, and dignity across the lifespan.

1. **Humankind**
   Human beings are adaptive systems with identifiable subsystems—the biological, the psychological, and the sociological. These subsystems are interdependent and continuously interacting in an ever-changing environment. Humankind moves through time along a developmental continuum beginning with conception and progressing through death. Human development and human fulfillment are achieved through the unfolding of the human capacity to care. People from diverse backgrounds have a caring need that is culture-specific. Nursing influences growth and development of humankind in its attainment of an optimal state of health.

2. **Environment**
   Environment is the set of circumstances, objects or conditions external to human beings that positively or negatively affect their well-being. Environment encompasses the physical, biological, familial, and sociocultural systems that affect the development of each human being. Humankind has the ability to influence and be influenced by its continual interrelationship with the environment. Nursing focuses on positively influencing the humankind-environment relationship.
B. Critical Thinking
Critical thinking involves the rational examination of ideas. Critical thinking extends beyond the processes of both decision-making and problem solving. Its components include the qualities of insight, intuition, and empathy, along with the abilities to synthesize, reason, and act. The acquisition of critical thinking skills enables individuals to carry out inductive and deductive reasoning. Critical thinking skills are essential to the practice of nursing. Nursing maintains and promotes health of persons by practicing the nursing process—the problem solving methodology of the professional nurse. Critical thinking skills enable the nurse to facilitate optimal adaptive responses for human beings within their environment.

1. Research
The theoretical basis for nursing is derived from the humanities and sciences. Building on these disciplines, research in nursing establishes a theoretical and scientific foundation for nursing as a humanistic science. Nursing research contributes to professional practice by defining and expanding the knowledge base of nursing. Research aids in the identification and resolution of health problems and provides information vital to health promotion. The professional nurse uses critical thinking skills to analyze research and integrate findings into nursing practice.

2. Legal/Ethical/Political Dimensions
The legal, ethical, and political dimensions of society contribute to the structure and function of the health care system. The legal dimension of professional nursing practice deals with the analysis of situations in relationship to their conformity with laws, while the ethical dimension analyzes conformity with accepted standards of behavior. The political dimension of professional nursing practice deals with the analysis of situations in relationship to their impact upon the nursing profession and determination of means in which nurses can impact political situations. Critical analysis of these issues provides the nurse with the information needed to serve as an advocate in the preservation of individual, group, and community integrity.

B. Communication
Communication is the meaningful interpersonal exchange of information and ideas. Humankind engages in continuous and dynamic interactions. These interactions may involve verbal, nonverbal, or written forms of communication. Such interactions may be social in nature or of therapeutic value. Regardless of its form or type, effective communication is essential in nursing for the development of a helping relationship. Nursing can then have a positive influence on health through the use of goal-directed communication with patients, families, and members of the health care delivery team.

1. Information Processing
The ability of human beings to send and receive information extends beyond verbal, nonverbal, and written communication. Information processing involves the use of technological systems to obtain the information needed to solve problems encountered in professional nursing practice. Information obtained in this manner is evaluated by the nurse through the use of critical thinking skills. Use of this information results in nursing actions vital to the promotion of positive health care outcomes.
2. Teaching-Learning
Principles of the teaching-learning process are applied by the nurse to self, individuals, groups, and health team members. Teaching-learning is an individualized, goal-directed process resulting in a change in knowledge, attitudes, and skills which enhance human development.

Essential to the teaching-learning process is the development of mutual trust and respect between the teacher and the learner. Teaching-learning transactions are designed to positively influence the nurse-patient relationship.

D. Professional Practice
Professional practice in nursing is essential to the health care system. The primary focus of professional practitioners is the bio-psycho-social responses of human beings to actual or potential health problems. The professional practitioner assists humankind in the establishment of responsible self-care behaviors for the achievement, restoration, and maintenance of optimal functioning throughout the lifespan. Knowledge of health promotion and management theories characterize the professional practice of nursing.

1. Health Promotion
The essence of professional nursing practice is the interaction with human beings throughout the health-illness continuum. Health promotion activities assist the individual in attaining, maintaining, or enhancing a state of well-being. Nursing recognizes that the defining characteristics of a state of well-being vary among human beings. The professional practice of nursing fosters health promotion through use of the nursing process. This process consists of five interrelated steps, including assessment, diagnosis, planning, intervention, and evaluation.

2. Management
Management is an interpersonal, goal-directed process based on selected theories and concepts. The professional nurse uses management principles to plan, organize, direct, and control resources. These principles are applied in the management of self, individuals, and groups. An understanding of management functions and leadership roles is essential for professional nursing practice.

Summary
The conceptual framework describes interrelated outcome abilities and key concepts upon which the nursing curriculum is based. The eight key concepts of humankind, environment, research, legal/ethical/political dimensions, information processing, teaching/learning, health promotion, and management constitute the basis of the Mennonite College of Nursing curriculum. These key concepts are organized within four outcome abilities of caring, critical thinking, communication, and professional practice. These outcome abilities serve as measures of the student's progression through the curriculum.
Terminal Outcome Abilities
Upon completion of the baccalaureate nursing program, the graduate will possess the following terminal outcome abilities.

A. Caring: The student will use a variety of caring modalities that promote health, healing, and dignity throughout the life span.

   Key Concept: Humankind
   a. Demonstrates nursing care that is person-centered, protective, physically comforting, and emotionally supportive.
   b. Demonstrates the attributes of professional caring including compassion, competence, conscience, commitment, and confidence.
   c. Assesses the biological, psychological, spiritual, social, and cultural needs of individuals, families, and groups across the lifespan developmental continuum.
   d. Demonstrates cultural sensitivity by implementing the nursing process with individuals, families and groups that reflects cultural competence.

   Key Concept: Environment
   a. Assesses environments that influence the health of individuals and families.
   b. Manages a safe environment to promote health and safety of individuals, groups and self.
   c. Takes an active role in designing solutions for dealing with environmental problems that affect health. Ensure environment safety.

B. Communication: The student will communicate effectively with individuals, families, and groups.

   Key Concept: Information Processing
   a. Consistently demonstrates knowledge of effective communication principles and applies this knowledge during professional interactions with individuals, families, and other health care professionals. Utilizes return demonstration techniques to ensure knowledge comprehension. Establish collaboration by effective communication between clinical partners.
   b. Demonstrates knowledge of legal and ethical issues in accessing and using information technology in academic and professional nursing practice.

   Key Concept: Teaching/Learning
   a. Develops, implements, and evaluates teaching/learning plans for individuals, families, and groups.
C. Professional Practice: The student will assume accountability for professional practice in contemporary society through the application of theory-based knowledge.

Key Concept: Health Promotion

a. Demonstrates effective use of the nursing process in providing therapeutic nursing interventions for individuals and families.

b. Demonstrates effective use of therapeutic nursing interventions in assisting individuals, families, and groups to progress toward their optimal level of health.

Key Concept: Management

a. Assists individuals to use organizational structures within their environment to meet health needs.

b. Demonstrates organizational and priority setting skills in the delivery of nursing care to individuals and their families.

c. Evaluates effectiveness of organizational structures within the health care system to meet the needs of individuals and their families.

d. Uses management and leadership theories; assumes responsibility for the delivery of nursing care to individuals, families, and groups.

D. Critical Thinking: The student will use critical thinking to make judgments and develop therapeutic nursing interventions for optimal health.

Key Concept: Research

a. Demonstrates, evaluates nursing research principles, and applies to nursing practice.

Key Concept: Education

a. Identify teaching needs of individual patients and family members.

