Summer 2012- Spring 2013
PRELICENSURE B.S.N. & ACCELERATED
STUDENT HANDBOOK
Student Handbook
Traditional Prelicensure Sequence
& Accelerated Prelicensure Option

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1 - Introduction to MCN Undergraduate Program

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.

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.

**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.

<table>
<thead>
<tr>
<th>Outcome Abilities</th>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>A. Caring</td>
<td>Humankind</td>
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<td></td>
<td>Environment</td>
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<td>B. Critical Thinking</td>
<td>Research</td>
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<td></td>
<td>Legal/Ethical/Political Dimensions</td>
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<td>C. Communication</td>
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<td></td>
<td>Teaching-Learning</td>
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<td>D. Professional Practice</td>
<td>Health Promotion/ Management</td>
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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.

C. 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.

E. 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.

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.

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: 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**      | A. Gross and fine motor abilities enabling the provision of safe and effective nursing care | • 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  
• Efficiently move around in limited spaces of patient rooms and treatment areas |
|                  | B. 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 |
|                  | C. Visual ability sufficient for observations and make assessments essential to nursing care | • Recognition of digital readouts from bedside monitors  
• Peripheral vision that encompasses clinically significant visual space  
• Reading medication, orders and policies |
|                  | D. Tactile ability for physical assessment | • Perform palpitation to confirm inspection  
• Perform functions of physical examination and/or those related to therapeutic intervention, e.g. texture, temperature, moisture, swelling |
|                  | E. Olfactory ability sufficient to monitor the physical environment | • Detecting smoke  
• Detecting potentially hazardous conditions |
| **Communication**| A. Ability to interactively communicate in the classroom and clinical environment through verbal, non-verbal, and written form | • 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 |
<table>
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<th>B.</th>
<th>Interpersonal skills sufficient to interact with individuals, families and groups</th>
<th>• Establish rapport with patients, families, and colleagues from diverse backgrounds</th>
</tr>
</thead>
</table>
| **Professional Practice** | A. Participate in the evaluation process | • Evaluation of self  
• Evaluation of patients  
• Evaluation of environments |
| B. Organizational skills | • Personal accountability  
• Time management |
| C. Emotional stability sufficient to adapt to a changing environment | • Deal with the unexpected  
• Focus attention  
• Control emotions |
| **Critical Thinking** | A. Critical thinking ability sufficient for clinical judgment | • Identify clinically significant cause/effect relationships  
• Develop nursing care plans, calculate medications |
| B. Ability to use scientific process | • Problem solving  
• Set priorities |
Clinical Suspension
Clinical suspension may be imposed on a student if the clinical instructor judges the student to be unsafe due to performance deficiencies or health problems. 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

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 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.

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.
a. 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.

b. The College uniform must be worn only when participating in clinical and lab experiences, or when asked to do so for official college functions. Care should be taken to ensure that laundering results in professional maintenance of the uniform. The uniform may not be worn when functioning as an employee or attending social events.

c. The COMPLETE uniform includes: the college-designated MCN white uniform, MCN polo shirt, blue scrub pants for Community Health Nursing and Psychiatric Mental Health Nursing, MCN lab coat, white professional-looking shoes with closed heels and toes, hose/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.

d. 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. Facial hair should be clean and shaven; beards, mustaches, and goatees must be neatly trimmed. Necessary hair accessories should portray a professional image. If in doubt, students should consult with the clinical instructor.

e. Jewelry, which may be worn with the uniform, includes: wedding band, watch that indicates seconds, and 1 pair of non decorative earlobe posts. No other jewelry is acceptable.

f. 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.

g. 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.

h. Tattoos must be covered and not visible during clinical.

i. Only the college-designated calculator may be used on clinical sites. Faculty members may also request that this calculator be used when completing an examination. Cell phones and other calculators will not be allowed for calculations.

j. 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.
k. 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.

Code of Conduct

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.

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.

**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.

**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.**

**Attendance**

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.

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. Three options include the following:

a. The student will be informed of the arrangement to make up clinical time with permission of another clinical instructor, on a different day, and at a clinical site to which he/she is oriented.
b. The student will be informed of the arrangement to make up clinical time with his/her instructor, at their designated facility, and on an arranged date and time.

c. If none of the above is possible, the course leader may offer another alternative in consultation with the Undergraduate Program Coordinator.

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.

In the event of multiple absences, or the timing of absences, faculty and administration will review the situation regarding progression in the program.

**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.

**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 person or via telephone, or in certain situations by significant person, prior to the absence. Excuses sent via classmates at exam time are not acceptable.

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.

Exam Review
Faculty will provide exam 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 exam 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 exam in any way, but they may write down concepts with which they are struggling. Exam reviews to prepare for the final exam are optional if designated as such by the course leader. If faculty allow students to review exams 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 exam reviews. Faculty may terminate the review at any time or ask disruptive students to leave the review. These students may be excluded from future exam reviews at the discretion of the faculty.

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.

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 www.disabilityconcerns.ilstu.edu.
**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.

