ILLINOIS STATE UNIVERSITY

Mennonite College of Nursing

Undergraduate BSN Program Handbook

Table of Contents

Introduction to MCN Undergraduate Program

Welcome to Mennonite College of Nursing! This handbook provides students in the Traditional Prelicensure Nursing Sequence, Accelerated Sequence, and RN to BSN Sequence with information regarding policies and procedures that impact student enrollment, support, and progression. Students should note that unless otherwise indicated, material in this handbook applies to all sequences. If a particular section applies only to a particular group of students, it will be indicated in italics print as such and will only apply to that sequence.

Students are responsible for using the handbook as a resource when questions arise and as a guide to academic and nonacademic policies and procedures. All students are required to sign the Handbook Verification Form and upload it as directed to verify compliance. By signing the Handbook Verification Form, students certify that they are responsible for reading the handbook in its entirety and understanding any changes made to the Handbook during the entire time they are enrolled as a student at Mennonite College of Nursing. Changes made throughout the academic year will be circulated to all students via their ilstu.edu email address and posted on the website as an updated version of the handbook.

The policies and procedures in this handbook are consistent with the mission, vision, and values of the Mennonite College of Nursing.

Academic Policies and Procedures

Essential Functions

For Traditional Prelicensure and Accelerated Students:

Upon admission and continued enrollment, students in all BSN programs must personally assess their ability to meet Essential Functions of the curriculum with or without accommodations. Students will review the Essential Functions document in their Qualified First account. The form is outlined in Appendix A.

As a part of the MCN health and safety compliance requirements, students will sign that they have read, understand, and agree that they possess each of the essential functional abilities and have the capacity to learn the essential functions noted in each section. Students who are concerned that they may be unable to complete any of the essential functional abilities outlined within the document are strongly encouraged to contact ISU's Student Access and Accommodation Services. For additional information regarding SAAS, please visit https://studentaccess.illinoisstate.edu/

If at any time, a student's ability to meet the outlined essential functional abilities changes, they must contact their course/clinical/lab faculty. In addition, it is recommended students notify SAAS immediately. It may be necessary to receive medical clearance to return to clinical/lab/simulation experiences. If circumstances require medical clearance, students should reach out to the Program Director or Assistant Dean for Student Services to obtain the **Medical Clearance for Participation in Clinical/Lab/Simulation** form (also in Appendix A), which must then be completed by a medical provider. The completed form should be returned to the Program Director or the Assistant Dean for Student Services, who will notify the appropriate faculty that the student is cleared to return to clinical/lab/simulation experiences.

Student Access and Accommodation Services

Illinois State University provides a welcoming atmosphere for individuals with disabilities and/or medical/mental health conditions by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional, and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services (SAAS) is the designated office to provide approved accommodation services for students and guests with disabilities and/or medical/mental health conditions. Students who are pregnant, injured and/or need temporary accommodations, or are requesting religious accommodations should contact our office for assistance.

Student Access and Accommodation Services obtains and maintains documentation of disability and/or medical/mental health condition, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, and activities offered by Illinois State.

Code of Conduct

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

Health Insurance Portability and Accountability Act of 1996 (HIPPA)

Family Educational Rights and Privacy Act (FERPA)American Nurses Association Code of Ethics

Any suspected instance of academic dishonesty or ISU code of conduct violation will be referred to ISU's Student Conduct and Community Responsibilities (SCCR) office. In addition, other consequences may be outlined in the course syllabus.

Attendance at Class and Clinical

Attendance is expected at class, lab, and clinicals, per the respective course. See course syllabus for specifics. Clinical and lab absences must be made up. Students are expected to participate in class, complete all assignments based on specific course requirements, and take required examinations. Students unable to meet the overall course expectations (due dates, assignment requirements, etc.) are encouraged to contact their Academic Advisor and faculty.