Key Concept: Legal/Ethical/Political Dimensions

a. Describes the legal, ethical, and political role dimensions of the professional nurse in planning, implementing, and evaluating care for individuals, families, and groups.

b. Evaluates the effects of legal and ethical decisions in facilitating optimal outcomes for individuals, families, and groups.

c. Evaluates the impact of legal, ethical, and political decision-making on professional nursing and the healthcare delivery system.
<table>
<thead>
<tr>
<th>Outcome Ability</th>
<th>Standard</th>
<th>Behavior Examples</th>
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| Caring          | Gross and fine motor abilities enabling the provision of safe and effective | • Cardiopulmonary resuscitation  
• Position patient, assist in and out of bed  
• Manipulation of equipment: I.V. therapy  
• Syringes for injections, insertion of catheter  
• Sterile techniques and universal precautions |
|                 | Auditory ability sufficient to monitor and assess health needs | • Response to emergency alarms  
• Response to cries for help  
• Use of a stethoscope to obtain audible breath, bowel and hearth sounds  
• Response to verbal commands in emergency |
|                 | Visual ability sufficient for observations and make assessments | • Recognition of digital readouts from bedside monitors  
• Peripheral vision that encompasses clinically significant visual space  
• Reading medication, orders and policies |
|                 | Tactile ability for physical assessment | • Perform palpation to confirm inspection  
• Perform functions of physical examination and/or those related to therapeutic intervention, e.g. texture, temperature, moisture, swelling |
|                 | Olfactory ability sufficient to monitor the | • Detecting smoke  
• Detecting potentially hazardous conditions |
| Communication   | Ability to interactively communicate in the classroom and clinical environment through verbal, | • Non-verbal communication in appropriate circumstances, e.g. facial expressions, eye contact and body language  
• Communication through use of spoken words in an intelligible, conversational pace  
• Explain treatment procedures  
• Document and interpret nursing actions and patient response  
• Communication through use of computer technology |
|                 | Interpersonal skills sufficient to interact with individuals, families and groups | • Establish rapport with patients, families, and colleagues from diverse backgrounds |
| Professional Practice | Participate in the evaluation process | • Evaluation of self  
• Evaluation of patients  
• Evaluation of environments |
|                 | Organizational skills | • Personal accountability  
• Time management |
|                 | Emotional stability sufficient to | • Deal with the unexpected  
• Focus attention  
• Control emotions |
| Critical Thinking | Critical thinking ability sufficient for clinical | • Identify clinically significant cause/effect relationships  
• Develop nursing care plans, calculate medication dosages |
|                 | Ability to use scientific process | • Problem solving  
• Set priorities |
II. Academic Policies and Procedures

A. Code of Conduct

1. Values
   The faculty, staff, and administration of Illinois State University believe in the values of:
   a. Character
   b. Conscience
   c. Civility
   d. Citizenship
   e. An Appreciation of Diversity
   f. Individual and Social Responsibility

   As stated in the Illinois State University Code of Student Conduct: “Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. This includes upholding the integrity of the academic process as well as providing a community free of disruptions. Their violation will result in disciplinary action.” All violations of student misconduct will be addressed through appropriate college and university channels to include Community Rights and Responsibilities. Please refer to the Illinois State Code of Student Conduct for information including but not limited to academic dishonesty.

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

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

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

3. Academic Dishonesty
   Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. This includes upholding the integrity of the academic process, as well as, providing a community free of disruptions. The following restrictions are designed to foster a healthy and peaceful learning community. Their violation will result in disciplinary action.
4. Confidentiality
Confidentiality of patient information is expected. Only relevant information obtained from or about a patient may be disclosed to the health care personnel, faculty, and peers involved in the individual’s care. Students are expected to comply with HIPPA requirements at all times. Students will not share patient or family information via social media, including Facebook, Twitter, or other outlets. Students will not take photographs in clinical setting. Breach of Confidentiality can lead to expulsion from the College of Nursing.

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

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

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

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

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

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

b. The student must contact the instructor as soon as she/he has returned to school to arrange a time for taking the exam.

c. Depending on the length and reason for the absence, the exam must be made up within one week after returning.

d. The final exam schedule found on icampus will be followed. However, in the event of extenuating circumstances, a student’s request to take the final exam at a time other than the scheduled will be considered by the instructor. Validation of circumstances is required when the request is submitted.

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

E. Faculty Office Hours
There are no required office hours for faculty. Faculty is expected to be accessible outside of regular classroom and clinical hours. Accessibility may be in the form of traditional office hours, or by using email, discussion boards, chat, telephone, and video conferencing. All classroom or clinical faculty are expected to communicate with their students via their syllabus and verbally regarding their preferred method of contact. Students are expected to take the initiative to utilize the faculty member’s preferred method of contact for any questions or concerns regarding the course/clinical.

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

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

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

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

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

- The College uniform must be worn only when participating in clinical and lab experiences, or when asked to do so for official college functions. The uniform may not be worn when functioning as an employee or attending social events.
- Care should be taken to ensure that laundering results in professional maintenance of the uniform.
- The COMPLETE uniform includes: the college-designated MCN white top (NO polo shirt), black scrub pants for Public Health Nursing and Psychiatric Mental Health Nursing, MCN lab coat, white professional-looking shoes with closed heels and toes or tennis shoes (shoes should only have a small amount of red, black, or grey embellishment), socks, picture I.D. badge (purchased from the Redbird Card Office), and watch with second hand. The ISU picture I.D. badge must be worn for identification purposes unless your clinical instructor directs you otherwise. Any changes to the uniform are determined by clinical faculty, are specific to a clinical site, and are reflected in the course syllabi.
- Hair must be clean and groomed, pulled back and off the shoulder, and away from the face. Choice of hair color and style should not detract from the overall professional image. Unnatural colors include but are not limited to blue, purple, green, yellow, pink, magenta, and orange. No patches of color or end dipping. Hairstyles should not be extreme (e.g. mohawk) and must present a professional image. Facial hair should be clean and shaven; beards, mustaches, and goatees must be neatly trimmed. Necessary hair accessories should portray a professional image (no accessories with sequins). If in doubt, students should consult with the clinical instructor. Students in some patient care areas may be required to cover their hair with a cap in order to comply with Public Health regulations.
- Jewelry, which may be worn with the uniform, includes: wedding band, watch that indicates seconds, and 2 pairs of conservative post style earrings. All other piercings need to be removed or covered. Skin tone “plugs” may be used if needed for visible facial piercings.
• No perfume, cologne or strong fragrances should be used. Many patients, family members, and/or staff members are allergic to the scent of these items.

• Fingernail polish and/or acrylic nails are not allowed, due to mandatory infection control policies in clinical agencies. Nail length should permit safe, comfortable nursing care.

• Tattoos must be covered by and not visible during clinical or lab. If the tattoo cannot be covered by clothing, it must be covered by a bandage.

• When picking up patient assignments or traveling to clinical sites where the student will change into scrubs, clothing worn under the lab coat must be professional. Professional attire under lab coat includes blouse/shirt, dress pants, skirt or dress, and hosiery. No jeans, shorts, t-shirts or sweat suits should be worn with the lab coat. For reasons of asepsis students should consider bringing a change of clothes when they must be involved in other activities before or after clinical.

• Cell phones are NOT a part of the nursing uniform. They should not be used for personal communication be it conversation or texting while participating in any clinical activity in which you are representing the college, except when the student is on break or at lunch/supper. The phone should be kept in silent mode throughout the clinical experience. In cases of family emergency, the student should consult with the faculty member or preceptor regarding the most effective communication plan. Exception to this policy may be Leadership or Public Health clinicals when notification of clinical faculty not on the same unit may be necessary. All cell phone use must comply with clinical site stipulations. Use of camera or any other application is not permitted without faculty approval.

I. Clinical Suspension

Clinical suspension may be imposed on a student if the clinical instructor judges the student to be unsafe due to performance deficiencies, health problems, or failure to meet health and safety compliance requirements.

During the time of a suspension, health permitting, the student may attend theory classes but no clinical sessions.

In the event that the student is judged to be unsafe to practice due to performance deficiencies, the clinical instructor has the right and responsibility to impose a one-day clinical suspension. The Undergraduate Program Coordinator will be notified of such action. Should additional clinical suspensions be imposed in the course of a semester, the Associate Dean will review the facts of the case to determine if continued clinical suspension is warranted. The clinical suspension remains in effect until the situation is resolved.