**Readmission Policy**

Upon admission to the Prelicensure Sequence, all students (excluding those students in the Early Admission Sequence) 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 college must reapply to the college with no guarantee of readmission. Students who are readmitted may be required to complete Success Plan testing, lab proficiency testing, and additional non-major coursework prior to readmission. The cost of such testing is the responsibility of the student. Applicants interested in readmission should contact the College of Nursing academic advisor to review the specific criteria associated with applying. Readmission applications must be received before April 1st for fall readmission and before October 1 for spring readmission. When applicable, students must first be readmitted to the University before submitting a readmission application to the College. Readmission will be granted on a selective basis.

**Student Grievance**

Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined in the following website: [http://www.deanofstudentsilstu.edu/about_us/crr.shtml](http://www.deanofstudentsilstu.edu/about_us/crr.shtml)

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

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:
   
i. Be word processed
   
ii. Be signed and dated
   
iii. Include student’s current address and phone number
   
iv. Be concise and specific, with names and dates wherever relevant and possible
   
v. Clearly state the act or decision being challenged
   
vi. Clearly state why the act or decision is unauthorized or unjust
   
vii. 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

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.

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.

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.

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.

3 - Advisement

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Group Advising
Prior to registration for each semester, students are required to attend a group advising session in which advising and registration policies are discussed. 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.
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.

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.

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.

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></td>
</tr>
<tr>
<td></td>
<td>N 224 Contemporary Professional Nursing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>N 237 Cultural and Spiritual Dimensions in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></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>Semester 3</td>
<td>N 317 Nursing Care of Children**</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>N 329 Public Health Nursing**</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>N 314 Psychiatric and Mental Health Nursing**</td>
<td>6 (15)</td>
</tr>
</tbody>
</table>

| Semester 4 | N 325 Adult Nursing III**       | 7 |
|           | N 327 Leadership Dimensions in Professional Nursing** | 6 |
|           | N 326 Gerontological Nursing    | 2 (15) |

Total = 65

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

**Course contains a THEORY and CLINICAL component

This plan of study involves those who entered the program Spring 2012 and thereafter.

**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.

**Application for Graduation**

Students must apply for graduation prior to specified deadlines. In general, students should apply to graduate no later than four months prior to their anticipated graduation date. Students should refer to the Graduation Services website [http://www.graduationservices.ilstu.edu/](http://www.graduationservices.ilstu.edu/) for specific information about graduation.
Commencement Ceremony
All students graduating from Mennonite College of Nursing are invited to attend Commencement Ceremonies at the time designated by the University. Traditional prelicensure students with a fall entry point into the major will graduate in May. Traditional prelicensure students with a spring entry point into the major will graduate in December. Accelerated and RN/BSN students graduating in August may participate in the May Commencement Ceremonies. 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.

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.

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.

4 - College Support and Organizations

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.

**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.

**Peer Support Person (PSP) Program**

**Traditional Prelicensure 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, starting in fall 2012, the PSP position will be expanded to include a pilot, 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 Prelicensure 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 Prelicensure students can be provided to Accelerated students upon request.
**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.

**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.

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**5 - Computer Lab**

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**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.
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 and/or firewall 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.

6 - Evaluations

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

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

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

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

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. An unsatisfactory performance in the clinical setting results in a grade of “F” for the course.

Progress Reports for Clinical and Theory
Students will receive a Course Progress Report to indicate a performance deficiency if they:

a. Receive a theory grade less than “C” at any point during the course.

b. Demonstrate unsatisfactory clinical performance and a pattern of behavior not consistent with clinical expectations.

c. 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.

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 terminal outcome abilities of the college curriculum. 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. The Clinical Evaluation Tool will be filed in the student’s academic file at the end of the semester.

7 - Health

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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 prelicensure 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.

**Blood Borne Pathogens Requirement**

All prelicensure 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](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](http://www.cdc.gov)).

**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](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. As with all healthcare expenses, payment for evaluation and treatment is the responsibility of the student.
Student Health 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. These requirements include, but are not limited to the following: immunizations, a physical examination, blood titres, 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.

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.

Recommendations for Ensuring Teaching/Learning Continuity during the Flu Season

1. Undergraduate Students and Faculty must follow the ISU Recommendations, including:
   a. Influenza Prevention:
      i. Wash hands frequently with soap and warm water. Use hand sanitizers as needed.
      ii. Cover your cough and sneeze with a tissue or upper part of your arm, rather than hands.
      iii. Wipe shared equipment with disinfectant before and after use (physical assessment lab equipment, computer equipment, at your residence, clean commonly-touched surfaces frequently)
      iv. 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.
      v. Try to avoid close contact with sick people.
      vi. 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.
      vii. 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:
   i. Get the seasonal flu vaccination at Student Health Services during designated time periods.

c. Isolation:
   i. 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.
   ii. If you live on campus, ISU recommends if possible, that your return home by private car (not public transportation).
   iii. 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.

d. 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 at @ www.shs.ilstu.edu.

e. Notification of absence:
   i. Notify the appropriate person of absence due to flu:
      1. Check syllabus for notification process for missing a clinical day if you are a student.
      2. Undergraduate Program Coordinator, Dianne Clemens, 438-2482, needs to be contacted if you are a faculty member.
   ii. 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.
   iii. Students missing class for 3 or more days should contact the Dean of Students’ Office at http://www.deanofstudents.ilstu.edu/absences.shtml