Clinical Absences/Make-up Policy:

For Traditional Prelicensure and Accelerated Students:

   a. Attendance at all clinical/lab days as assigned is required. Students must notify both clinical and course faculty of a clinical absence as soon as feasible.
   b. If a student misses one clinical, the student will attend the assigned clinical make-up day as outlined on the clinical schedule.
   c. If the student misses a second clinical day or the makeup day within the same course, the course leader will give the student an assignment that will meet clinical objectives and will be commensurate with the clinical missed. Failure to satisfactorily complete this assignment within the timeframe given by the designated faculty will result in a Performance Improvement Plan form, and possibly an unsatisfactory for the clinical.

    d. If a student misses more than two clinical days within any course, the student will receive an unsatisfactory for the clinical which will result in course failure.

<u>Exceptions to More Than Two Clinical Absences</u>

    a. Excused absences: Some absences are excused by university policy. Excused absences include <u>bereavement</u>, <u>communicable diseases</u>, <u>emergency service work,</u> <u>military service,</u> and some <u>university-sponsored activities.</u>

    b. Excused absences are made-up.

    c. Extended excused absences (beyond two) will not automatically result in unsatisfactory in the clinical but will trigger clinical and course faculty consultation with the director of the Undergraduate Programs or designee to determine if clinical objectives can be met without further make-up or clinical failure.

Consecutive unexcused absences: clinical days for the same course are consecutive (example: students in a Saturday/Sunday clinical).

    a. Students missing a consecutive Saturday/Sunday in the same clinical course will be required to make up all clinical days.

    b. The absences will be counted as one occurrence towards the clinical absence/make-up policy.

    c. In the event a student misses three clinical days with two of them being the consecutives days as previously noted, a second alternative assignment equivalent to the third missed clinical day will be assigned by the clinical faculty in consultation with the course leaders.

    d. Failure to satisfactorily complete this assignment within the timeframe given by the designated clinical faculty will result in a Performance Improvement Plan and possibly an unsatisfactory for the clinical.

3 or More Absences Due to Consecutive Saturday-Sunday Unexcused Absences

    a. Each subsequent (series of) absences will initiate a meeting between the clinical instructor, course leader, sequence leader and/or Director of Undergraduate Programs to review currently existing Performance Improvement Plan and to create a plan (in consultation with the student) to assist the student and course faculty to make up course content and to assess the student's ability to successfully meet the competencies of the course.

    b. The student is responsible for all the material and make-up work. In a clinical setting, the faculty will do their best to provide make-up opportunities that are equivalent. At some point, this may not be possible and other options may need to be discussed (i.e., incomplete, withdrawal, leave of absence).

**NUR 327-Leadership: *For the first clinical missed, students will complete an online simulation, consistent with course objectives in a group setting on a day and time specified by Mennonite College of Nursing. This online simulation will be done on-site at Mennonite College Nursing and is expected to last approximately 8 hours. For the second clinical missed, students will be required to attend an additional acute setting clinical outlined by the Mennonite College of Nursing. Orientation to this location will be done on the student's own time. A third missed clinical will follow the standard clinical makeup policy and will result in an unsatisfactory in the clinical and ultimately course failure.*

Missed Exams

For Traditional Prelicensure and Accelerated Students:

In order to maintain academic integrity and fairness, the following policy applies to unexcused absences during test taking:

1. **First Missed Course Exam:** An automatic deduction of 5% from the total exam score. Alternative exam formats may be given.
2. **Second Missed Course Exam:** An automatic deduction of 10% from the total exam score. Alternative exam formats may be given.
3. **Third Missed Course Exam:** Automatic zero on that exam.

Exceptions: Exceptions to this policy may be made under extraordinary circumstances in consultation with the Student Success team. Students must provide valid documentation and communicate with the instructor as soon as possible to discuss potential exceptions.

For RN to BSN Students:

In the event of illness or other circumstances resulting in failure to complete an exam by the specified due date, it is expected that:

a. The student must contact the faculty member via telephone or email, or in certain situations by a significant person, prior to the anticipated failure to complete the exam by the due date.
b. The student must contact the instructor as soon as possible to arrange a time for taking the exam.