In keeping with the academic policies of the College, the outcome of a clinical suspension is determined by:

a. The nature and severity of the problem necessitating the suspension
b. The duration of the suspension

c. The student's academic standing at the time of the suspension

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

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

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

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

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

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

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

Procedure:

a. Upon acceptance to the nursing program, students will be provided detailed information regarding the procedure for completing this requirement.

b. Students will be required to sign a consent form (Authorization for Criminal Background Investigation and Disclosure/Consent Form) that allows the College to conduct the criminal background check and to release results of criminal background checks to clinical agencies upon their request. Failure to sign the consent form and provide all necessary information shall result in the student being unable to begin or progress in the nursing program.

c. The criminal background check must be completed by the company designated by the college no sooner than 60 days prior to enrollment in the nursing program. Students may NOT use similar reports on file at other agencies to satisfy this requirement.

d. Background checks must be completed by the dates specified. Additional checks may be required if: 1) clinical agencies require criminal background checks more frequently or 2) the nursing student interrupts his/her program for one semester or longer. In such cases, the student will be required to have another criminal background check. The College of Nursing reserves the right to require an additional background check during the program at the College’s discretion.

e. Results of Criminal Background checks must be submitted to the College of Nursing. Results will be confidentially maintained by the College of Nursing separate from their academic record. Results will be maintained until the student graduates from the University.

f. The student is responsible for all fees for background checks. Costs may be subject to change and are beyond the control of the University or the College of Nursing.

Management of Results:

a. The Assistant Dean or designee will access the electronic report from the selected company.

b. A student whose background check results in a status of "no record" may enroll in clinical courses and continue in the nursing program.
c. A student whose background check results in a positive history (a background check that results in a criminal history) will be notified by the Assistant Dean or designee as soon as possible. Students may view their own results on the vendor website.

d. The Assistant Dean or designee will meet with the student to verify whether the criminal record is valid or invalid.

e. If the student believes that a record or conviction is erroneous, the student may request a fingerprint-based background check. The student is responsible for the cost of fees for fingerprint checks. If the fingerprint check reveals no criminal convictions, the student may continue in the nursing program and enroll in clinical courses. Results must be received prior to the beginning of the semester for the student to remain enrolled.

f. If the conviction is found to be valid and the offense is on the “crimes that disqualify” list from IDPH, the student will be required to secure a waiver from IDPH.

g. The student is responsible for contacting IDPH (217-782-2913) for instructions and an application for waiver. The process for a waiver may take several weeks or longer. The student may not enroll in nursing courses prior to attaining the waiver.

h. The IDPH waiver must be submitted to the Assistant Dean upon receipt.

i. The student may be allowed to continue in the program only after the IDPH waiver has been received by the Assistant Dean. Enrollment will be based on program capacity and availability of courses. If a waiver is not granted, the student will be withdrawn from the nursing program.

j. The college is not responsible for any student being ineligible for coursework, continued enrollment in the program, or subsequent licensure as a registered nurse.

k. The student is responsible for keeping the College updated on any and all changes in his/her criminal background status. False information or failure to disclose correct information at any time may be basis for dismissal from the program.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Readmission Application Following Academic Dismissal from the Major</th>
<th>Readmission Application Following Non-Academic Dismissal from the University</th>
<th>Readmission Application Following Withdraw from the Major or University</th>
</tr>
</thead>
</table>

**P. Dismissal Policy**

Students will be dismissed from the major when a student receives a grade of less than a C in any two nursing courses or twice for the same course.

Students who receive less than a “C” in any one nursing course will delay their graduation by a minimum of one semester, depending on scheduled course offerings. Additionally, the number of nursing courses that a student may take in the semester following a nursing course failure may be limited.

**Q. Readmission to the Nursing Major: Traditional BSN**

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

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

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

Readmission applications must be received by June 1 for fall readmission and by January 1 for spring readmission. Summer readmission will be considered on a case-by-case basis.

The Readmission Committee reviewing the application will be comprised of the Assistant Dean for Student & Faculty Services, the Undergraduate Program Coordinator, and the Traditional BSN Program Program Committee Chair or designate. In the event of non-consensus the readmission application will be reviewed with a broader college committee. The following points will guide the committee in making a readmission decision:
Readmission to the major will be granted on a selective basis.
Upon readmission, the Dismissal Policy is modified as follows: Dismissal from the nursing major results when a student receives a grade of less than C in any one nursing course.

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

R. Computer Requirements
Technology requirements are regularly updated as technology advances. The current requirements were last reviewed in March 2012. Students entering the Mennonite College of Nursing in the fall of 2012 must have a computer that meets the requirements listed below. Laptops with wireless capability are not required but are suggested for convenience.

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

- Intel dual or quad core processor
- 128-160 GB Hard Drive
- 4GB RAM
- Mac OSX 10.6 or 10.7
- Windows 7 (can be purchased through the Techzone)
- Bootcamp or Parallels (both recommended, can be purchased through the Techzone)
- MAC OFFICE 2011 (can be purchased through the Techzone)
- Flip for Mac (free download)

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

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

Nursing courses require you to have the most recent version of Microsoft Office (MS Office 2010 or Mac Office 2011), which includes PowerPoint, Word, Excel, Access, Outlook, and Publisher. The entire Office package can be purchased at a student rate at Techzone, 205 Bone Student Center, with a student or employee ID card. If you are not familiar with PowerPoint or Word, you should develop some familiarity with these tools, as they are expectations for various nursing courses and can further assist you in your professional endeavors.

III. Advisement

A. Advising Meetings

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

B. Prescribed Plans of Study

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

Nursing Majors: Sample Junior/Senior Year Plan of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1--</td>
<td>N225 Health Assessment of the Adult</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>N 239 Pathophysiology and Pharmacotherapeutics in Nursing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>N 229 Adult Nursing I</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N 224 Contemporary Professional Nursing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N 237 Cultural and Spiritual Dimensions in Healthcare</td>
<td>(15)</td>
</tr>
<tr>
<td>Semester 2--</td>
<td>N 339 Pathophysiology and Pharmacotherapeutics in Nursing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>N 316 Maternal Infant Nursing</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>N 231 Adult Nursing 2</strong></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>N 336 Research and Theory for Evidence Based Practice</td>
<td>(17)</td>
</tr>
<tr>
<td>Summer*</td>
<td>Elective Course / Transcultural Nursing Course</td>
<td>3</td>
</tr>
<tr>
<td>Semester 3</td>
<td><strong>N 317 Nursing Care of Children</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>N 329 Public Health Nursing</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>N 314 Psychiatric and Mental Health Nursing</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total = 15</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td><strong>N 325 Adult Nursing III</strong></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>N 327 Leadership Dimensions in Professional Nursing</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>N 326 Gerontological Nursing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total = 15</td>
<td></td>
</tr>
</tbody>
</table>

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

**Course contains a THEORY and CLINICAL component

This plan of study involves those who entered the nursing program spring 2013- fall 2014.
Direct Admission to Nursing Program

Plan 1 or Plan 2 Determined by Students’ Advisor

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

**First Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110 (3)</td>
<td>ENG 101 (3)</td>
</tr>
<tr>
<td>CHE 110/112 or 140 Chemistry* (4-5)</td>
<td>HSC 105 Medical Terminology* (3)</td>
</tr>
<tr>
<td>PSY 110 Fundamentals of Psychology* (3)</td>
<td>BSC 181 Anatomy &amp; Physiology I* (4)</td>
</tr>
<tr>
<td>General Education Math (4)</td>
<td>FCS 102 Nutrition* (3)</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 224 Contemp. Prof. Nursing (1)</td>
<td>NUR 222 Psychomotor Skills (3)</td>
</tr>
<tr>
<td>NUR 237 Cultural &amp; Spiritual Dim. (1)</td>
<td>NUR 239 Patho Pharm. (3)</td>
</tr>
<tr>
<td>BSC 160 Microbiology* (4)</td>
<td>NUR 225 Health Assessment (4)</td>
</tr>
<tr>
<td>PSY 213 Lifespan Development* (3)</td>
<td>NUR 229 Adult Nursing I (6)</td>
</tr>
<tr>
<td>Statistics* (3)</td>
<td></td>
</tr>
<tr>
<td>BSC 182 Anatomy &amp; Physiology II* (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 339 Patho Pharm. II (3)</td>
<td>NUR 314 Psy &amp; Mental Health Nursing (6)</td>
</tr>
<tr>
<td>NUR 316 Maternal Infant Nursing (4)</td>
<td>General Education Course 2 of 5** (3)</td>
</tr>
<tr>
<td>NUR 231 Adult Nursing II (7)</td>
<td>General Education Course 3 of 5** (3)</td>
</tr>
<tr>
<td>NUR 336 Research &amp; Theory (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 325 Adult Nursing III (7)</td>
<td>NUR 329 Public Health Nursing (5)</td>
</tr>
<tr>
<td>NUR 326 Gerontological Nursing (2)</td>
<td>NUR 317 Nursing Care of Children (4)</td>
</tr>
<tr>
<td>General Education Course 4 of 5** (3)</td>
<td>NUR 327 Leadership Dimensions (6)</td>
</tr>
<tr>
<td>General Education Course 5 of 5** (3)</td>
<td></td>
</tr>
</tbody>
</table>