2. Steps to Ensure Continuity of Teaching and Learning Activities

   a. Plans should include a method to archive and share course materials with absent students using one or more of the following strategies:
      i. Ask for a volunteer student to record and share class notes
ii. Share own notes with missing students
iii. Post supplemental materials (handouts, PowerPoint’s, videos) online in the course website

b. Plans should also include a method to ensure continuity of teaching in case of instructor absence. Consider one or more of the following strategies:
   i. Arrange for coverage by another qualified faculty member
   ii. Post notes/ supplemental materials for students on course website

c. Clinical absence due to flu must be made up during the semester.
   i. 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.
   ii. Faculty and student will discuss plan to make-up clinical absence.
   iii. Student will make arrangements for make-up time with faculty.

8 - Clinical Simulation Lab

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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.

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.
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 blackboard as well as on the MCN home page.

1. 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.

2. 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 clinical nursing lab day as a group with their clinical faculty. This time will be counted as a part of the 96 hour 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.
  o 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 Blackboard 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 Blackboard 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.
  o Such skills will be required to have appropriate number of successful practices completed within two weeks of student’s participation in scheduled lab day.
  o Failure to complete skills within allotted time may result in student’s inability to participate in clinical setting until requirements are fulfilled.

3. 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:
  o Use pencil
  o 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.
  o Directions, assigned skills, and timeframe for completion will be posted on blackboard.
  o Notification will be sent out via e-mail to students of such requirements.
  o 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:
  o No shorts/skirts above mid thigh
  o All cleavage and midriff areas should be covered
  o No Spaghetti Strap shirts without a blouse or sweater covering
  o No t-shirts with offensive language or symbols
- Name tag
- For skill practice/proficiency, lab coat must be worn in addition to above requirements

- 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 (jmool@ilstu.edu).

4. 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.

5. 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 (Edwards Hall 112) 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).
6. Lab Staff

- Clinical Faculty
  - Attend lab day with their clinical group.
  - On occasion faculty members are assigned to assist in the lab as a part of their workload.

- Clinical Nursing Lab Coordinator
  - Oversees the daily operating schedule of each lab
  - Participates in evaluation of student performance as needed

- Graduate Assistants
  - Registered nurses who are currently working on their Masters Degree in Nursing

- Lab Assistants
  - Senior nursing students who assist in the lab

9 - NCLEX Preparation/Success Plan

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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.

College Success Plan

The College Success Plan outlines a path to best prepare prelicensure students for success. Students take a series of mastery exams designed to prepare them for the NCLEX Exam and ultimately, to excel in the field of nursing.
Purpose: 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 student’s 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 student’s final academic semester will be used to determine a student’s 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.

**Evaluation Criteria**

The Success Plan is to be evaluated by the PCC (Prelicensure Curriculum Committee) and CC (College Council) 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 utilization of suggested classroom/clinical interventions

e. Date analysis by faculty at the end of each semester

**Success Plan Guidelines**

a. All prelicensure students will participate in the Success Plan.
b. Students are required to take each mastery exam as scheduled for the academic year. Exams are administered during scheduled computer lab hours. These hours will vary depending on the level of the student.

c. Mastery exams are secured exams and only administered in the computer lab under the supervision of an exam proctor. Success plan testing proctors are Cathi Kaesberg and the Computer Lab GA on duty. 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.

d. If you have scheduled an exam and are unable to attend the session because of an emergency or illness, please contact the computer lab at 309-438-2701.

e. All students who fail to pass their designated success plan test are required to research each of the “topics to study” that can be found in the “test results” section of the ATI website. Each student must present evidence that the self-remediation process has been completed prior to attending a review session with Cathi Kaesberg prior to retesting. This “topics to study” documentation should be submitted to Cathi Kaesberg prior to the review session.

f. The Graduate Nurse Predictor exam is administered only once. There is no opportunity for remediation and retesting. Students taking the Graduate Nurse Predictor exam are required to achieve a 75% on the exam as designated in the syllabus for Management and Leadership Dimensions (NUR 327). A G.N.P. score less than 75% mandates that the student take the ISU sponsored N.C.L.E.X. review course. Verification of registration and payment for the course is required before the Management and Leadership Dimensions course grade will be submitted. Students with a G.N.P. score below 75% will receive an “incomplete” for Management and Leadership Dimensions (NUR327). These students are required to take the ISU sponsored N.C.L.E.X. review course and 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 assess NCLEX-RN ready following the review course (post-review readiness score less than 75%), an individualized remediation program will be initiated until the student can demonstrate N.C.L.E.X. readiness.

g. 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.

10 - Graduation

University Degrees with Distinction

a. 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.

b. 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.

Honors and Awards at Graduation

a. Those students who have completed the requirements for the University Honors Program will be recognized at their respective Commencement Ceremony.

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

c. 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.

Ceremonies

a. Traditional Prelicensure Students graduating at the end of the spring semester will participate in the college-specific Commencement Ceremony in May.

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

c. 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.