Faculty Office Hours

Faculty members will maintain office hours in accordance with [Faculty Responsibilities to Students Policy.](#)

Testing Guidelines

For Traditional Prelicensure and Accelerated Students:

To ensure a high level of test-taking security, Mennonite College of Nursing (MCN) utilizes the NCLEX Candidate Rules published by the National Council of State Boards of Nursing (NCSBN). Utilizing the NCLEX Candidate Rules also provides the students with an opportunity to practice testing in an environment consistent with their NCLEX test.

The following items may not be accessed at all during your MCN tests and test reviews:

- Any educational, test preparation or study materials
- Electronics not including laptop computer: Including but not limited to cell/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices
- Bags/purses/wallets/non-smart watches
- Coats/hats/scarves/gloves
- Medical aids/devices
- Food or drink, gum/candy
- Lip balm

On the day of the test, students are required to store any of the items noted above in a bag which may be stored at the front of the classroom until the student leaves the classroom after taking the test.

For RN to BSN Students:

Students are expected to follow the guidelines outlined by faculty in the course syllabi.

Test Reviews

For Traditional Prelicensure and Accelerated Students:

Faculty will provide test reviews following unit exams in a timely fashion. Students may review final exams the semester following course completion by scheduling a time to meet with the faculty member. Test reviews to prepare for the final exam are optional if designated as such by the course leader. It is always expected that students and faculty remain civil during test reviews. Faculty may terminate the review at any time or ask disruptive students to leave the review. These students may be excluded from future test reviews at the discretion of the faculty per the Student Code of Conduct (see Jurisdiction and Interim Actions).

Dress Code

For Traditional Prelicensure and Accelerated Students:

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

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

The College uniform must be worn only when participating in clinical and lab experiences, or when asked to do so for official college functions. The uniform may not be worn when functioning as an employee or attending social events. All students are subject to clinical/rotation agency dress code policies.

Care should be taken to ensure that laundering results in professional maintenance of the uniform.

The COMPLETE uniform includes:

- The college-designated MCN white top
- Black scrub pant
- Black MCN lab jacket
- White or black shoes/tennis shoes with closed heels and toes (shoes should only have a small amount of red, black, or grey embellishment), socks
- Picture I.D. badge (purchased from the Redbird Card Office) which must be worn for identification purposes unless the clinical instructor directs students otherwise.
- Watch with a second hand

Any changes to the uniform are determined by clinical faculty, are specific to a clinical site, and are reflected in the course syllabi.

Hair must be:

- Clean, groomed and away from the face.
- If length is below the shoulder, it must be pulled back and secured to prevent hair falling over the shoulder (s).
- Facial hair should be clean and shaven; beards, mustaches, and goatees must be groomed.
- Hair accessories should be secured, covered, or removed for safety. If in doubt, students should consult with the clinical instructor.

Students in some patient care areas may be required to cover their hair, scalp, and ears with a cap/bouffant hat to comply with clinical partner policies.

Jewelry, which may be worn with the uniform includes:

- Wedding band
- Post style or flush-style (non-dangling) jewelry for all visible piercings.

No perfume, cologne or strong fragrances should be used.

Fingernails should be ¼" or less in length (measured from the tip of the finger). Fingernail polish and/or nail enhancements are not allowed Prohibited nail enhancements include shellacs, gels, acrylics, bonds, tips, wraps, and tapes.

Tattoos may be visible if the images or words do not convey violence, discrimination, profanity, or sexually explicit content. Tattoos containing such messages must be covered with bandages or clothing during clinical or lab.

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

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

Current Updated License for *RN to BSN students:*
Current students in the RN to BSN sequence should maintain an unencumbered licensure in the state in which they are performing clinicals. Mennonite College of Nursing reserves the right to verify licensure status.

Should a change in licensure occur, it is the responsibility of the student to provide this information to the RN to BSN Sequence Leader. Students without current licensure, but who are deemed educationally eligible for it, are prohibited from participating in any coursework. Failure to report licensure changes will result in disciplinary action, including possible dismissal from the academic program.

Transportation Requirements
For Traditional Prelicensure and Accelerated Students:

It is the student's responsibility to provide their own transportation to all classes and clinical sites. Clinical assignments are located in a 90-minute radius of the assigned learning location.