*Prerequisite course: must earn "C" or better

**Middle and Outer Core (one course must be a global studies)

All nursing students will be assigned a plan upon entering ISU

All nursing majors must earn an overall GPA of 2.50 or higher on at least 24 completed hours and obtain a "C" or better in prerequisite courses to remain in the major
# Nursing - Traditional B.S.N. Majors: Plan 2

## First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Fall Semester** | ENG 101 (3)  
HSC 105 Medical Terminology* (3)  
PSY 110 Fundamentals of Psychology* (3)  
General Education Math (4)  
General Education Course 1 of 5** (3) |
| **Spring Semester** | COM 110 (3)  
BSC 160 Microbiology* (4)  
CHE 110/112 or 140 Chemistry* (4-5)  
General Education Course 2 of 5** (3) |

## Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Fall Semester** | BSC 181 Anatomy & Physiology I* (4)  
FCS 102 Nutrition* (3)  
Statistics* (3)  
General Education Course 3 of 5** (3) |
| **Spring Semester** | NUR 224 Contemp. Prof. Nursing (1)  
NUR 237 Cultural & Spiritual Dim. (1)  
PSY 213 Lifespan Development* (3)  
BSC 182 Anatomy & Physiology II* (4)  
General Education Course 4 of 5** (3)  
General Education Course 5 of 5** (3) |

## Third Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Fall Semester** | NUR 222 Psychomotor Skills (3)  
NUR 239 Patho Pharm. I (3)  
NUR 225 Health Assessment (4)  
NUR 229 Adult Nursing I (6) |
| **Spring Semester** | NUR 339 Patho Pharm. II (3)  
NUR 316 Maternal Infant Nursing (4)  
NUR 231 Adult Nursing II (7)  
NUR 336 Research & Theory (3) |

## Fourth Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Fall Semester** | NUR 317 Nursing Care of Children (4)  
NUR 314 Psy & Mental Health Nursing (6)  
NUR 329 Public Health Nursing (5) |
| **Spring Semester** | NUR 325 Adult Nursing III (7)  
NUR 327 Leadership Dimensions (6)  
NUR 326 Gerontological Nursing (2) |
D. CNA Certification
Students are eligible for their Nursing Assistant Certification after successfully completing NUR 229 Adult Nursing I. Students must complete the nursing student application found on the Illinois Department of Public Health’s website: http://www.idph.state.il.us/nar/Nursing_Student_Application.pdf. Completed forms must be first taken to the Office of Student and faculty Services for signature. After verification of NUR 229 completion has been obtained, student must take the form to the Registrar’s office (Moulton 107) to obtain the University seal.

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

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

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

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

G. Independent Study
Students may be eligible to complete an independent study if doing so fulfills graduation requirements for the major. Consultation with one’s academic advisor will assist a student in clarifying independent study requirements. Approval from the Undergraduate Program Coordinator is required when considering an independent study.

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

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

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

J. Letter of Recommendation Request Form
(Next Page)
Student Recommendation Request Form

Instructions for Students:

☐ Email faculty/staff member a request to fill out a Letter of Recommendation on your behalf and specify why the student feels this individual is the best person to write this recommendation. Specify if the letter can be submitted on the standard Mennonite College of Nursing Student Recommendation Form (see next page), an alternative form, or if it needs to be a typed letter. If the faculty/staff member agrees to send a letter on your behalf, please proceed to the next steps.

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

☐ Send the faculty/staff member the following information:

   Student Name:

   Nursing Sequence (i.e. Prelic, Accelerated, RN/BSN, etc...):

   Year in School/Expected Graduation Date:

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

   Date Requested by:

   How many copies of the letter are being requested?

   Position applying for?

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

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

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

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

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

Instructions for Faculty/Staff:

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

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

Name of Student: ___________________________________ Recommender _________________________

Recommender’s Title: __________________________________________________________________

Address of Recommender: ______________________________________________________________

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

Date: _____________ Student Signature________________________________

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

Under what circumstances have you known the candidate?
____________________________________________________________________________________
____________________________________________________________________________________

Professional Qualities

<table>
<thead>
<tr>
<th>Academic Achievements</th>
<th>Caring</th>
<th>Superior</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Have not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays caring attributes conscience, compassion, commitment, confidence and competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Critical Thinking</th>
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<tbody>
<tr>
<td>Judgment: Critically and reliable evaluates facts and uses common sense as well as Clinical knowledge.</td>
</tr>
<tr>
<td>Organization: Coordinates work in a logical fashion. Meets time constraints.</td>
</tr>
<tr>
<td>Adaptability: Ability to evaluate new or changing conditions and adjust accordingly.</td>
</tr>
<tr>
<td>Communication: Communicates clearly both orally and in writing, listens well.</td>
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<table>
<thead>
<tr>
<th>Professional Practice</th>
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<tbody>
<tr>
<td>Ethics and Professionalism: Conducts self in an ethical and professional manner.</td>
</tr>
<tr>
<td>Leadership: Capacity to assume responsibility, organize work and harmoniously execute a project with others.</td>
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<thead>
<tr>
<th>Clinical Performance</th>
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<tbody>
<tr>
<td>Assessment Skills</td>
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<tr>
<td>Care Planning</td>
</tr>
<tr>
<td>Teaching Plans</td>
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<tr>
<td>Demonstrates knowledge and competence in basic nursing skills</td>
</tr>
<tr>
<td>Provides safe and therapeutic care</td>
</tr>
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Remarks:

Recommender’s Signature______________________________________________________________

Date___________________________
IV. College Support and Organizations

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

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

C. Peer Support Person (PSP) Program

Traditional BSN Program Students:

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

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

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

Accelerated Traditional BSN Program Students:

a. Due to the condensed scheduling format in the Accelerated Program and lack of overlap with other admission cohorts, current students are given contact information for past graduates of this program. These graduates also meet new students at an initial group advising session. New students are strongly encouraged to utilize these past graduates as a resource.

b. The Undergraduate Program Coordinator also serves as the Accelerated Option Leader. This role is crucial in fielding student questions and suggestions. The Coordinator serves a professional role model for Accelerated students and is available by appointment.
c. Tutoring services provided to Traditional BSN Program students can be provided to Accelerated students upon request.

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

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

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

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

a. Completed at least one-half of the required upper-division curriculum;

b. Earned a cumulative (MCN) upper-division grade point average of at least 3.5 and be in the top 35% of the class.

c. Induction ceremonies will vary by sequence in the fall and spring semesters.

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

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

Examples of national and international sites include:
- Austin, Texas
- Vladimir, Russia
- University of Brighton, England
- Londrina, Brazil
- Londrina, Brazil
Please refer questions about transcultural nursing experiences to:
Melissa Moody, Transcultural Coordinator, mkmoody@ilstu.edu
Lynn Kennell, Transcultural Faculty Advisor, lskenne@ilstu.edu

G. Milner Library Services
Milner Library serves the entire Illinois State University campus community and is accessible from any area on campus. It houses 1,636,789 books and subscribes to over 56,846 journal titles, 28,974 of which are available electronically from the library’s home page. Approximately 2,824 books are classified as nursing books. These books are among the 29,773 books classified in the Health Sciences. The library also provides access to 54,866 media titles, 450 of them related to the Health Sciences. A large collection of Health Sciences resources for children and adolescents can be found in the Library’s Learning Resource Center. Milner Library is a federal depository receiving items from the Health Department’s Office of the Surgeon General, the National Institute on Health, and the Center for Disease Control and Prevention.