Criminal Background Checks

Criminal background checks will be required:

- Prior to starting nursing coursework
- Prior to licensure
- Following a dismissal if readmitted

Additionally, fingerprint background checks could be required for certain clinical placements. See:

Traditional BSN Health and Safety

RN to BSN Health and Safety

Accelerated BSN Health and Safety

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 background check process(es) 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, must obtain a waiver from the Illinois Department of Public Health (IDPH) to continue in the nursing program. Students who are dismissed from the program for this reason, may reapply to the major with no guarantee for admission and will be required to redo the criminal background check.

Procedure:

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

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.

The criminal background check must be completed by the company designated by the college no sooner than 90 days prior to enrollment in the nursing program. Students may NOT use similar reports on file at other agencies to satisfy this requirement.

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) nursing students interrupt their program for one semester or longer. In such cases, the students will be required to obtain another criminal background check at the cost of the student. The College of Nursing reserves the right to require an additional background check during the program at the College's discretion.

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 the academic record. Results will be maintained until the student graduates from the University.

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 Result:

The Office Administrator for Compliance and Admissions or designee will access the electronic report from the selected company.

A student whose background check results in a status of "no record" may enroll in nursing courses and continue in the nursing program.

A student whose background check results in a positive history (i.e., a background check that results in a criminal history) will be notified by the Director of Admissions and Compliance or designee as soon as possible. Students may view their own results on the vendor website.

The Director of Admissions and Compliance or designee will meet with the student to verify whether the criminal record is valid or invalid.

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

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.

The student is responsible for contacting IDPH (217-782-4911) 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.

The IDPH waiver must be submitted to the Director of Admissions and Compliance upon receipt.

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

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

The student is responsible for keeping the College updated on 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.

Criminal Charges Following Admission

All students are required to disclose legal charges incurred following admission into the program and following the initial criminal background check screening process to assess continued eligibility for the program. Students must contact the Director of Admissions and Compliance for this purpose.

Criminal Background Checks for Licensure

For Traditional Prelicensure and Accelerated Students:

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

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

Personal History Information
1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.
2. Have you been convicted of a felony?
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? *If yes, attach a copy of the certificate.*
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? *If yes, attach a detailed statement, including an explanation whether you are currently under treatment.*
5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? *If yes, attach a detailed explanation.*
6. Have you ever been discharged other than honorably from the armed service or from a city, county, state, or federal position? *If yes, attach a detailed explanation.*

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

Drug Testing

At the time that students are reviewing this handbook, they will have submitted a drug screen through the College-designated agency. Students who do not provide a drug test or who provide a positive drug test will be contacted by the MCN Director of Admissions and Compliance to discuss next steps if the positive drug test is a result of THC. If a student must be dismissed from the major for a positive drug test, they may reapply with no guarantee of admission. Additionally, for students in the RN to BSN sequence, when a positive drug test is provided, the governing body that oversees the student's RN license (i.e. Illinois Department of Professional Regulations) will be contacted. Students may need an additional criminal background check and drug testing for certain clinical experiences. Faculty will advise students of the process.

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 their Illinois State University Profile.

Computer Requirements

For Traditional Prelicensure and Accelerated Students:

Students are required to have a laptop capable of running current versions of Microsoft Windows or OS-X (desktop computers, smart phones, or tablet devices do not meet this requirement). Laptops may be used for course related activities and course exams. Therefore, laptops must meet minimum requirements for electronic testing software. Laptops must be able to sustain a charge for a minimum of three hours. Students must provide a webcam. This may be integrated with their laptop or it may be a separate camera.

Recommendations for computer hardware/software are available from TechZone. Mennonite College of Nursing faculty and staff do not service student computers. TechZone Service Center repairs computers for the Illinois State University Community, regardless of where the computer was purchased or the brand of the computer.

For RN to BSN Students:

RN to BSN Students are not required to purchase a laptop, if the desktop computer meets the same standards. Laptops with wireless capability are not required but are suggested for convenience. We recommend specific Technology.

Advisement

Advising Meetings

For Traditional Prelicensure and Accelerated Students:

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

For RN to BSN Students:

Students are responsible for reading all electronic information shared by the academic advisor related to registration and degree requirements. Students should carefully review Academic Requirements in the Student Center of their portal to ensure they are on track to degree completion. The academic advisor will host group advising sessions once each semester through Zoom. Invitations to that virtual meeting are sent by email to the students' ISU email account. Students are welcome to request an individual advising appointment throughout the semester as needed.

Prescribed Plans of Study

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

CNA Certification

For Traditional Prelicensure and Accelerated Students:

Students are eligible for their Nursing Assistant Certification after successfully completing NUR 229 Adult Nursing I.

- Southern Illinois University in Carbondale is the new repository for all Illinois CNA applications.
- Students must complete the nursing student application found on the [Southern Illinois University Nurse Aide Testing website.](#)
- Completed forms must be first taken to the Office of Student Support in Edwards Hall 112.
- After verification of NUR 229 completion, the information provided on the CNA application will be entered on an online roster and submitted to Southern Illinois University.
- Students will receive an email concerning scheduling the exam required for certification.

Honors Program

For Traditional Prelicensure Students:

Visit the [Illinois State University honors website](#) for more details.

College Support and Organizations

Orientation

For Traditional Prelicensure and Accelerated Students:

New students 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.

For RN to BSN Students:

New students are required to complete an on-line Orientation Program via the College's learning platform, Canvas. Students are provided with unlimited access before the start of the first semester in the program.

Peer Support Person (PSP) Program

For Traditional Prelicensure and Accelerated Students:

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

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

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.

For Accelerated Students:

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.

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

Peer Tutoring

For Traditional Prelicensure and Accelerated Students:

Tutoring for the undergraduate nursing program began in Fall 2012. Tutoring is offered for most of the core courses in the nursing program and is dependent upon the number of tutors available each semester. Instructions for how to contact the tutors is outlined in the individual courses. When peer tutoring is not available, students are encouraged to see faculty in their office hours for assistance.

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

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

1. Completed at least one-half of the required upper-division curriculum.
2. Earned a cumulative (MCN) upper-division grade point average of at least 3.5.
3. Rank in the top 35% of the class.

Induction ceremonies will vary by the sequence in the fall and spring semesters.
See the Sigma website for more information.

Milner Library Services

Milner Library is a student's best resource for research materials and assistance. The library collection consists of a wide variety of print, multimedia, and electronic collections on nursing and general health. Students can access library resources by using the Milner Library website:

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:

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

For Traditional Prelicensure and Accelerated Students:

Combined unit and final exam scores must be 74% or higher 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. The student will fail the course and the exam average will be the final grade. No exams will be rounded.

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. If a student fails clinical, the grade is automatically an F in any connected course regardless of points accrued in the course.

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

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

For RN to BSN Students:

In NUR 330 Public Health Nursing, the clinical experience is evaluated as satisfactory or unsatisfactory by the faculty. There is no separate grade for clinical. An unsatisfactory performance in the clinical setting results in a grade of "F" for the course. A grade of "C" (2.00) must be attained to pass any nursing course.

Student Performance in the Major

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 can complete the degree program out of sequence. All students in this scenario must:

- Meet one-on-one with the academic advisor each semester prior to registration.
- Prelicensure students will be prescribed a course schedule each semester.
- Requests to complete nursing clinical courses that are major-blocked for other MCN nursing sequences will not be accommodated.
- Consideration will be given to students requesting to complete a nursing theory course in an alternative nursing sequence. prior approval from the Undergraduate Director is required.

Progress Reports for Clinical and Theory

Course faculty and clinical faculty are available to discuss student progress in nursing courses. Students will receive a Performance Improvement Plan if there is any indication that successful progress in a course or clinical is not being made. The purpose is to help the student become successful and is non-punitive.

- Students who receive notice of performance deficiencies are responsible for arranging a conference with the instructor within one week of receiving the report.
- After the meeting, the faculty member will provide copies for the student, the college, and the appropriate faculty and staff.
- Students who do not arrange a meeting with the faculty member will have the faculty member's original copy placed in the student's college file and shared with appropriate faculty and staff.