The library subscribes to over 240 databases including CINAHL, PubMed (includes all Medline records), Health and Psychosocial Instruments, Cochrane, Health Source Nursing/Academic Edition, Health Source Consumer Edition, PsyINFO, and Web of Science. One can request articles and books not available through Milner Library by electronically submitting a request for an interlibrary loan. Requested journal articles are normally received within 4-5 days, often within 48 hours, and usually emailed to the requestor in PDF format.

The Nursing Collection Librarian has had specialized education in health sciences librarianship including post-graduate work in conjunction with the National Library of Medicine. She provides classroom instruction in Health Sciences information literacy and engages in numerous consultations with students and faculty members. Reference assistance is available in person, by IM, email, or phone. Students are urged to seek out the Nursing Collection Librarian with questions and assistance.

H. Computer Lab
The MCN Computer Lab is located on the 3rd floor in Edwards Hall, Room 305. Computer lab hours are posted each semester. To utilize the computer lab printer, students must have credit on their Redbird ID card.

V. Evaluations

A. Faculty/Course Evaluations
Toward the end of each semester, students will be asked to complete written and/or online course, and clinical evaluation forms. If two or more instructors are teaching a class, an evaluation form will be completed for each. These evaluations are held until after semester grades are submitted to appropriate University personnel. Once the semester grades have been submitted, faculty are given the evaluation data for review. Constructive feedback is expected and will be used to improve learning in the classroom and clinical experiences.
**B. Undergraduate Grading and Clinical Evaluation Policies**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Grade Point</th>
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<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% &amp; under</td>
<td>0</td>
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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 syllabi for clarification.

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

**C. Progress Reports for Clinical and Theory**

Students will receive a Course Progress Report to indicate a performance deficiency if they:

- Receive a theory grade less than “C” at any point during the course.
- Demonstrate unsatisfactory clinical performance and a pattern of behavior not consistent with clinical expectations.
- At any time during the semester when the teaching faculty determines that the student is in academic jeopardy.

Students who receive notice of performance deficiencies are responsible for arranging a conference with the instructor within one week of receiving the Progress Report in order to clarify the problem and identify methods to remedy the situation. In addition, the student's academic advisor may contact the student and arrange for a conference to discuss strategies for success and available resources within the college and university.

**D. Clinical Evaluation Tool**

In each clinical course, students will be evaluated at midterm and at the end of the semester in an individual conference format according to the course objectives. No midterm evaluations will be conducted in Public Health Nursing, Nursing Care of Children, or Maternal Infant nursing
based on the structure of these courses. For these courses faculty will keep students individually apprised of their progress. Each Clinical Evaluation Tool 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 Clinical Evaluation tool at the end of the semester per student request. At the end of the semester, the Clinical Evaluation Tool will be sent to the student’s academic file in the Office of Student and Faculty Services (OSFS).

VI. Appeals Process

A. Student Grievance
Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined on the Community Rights and Responsibility homepage on the following website:

http://deanofstudents.illinoisstate.edu/students/get-help/crr/grievances/

As outlined in this policy, “A student grievance is defined as a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the University community which in any way adversely affects the status, rights, or privileges of any student.

Typically, grievances are a response to an action that has been taken against a student by a faculty or staff member that is without justification or basic fairness. Not all allegations are protected by the student grievance process. In some instances (e.g., teacher certification), separate processes exist that maintain sole jurisdiction over the event in question.”

Students can determine if an action can be challenged through the grievance process by contacting Community Rights & Responsibilities at 309-438-8621.

Student Grievance Procedure

Informal Process:

a. If a student has a grievance or complaint, the student should attempt an informal resolution with the faculty or staff member in question.

b. If this proves unsuccessful, the student should seek informal resolution with the course leader for clinical courses or the Undergraduate Program Coordinator in non-clinical courses.

Formal Process:

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

b. To initiate the formal process, the student must file a written formal complaint within 30 working days of the alleged grievance. The written complaint must:

1. Be word processed
2. Be signed and dated
3. Include student's current address and phone number
4. Be concise and specific, with names and dates wherever relevant and possible
5. Clearly state the act or decision being challenged
6. Clearly state why the act or decision is unauthorized or unjust
7. Briefly describe attempts to reach an agreement through informal discussions with the instructor and/or course leaders.

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

d. The Associate Dean will review the formal complaint and meet with the student and/or faculty/staff member within 10 working days of receipt of the complaint.

e. The Associate Dean will attempt to facilitate resolution of the grievance at the College level. Community Rights & Responsibilities is available to provide a 3rd party mediator for internal grievance meetings. When this service is requested, the student should contact Community Rights & Responsibilities a minimum of 3 days prior to the scheduled meeting with the Program Coordinator to arrange for a mediator to be present.

f. If a resolution is not achieved within the College, a grievance request may be filed by the student with the University Community Rights and Responsibilities Office or the Office of Diversity and Affirmative Action as appropriate. Community Rights & Responsibilities is responsible for coordinating the formal student grievance process at the university level. This process exists to provide students an opportunity to request that the University review actions or decisions of University faculty and staff members. The Student Grievance Committee is responsible for reviewing student complaints and investigating cases it deems necessary of investigation.

g. Information about the grievance process can be obtained through the Illinois State University Community Rights and Responsibilities website at http://www.deanofstudents.ilstu.edu/about_us/crr.shtml

B. Final Course Grade Challenge Policy

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 instructor’s articulated standards. This policy will not be used to review the judgment of an instructor 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.

Procedure

1. 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 Associate Dean for Academics 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 (a) identify the course, program, semester, and faculty member that awarded the grade; (b) 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; (c) 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); and (d) attach any supporting documentation the student believes should be considered in the challenge, including the syllabus.

2. Upon receiving a written challenge to a final course grade, the Associate Dean 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.

3. The Associate Dean 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.

4. Both parties have a right to appeal the Associate Dean’s 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.

5. 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 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: 1) whether the Committee finds the grade to be arbitrary or capricious and 2) 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.

6. 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.

This policy supersedes any provisions in the student code of conduct immediately.

For more information on the Final Course Grade Challenge policy view link below:

http://provost.illinoisstate.edu/students/Final%20Course%20Grade%20Challenge%20Policy%20Web.pdf

VII. Health

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

B. Blood Borne Pathogens Requirement
All Traditional BSN Program students at Mennonite College of Nursing receive annual training updates on Blood Borne Pathogens. This material is initially presented to students at the beginning of their junior year as part of Clinical Simulation Lab (CSL) orientation. Students complete subsequent training in the fall of their senior year, via modules on the CSL Blackboard homepage.

Upon completion of this training, students are required to sign a Blood Borne Pathogens Training form, which is kept on file in the CSL office.

Students and faculty of Mennonite College of Nursing follow the Illinois State University Blood Borne Pathogens/Infectious Waste Exposure Control Plan prepared by the Environmental
Health and Safety Office. This plan can be found at:
http://ehs.illinoisstate.edu/services/occupational/BBP%20Policy%20011012.pdf

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

C. Student Exposure to Blood/Body Fluids
Upon exposure to blood/body fluids during clinical experience or in the nursing lab, the following actions are implemented:

a. The student immediately reports the exposure to the instructor or lab staff.

b. The clinical agency’s protocol for exposure/injury is followed immediately.

c. Follow-up serologies and medical evaluation can be obtained at the Illinois State University Student Health Services.

d. The student and faculty complete an Incident Report available on the ISU Environment Health and Safety website at http://www.ehs.ilstu.edu/downloads/Non-employee.pdf After downloading and completing the form, the original should be sent to the Environmental Health and Safety address on the form. A copy of the completed form should be delivered to the Mennonite College of Nursing the Associate Dean’s Office by the student.

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

D. Health and Safety Compliance Requirements
All students entering the Nursing Program are expected to be in compliance with all Health Requirements of the broader university and Mennonite College of Nursing. The university signs contracts with nursing clinical agencies that state that our students' background checks and drug screens are clear. We must disclose this information with every clinical agency you enter as a part of your clinical experiences. It is the facility’s right to deny access if they choose. We will attempt to find a replacement clinical site, but cannot guarantee that one will be found. Failure to complete clinical experiences results in a student's inability to complete the requirements of the program and obtain a Bachelor of Science in Nursing. Should students be able to graduate, we cannot guarantee that students will be allowed to sit for examination with a certification body or that any Board of Nursing will grant a Registered Nurse license

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

Note that these requirements are subject to change at any time period during the academic year as dictated by clinical placements. Compliance with all health requirements is expected. Those students not in compliance with these requirements by specified timeframes may NOT attend theory courses and/or clinical placements until deficiencies are completed.

E. Influenza Protocol
Undergraduate Students and Faculty must follow the ISU Recommendations, including:

a. Influenza Prevention:
   - Wash hands frequently with soap and warm water. Use hand sanitizers as needed.
   - Cover your cough and sneeze with a tissue or upper part of your arm, rather than hands.
   - Wipe shared equipment with disinfectant before and after use (physical assessment lab equipment, computer equipment, at your residence, clean commonly-touched surfaces frequently)
   - Be aware of flu symptoms, which include fever (equal or greater than 100 degrees Fahrenheit) or chills and cough or sore throat. You may also have runny nose, body aches, headache, tiredness, vomiting, or diarrhea.
   - Try to avoid close contact with sick people.
   - Stay informed. Follow public health advice regarding school closures, avoiding crowds and other social distancing measures. Check ISU Student Health Service website for flu updates and flu vaccine availability.
   - Be prepared in case you get sick and need to stay home—a supply of over-the-counter medicines, alcohol-based hand rubs, tissues and other related items that could be useful and help avoid the need to make trips out in public while you are sick and contagious. Face masks can be purchased at a pharmacy if indicated.

b. Vaccination:
   - Get the seasonal flu vaccination at Student Health Services during designated time periods.

c. Isolation:
   - Stay home if you are sick (this is called “self isolation”). Don’t go to class or work. You may return to class/clinical only after you are free of fever or signs of a fever (have chills, feel very warm, have a flushed appearance, or are sweating) without medications for 24 hours.
   - If you live on campus, ISU recommends if possible, that your return home by private car (not public transportation).
   - If you live on campus and cannot return home, ISU recommends that you remain in your room and receive care from a single person. You should contact University
Housing Services at 438-8611 for assistance. Please keep a 6 foot distance from others, and wear a surgical mask.

- If possible, students with influenza-like-illness/ILI who wish to seek medical care should contact ISU Student Health Services to report illness by telephone before seeking care. If persons with ILI must leave their home or residence hall/"dorm" room (for example, to seek medical care or other necessities) they should cover their mouth and nose when coughing or sneezing. A surgical loose-fitting mask can be helpful for persons who have access but a tissue will work as well. For additional advice students may refer to the Student Health Service website @ www.shs.ilstu.edu.

**d. Notification of absence:**

- Notify the appropriate person of absence due to flu
- Check syllabus for notification process for missing a clinical day if you are a student.
- Undergraduate Program Coordinator, Dianne Clemens, 438-2482, needs to be contacted if you are a faculty member.

**e.** You will not need to provide a medical verification of illness for flu-related absence: you are not required to see a healthcare provider for flu, and isolation will help decrease the spread of the virus. Call your healthcare provider if you are increased risk, concerned, or develop severe symptoms.

**f.** Students missing class for 3 or more days should contact the Dean of Students’ Office at http://www.deanofstudents.ilstu.edu/absences.shtml

**g. Steps to Ensure Continuity of Teaching and Learning Activities**

- Plans should include a method to archive and share course materials with absent students using one or more of the following strategies:
  - Ask for a volunteer student to record and share class notes
  - Share own notes with missing students
  - Post supplemental materials (handouts, PowerPoint’s, videos) online in the course website
- Plans should also include a method to ensure continuity of teaching in case of instructor absence. Consider one or more of the following strategies:
  - Arrange for coverage by another qualified faculty member
  - Post notes/ supplemental materials for students on course website

**h. Clinical absence due to flu must be made up during the semester.**

- Students will adhere to their particular clinical agency’s policy regarding flu guidelines for staying at home when ill, and when they are able to return. Faculty will assure that students are aware of the agency’s flu policy.
- Faculty and student will discuss plan to make-up clinical absence.
- Student will make arrangements for make-up time with faculty.
F. Change of Address
All students need to notify the MCN academic advisement office regarding any changes in address or telephone numbers to ensure students receive proper mailings. Students must also update their contact information through the icampus portal.

VIII. Clinical Simulation Lab

A. Our Purpose
Mennonite College of Nursing seeks to provide our undergraduate and graduate students an exceptional educational experience in a dynamic and diverse learning environment. We seek to improve patient safety and quality of care through use of clinical simulation in education and research by demonstrating and reinforcing the highest level of performance and readiness.

B. Our Goals
The Clinical Simulation Laboratory experience will
1. Provide a risk-free environment for student learners that reinforce critical thinking and decision making.
2. Enhance student's ability to promote patient safety and quality health care.
3. Increase clinical competence through selected critical thinking scenarios.
4. Improve performance, communication, and efficiency in clinical settings.
5. Encourage evidence based practice leading to improvement in clinical education.
6. Promote evidence-based competent decision making for professional practice.
7. Promote empowerment of the student in preparation for the clinical setting.
8. Facilitate debriefing and positive feedback to enhance student learning.
9. Encourage students to self-analyze their performance and use critical thinking during the reflection process.
10. Provide opportunities to enhance caring behaviors towards peers and patients.

C. MCN Clinical Nursing Lab Behavioral Guidelines
The Clinical Nursing Labs are located in the Nursing Simulation Laboratory. Clinical Nursing Labs are staffed by Faculty, the Clinical Lab Coordinator, Graduate Assistants and/or Senior Undergraduate Lab Assistants. Lab staff is available to assist students with practice and proficiency of clinical nursing skills throughout the year. Students may utilize the Clinical Nursing Labs for supervised practice by signing up for assistance during open hours. When needed, course or clinical instructors may refer students to lab for additional practice or remediation. Guidelines for remediation are available by contacting the Clinical Lab Coordinator. Specific open lab hours, during which students may practice, are posted on the MCN home page.

D. MCN Lab Etiquette
• Use professional behavior when in the Clinical Nursing Labs. This includes, but may not be limited to the following:
  o All assignments must be completed prior to lab day. Demonstration of appropriate behavior during teachings and demonstrations. Including not talking while staff members are giving instructions, engaging in simulated situations, and actively participating in the clinical demonstrations. Coming to the lab unprepared, needing
further assistance with skill demonstration, or demonstration of unprofessional behavior will result in a mandated return to the lab at a later date.

• What happens in the lab stays in the lab!
  o Students are allowed to make mistakes in the lab, so active learning can take place. This information should not be discussed outside of the lab.
  o Everyone should be allowed to learn from the lab experiences in the same manner, and tipping students off who attend the lab at a later time gives them an unfair advantage.

• Follow the Dress Code, as outlined below for each lab visit. Professional dress differs between a Lab day and participation in Open Lab Hours. If appropriate dress code is not followed, students will be sent home. Make up for missed time will be determined by the clinical lab coordinator.

• Bring all necessary supplies:
  o Stethoscope
  o Watch with second hand
  o Clinical Skills Checklists
  o Pen
  o Red nursing bag
  o Any books or resources necessary for the day

• If you come to the lab without the proper supplies/equipment, you may be asked to return at a later date.

• Phones are NOT to be used during lab time. Cellular phones and electronic devices should be set to the “off” or “silent” position while students are in the Clinical Simulation Lab.

• Use appropriate language/conversations at all times. Swearing, profanities or abusive discussions will be grounds for immediate dismissal from the lab experience.

• Follow Standard Precautions. Sharps and syringes are to be disposed in appropriate Sharps containers. Anyone sustaining a needle-stick or any other type of injury MUST complete an injury report.

• Many clinical supplies are re-used for cost savings. Clinical Lab staff will give you direction before activities:
  o Save flush syringes and caps
  o Save Foley catheter supplies

• Leave the Clinical Simulation lab in order. Please dispose of any trash, clean work areas when finished, and put equipment back in its proper place when are done using it.

E. Lab Day Procedure

• Each student will have 1-2 days per semester that the clinical group will report to the clinical nursing lab instead of the agency setting, or a “lab day”. Students will attend lab days as a group with their clinical faculty. This time will be counted as a part of the total accumulated hours for each clinical experience.

  o Clinical nursing lab days will consist of activities related to skill development. Such activities may be learning modules for skills, simulated patient experiences or a combination of both.
Clinical nursing lab days may have activities required prior to scheduled days as well as active participation in activities during scheduled lab time.

- Instructions for lab days will begin sharply at 0800. Please arrive by 0745 to receive direction for the day. Students who arrive late will be asked to come back to cover the material they have missed and such behavior will be reflected on clinical evaluation information.

- Participation and performance in lab day will be reflected in clinical evaluations.

- Scheduled Lab days are mandatory, clinical instructors must be contacted as early as possible if unable to attend. Missed lab days will need to be rescheduled. Clinical lab days are documented as clinical hours. Unexcused absences are UNACCEPTED and will result in appropriate disciplinary measures. Failure to attend the scheduled lab day will be grounds for failure of clinical course.

- Lab day modules will be available on ReggieNet under the related theory course. Please read all modules carefully, follow instructions completely, and watch the related videos PRIOR to coming to lab.

- If unable to access any of the videos or ReggieNet information, please contact the faculty member who is leading the theory course you are attending lab from ASAP, so access can be granted prior to lab day. Inability to access information does not excuse students from fulfilling lab day requirements and unprepared students will be sent home to prepare.

- If there are worksheets or modules that need to be complete BEFORE lab day, make sure these are done. Attending lab unprepared will result in immediate dismissal and require makeup of missed material at another time. This information will be reflected on clinical evaluation.

- Each module individually is not required to be printed; however some students may choose to do so to facilitate learning. Clinical Skills Checklists MUST be printed prior to lab day. These check sheets will be turned in at the end of the day to receive credit for the skill. If they are not turned in at the end of the day, students will be asked to come back and demonstrate skills again in order to get credit.

- Dress code required for the clinical setting you are coming to the lab from applies to lab days as well. Proper shirt, pants, shoes, name tags and accessories must be followed. See course syllabus/student handbook.

- Selected skills require practice during open hours. All skills requiring open hour practice are identified on skill modules, on clinical skill check sheets and will be discussed during scheduled lab days.
  - Such skills will be required to have appropriate number of successful practices completed within one to two weeks of student’s participation in scheduled lab day.
Failure to complete skills within allotted time may result in student’s inability to participate in clinical setting until requirements are fulfilled.

F. Open Hour Procedures

- Clinical Nursing Lab has time available for students to practice skills, fulfill required skill practice/proficiency, or receive extra help.

- Students may utilize allotted open hour times by signing up for available times in the lab binder located in the commons area of the Nursing Simulation Laboratory. Please follow directions for sign up:
  - Use pencil
  - Up to two student per slot working on same skills

- During fall semester, every returning student must attend open hour times to review skills learned in previous semesters.
  - Notification will be sent out via e-mail to students of such requirements.
  - Failure to fulfill skills review obligations within allotted timeframe will result in student’s inability to participate in clinical setting and will be reflected in clinical evaluation.

- The following dress code is required when entering the Nursing Simulation Laboratory:
  - For lab days, the designated uniform from clinical must be worn with name tag
  - For skill practice/proficiency, lab coat must be worn in addition to below requirements
  - No shorts/skirts above mid-thigh
  - All cleavage and midriff areas should be covered
  - No Spaghetti Strap shirts without a blouse or sweater covering
  - No t-shirts with offensive language or symbols
  - Name tag

- If students are unable to attend open hours signed up for their name must be removed from sign-up sheets to allow other students to participate in open hours. If unable to come to campus and remove name, students must contact Clinical Nursing Lab Coordinator via e-mail (imooll@ilstu.edu).

G. Use of Simulation Equipment

- Simulation equipment may be utilized during clinical lab days, for mandated remediation, or during open hours for student requested extra assistance
- Simulation equipment is only be operated by personnel who have been trained to use such devices
- Students are required to wash their hands before touching simulation manikins. Gloves should be worn for all patient care procedures. Patient care scenarios should be taken as realistically as possible, which means gloves should be worn!
- Ink will permanently stain the simulation manikins' skin. Ink pens and markers should not be used in the setting within close proximity of the manikins.
• Photocopied papers should not be placed on, under, or near the manikins to prevent staining from ink. Iodine or other staining medications should not come into contact with the manikins. DO NOT USE BETADINE ON THE MANIKINS.
• Do not introduce any fluids except airway lubricant in small amounts into the manikins’ esophagus, trachea, or torso.
• Do not place artificial blood or other materials on the manikins’ skin without verifying with staff that it will not damage the manikin.
• Students are expected to bring all necessary equipment needed for simulation experience.
• Students should report any damage to equipment to the Clinical Simulation lab staff or instructors as soon as possible.
• During simulated patient experiences, students will be video recorded.

H. Use of Lab Equipment Outside of Clinical Nursing Lab
• All students requesting the use of nursing lab equipment for presentation or teaching activities must utilize the “Clinical Nursing Lab Equipment sign-out form”.
• Form can be found in the 105 area of the Nursing Simulation lab and must be signed by both the student and a lab staff member before equipment will be released.
• To facilitate the check-out of any lab equipment, please call (309-438-7844) or email the Clinical Lab Coordinator (jmool@ilstu.edu) at least one week in advance of the date requested.
• When lab equipment is returned, both the student and a lab staff member must initial the sign-out form again.
• Replacement of equipment found to be missing that has not been signed back in will be the responsibility of the last person to whom the equipment is checked out to.
• Failure to comply with sign out procedures and/or loss or damage to lab equipment will result in the assessment of replacement fees (see sign out form for details).

I. Lab Staff
• Clinical Faculty
  o Attend lab day with their clinical group.
  o On occasion faculty members are assigned to assist in the lab as a part of their workload
• Clinical Nursing Lab Coordinator
  o Oversees the daily operating schedule of each lab
  o Participates in evaluation of student performance as needed
• Graduate Assistants
  o Registered nurses who are currently working on their Master’s Degree in Nursing
• Lab Assistants
  o Senior nursing students who assist in the lab
IX. NCLEX Preparation/Success Plan

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

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

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

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

B. College Success Plan

Purpose is to provide:

a. an assessment of each student's ability to understand and apply theoretical and clinical knowledge related to clinical courses as they progress through the curriculum

b. an assessment of each students' preparedness to be successful on the NCLEX-RN

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

Assumptions:

a. Faculty members believe in a unified approach in preparing students to take the NCLEX-RN and function as safe, effective registered nurses. Mastery exams given prior to the completion of each semester are to be used as a guide in determining acquisition of knowledge and application of content area. Exams given during a students’ final academic semester will be used to determine a students’ readiness to take the NCLEX-RN and function as a registered nurse.

b. It is imperative that faculty create an academic culture that is both challenging and caring.
c. All students at the College will participate in success plan testing during all four semesters of the Nursing Major.

d. Faculty members believe that Mastery testing throughout the curriculum is a valid way to assist students in preparing to take the NCLEX-RN and function as registered nurses.

e. Faculty members support use of standardized tests within their courses as a teaching tool. This includes the administration and review of such tests

f. Students will understand the seriousness to which they should approach mastery and readiness testing.

g. Students will actively participate in any proposed interventions for noted deficiencies in knowledge and skill acquisition essential for passing the NCLEX-RN.

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

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

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

E. Success Plan Guidelines
1. All Traditional BSN Program students will participate in the Success Plan.

2. Mastery exams are secured/proctored exams and only administered in the computer lab under the supervision of an exam proctor. SUCCESS plan testing proctors are the Coordinator of Academic Success and the Computer Lab GA. Unsecured exams are non-proctored and can be taken from any computer with the appropriate specifications. Non-proctored exams can be taken an unlimited number of times.

3. Students are required to take each mastery exam as scheduled for the academic year. Exams are administered during scheduled computer lab hours. The required hours for testing will vary.

4. Students may only take one mastery level exam per day.
5. If you have scheduled an exam and can't attend the session because of an emergency or illness. Please contact the computer lab at 309-438-2701.

6. All students that fail to pass their designated success plan test/s are required to research each of the “topics to review.” These topics can be found in their assessment report under “My Results.” which is on the student homepage of the ATI Website. Each student must present evidence that the self-remediation process has been completed prior to attending a review session and prior to retesting. Creating a “focused review” will expedite this self – remediation process. Access to the “focused review” is under “My Results” next to the assessment report link.

7. The Nurse Predictor exam is administered only once during the final semester of the senior year. There is no opportunity for remediation and retesting. Students taking the Nurse Predictor exam are required to achieve a 75% on the exam as designated in the syllabus for Management and Leadership Dimensions (327). A N.P. score less than 75% mandates that the student take the I.S.U. sponsored N.C.L.E.X. review course. Upon completion of the I.S.U. sponsored N.C.L.E.X. review course students are required to achieve a 63% on the post- course readiness test. Paperwork pertaining to N.C.L.E.X. testing will not be signed and mailed from the College until the student successfully completes the review course. Should the student not achieve NCLEX-RN readiness following the review course (post-review course readiness test less than 63%), an individualized remediation program will be initiated until the student can demonstrate NCLEX readiness.

8. Students are required to comply with all success plan guidelines in order to progress from semester to semester at the College. All students are required to maintain academic integrity for all success plan testing. Failure to do so will result in a referral to the Office of Rights and Responsibilities at the University.

9. Test of Essential Academic Skills (TEAS)

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

1. Math - This subtest covers whole numbers, metric conversion, fractions and decimals, algebraic equations, percentages and ratio/proportion.

2. Reading - This subtest covers paragraph comprehension, passage comprehension, and inferences/conclusions.
3. **English** - This subtest measures knowledge of punctuation, grammar, sentence structure, contextual words and spelling.

4. **Science** - This subtest covers science reasoning, science knowledge, biology, chemistry, anatomy and physiology, basic physical principles and general science.

**Critical Thinking Assessment – entrance – 1 hour**

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

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

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

**Adult 2 - Fundamentals of Nursing - exam – 2 hours**

**Explanation:**
This test has content areas that include foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, preoperative nursing care, supporting sensory perceptual functioning and basic comfort care needs. The unsecured exam is to be used as preparation for the secured exam. Students will not be allowed to take the secured Fundamentals exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed. A printout of the practice exam score is submitted to the computer lab GA before the proctored exam may be taken. Students must complete testing by the designated date.
The student must achieve a minimum score of 75% on the proctored exam. Failure of the test mandates remediation and retesting prior to the beginning of the next semester.

**Mental Health exam – 2 hours**

**Explanation:**
This 60 item test covers areas pertaining to various mental health disorders, therapeutic milieu, stress and crisis management, and issues related to special populations. Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the
exam mandates remediation and retesting prior to the beginning of the next semester. The unsecured exam is to be used as preparation for the secured exam.

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

**Pharmacology exam – 2 hours**

**Explanation:**
This is a 65 item exam that covers dosage and fluid calculations, drug relationships and interactions, medication administrations and general pharmacological principles. Students must complete computer testing by the designated date. The student must achieve a minimum score of 75% on the secured exam. Unsecured and secured testing is mandatory. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Patho/Pharm exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.

**Public Health exam – 2 hours**

**Explanation:**
This is a 60 item test that assesses overall mastery of content related to application of public health principles in various settings. Health and wellness promotion across the lifespan is featured. Students must complete testing by the designated date. Unsecured and secured testing is mandatory. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Public Health exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed. The required score for the proctored community health exam is 75%.

**Maternal - Newborn Care exam – 2 hours**

**Explanation:**
This 60 item test includes items related to women's health care, normal physiological and psychological changes in pregnancy, normal and complicated antepartum, intrapartum and postpartum care. Normal and complicated newborn care, pharmacologic interventions, nutritional care and cultural considerations are also included. Students must complete testing by the designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Parent-Child exam until they have verified completion of the unsecured exam through printout submission. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.
Nursing Care of Children exam – 2 hours

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

Nutrition exam – 2 hours

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

Medical-Surgical exam – 2.0 hours

Explanation:
This 90 item test covers content pertaining to bodily systems, pharmacology, fluid, electrolyte and nutritional care topics. Communication techniques and cultural considerations are integrated throughout the test. Students must complete testing by designated date. The student must achieve a minimum score of 75%. Unsecured and secured testing is mandatory. Failure of the exam mandates remediation and retesting prior to the beginning of the next semester. The unsecured exam is to be used as preparation for the secured exam. All unsecured exams can be taken an unlimited number of times. Students will not be allowed to take the secured Medical-Surgical Nursing exam until they have verified completion of the unsecured exam through printout submission to the computer lab GA. A score of 85% on the unsecured exam must be achieved before secured testing is allowed.
Leadership exam - 2 hours

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

Graduate Nurse Predictor exam – 3 hours

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

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

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

Upon completion of the I.S.U. sponsored N.C.L.E.X. review course students are required to achieve a 63% on the post- course readiness test. Paperwork pertaining to N.C.L.E.X. testing will not be signed and mailed from the College until the student successfully completes the review course. Should the student not achieve NCLEX-RN readiness following the review course (post-review course readiness test less than 63%), an individualized remediation program will be initiated until the student can demonstrate NCLEX readiness.
Critical Thinking Assessment – exit – 1 hour

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

X. Graduation

A. University Degrees with Distinction
1. A student must have completed at least 50 semesters hours at Illinois State University to be eligible for a degree with distinction. Students who have an accumulated GPA of 3.90 through 4.00 are graduated summa cum laude; those with a GPA 3.80 through 3.89 are graduated magna cum laude; and those with a GPA of 3.65 through 3.79 are graduated cum laude. Transcript notations of graduating cum laude, magna cum laude, and summa cum laude are based on the cumulative GPA after the student's final semester.

2. In order to be recognized with honors at the commencement ceremonies, students must have completed at least 50* hours at ISU and have qualifying GPA, both based on the semester prior to commencement. For example, students graduating in May or August must have both hours and GPA completed in the previous fall semester. Students meeting these requirements wear a neck cord as part of their academic regalia at Commencement, and their names will appear in the Commencement program.

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

B. Honors and Awards at Graduation
1. Those students who have completed the requirements for the University Honors Program will be recognized at their respective Commencement Ceremony.

2. Students inducted into the Sigma Theta Tau Honors Society will also be recognized at Commencement Ceremonies by wearing a purple and white neck cord.

3. College-specific student and faculty awards are presented at a bi-annual Candlelighting Ceremony. Student awards include the Dr. Herman Tiedeman Memorial Award, Senior Excellence Award, and the Alumni Award for Clinical Excellence. Faculty receives awards such as the Kathleen A. Hogan Teaching Excellence Award and the Graduate Program Teaching Excellence Award.
C. Ceremonies
All students graduating from Mennonite College of Nursing are invited to attend Commencement Ceremonies at the time designated by the University. Students are invited to purchase commemorative nursing pins from the College which will be handed to them at their Commencement Ceremony. Information about nursing pins will be provided to students several months prior to Commencement Ceremonies.

1. Traditional BSN Program Students graduating at the end of the spring semester will participate in the college-specific Commencement Ceremony in May.

2. Traditional BSN Program Students graduating at the end of the fall semester will participate in a Commencement Ceremony in December that will include multiple colleges across campus.

3. Accelerated Students graduating at the end of the summer semester will also participate in the May college-specific Commencement Ceremony that precedes the final semester of coursework.