Dismissal Policy

Students who receive a grade of less than a C in any two nursing courses or twice for the same course will be dismissed from the major. Dismissal may also be based on serious conduct and or clinical suspension.

- Direct Admit freshmen students must maintain a 2.5 cumulative ISU GPA once they earn 24 credit hours and a 2.0 cumulative ISU GPA once they begin NUR 222, NUR 225, NUR 229, NUR 239.
- External transfer students and Accelerated students must maintain a 2.0 cumulative ISU GPA once they begin NUR 222, NUR 224, NUR 225, NUR 229, NUR 237, NUR 239.
- RN to BSN students must maintain a 2.0 cumulative ISU GPA upon enrollment in any nursing course.

Students dismissed for the reasons indicated above may apply for readmission to the major with no guarantee for readmission (see Readmission section of the handbook). Students dismissed for ethical violations inconsistent with the values of professional nursing or for reasons that may disqualify them from obtaining a nursing license as a registered nurse, will not be readmitted. If a readmitted student is dismissed in the program for a second time, the dismissal is final, and there is no second readmission option.

Readmission to the Nursing Major:

Traditional students and RN to BSN students are expected to maintain consecutive fall-spring enrollment in nursing courses upon enrollment in the major. All Accelerated BSN students must maintain full-time enrollment in the sequence upon summer admission. Any student who has not been enrolled in nursing coursework for more than one semester or who has been dismissed from the major/university must reapply to the college with no guarantee of readmission. Application timeframes and processes are available from the nursing academic advisor.

For Traditional Prelicensure and Accelerated Students:

Readmission application requirements:

- Two letters of faculty support
- Formal interview
- Completion of readmission essay questions provided by an academic advisor
- Additional screenings may be required

Upon submission of the essays and letters of support, students will be contacted to arrange for an interview. Readmission timeframes vary by semester, and it is the responsibility of the student to contact the college for specifics.

The Readmission Committee will review the application for readmission and determine the student's potential to be successful if readmitted.

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

For RN to BSN Students:

Upon admission to the RN to BSN sequence, all students are expected to maintain consecutive fall-spring enrollment in nursing courses. Any student who has not been enrolled in nursing coursework for more than one fall or spring semester or who has been academically dismissed from the major must reapply to the college. Readmission timeframes vary by semester. It is the responsibility of the student to contact their academic advisor to outline the steps in the readmission application before submission to the Readmission Committee.

Clinical Performance Evaluation Tool

For Traditional Prelicensure and Accelerated Students:

Clinical faculty evaluates students on an ongoing basis according to the course objectives. The Clinical Performance Evaluation Tool (CPET) is a progress report that reflects student ability, knowledge, skills, and attitudes (KSA).

Each Clinical Performance Evaluation Tool is course-specific, and students will be oriented to the clinical evaluation process at the beginning of each clinical course. Students who receive any unsatisfactory progress on the CPET will receive a Performance Improvement Plan (PIP) form. Any unsatisfactory (U) notation on a FINAL CPET will result in clinical course failure. Students must provide the final page of the CPET to future clinical faculty while in the program. Midterm and Final CPET evaluations are required in all clinical courses.

Clinical Suspension

For Traditional Prelicensure and Accelerated Students:

Students are expected to be competent, safe, respectful, ethical, and, prepared to meet patient care needs.

The clinical instructor/faculty member will suspend a student from clinical at any time if the student's behavior is dangerous or potentially dangerous to patients and/or others. Faculty will notify the course leader and the Undergraduate Director. If clinical performance is unsatisfactory but not dangerous or unsafe, faculty will follow the Performance Improvement Plan.

During the time of a suspension, the student may not work or be present at the clinical site until the issue has been resolved utilizing the Clinical Suspension Procedure outlined below:

- Clinical Instructor/Faculty Member will make a professional decision based on behavior and observation that Clinical Suspension is necessary.
- Clinical Instructor/Faculty Member will inform the student of the Clinical Suspension.
- Clinical Instructor/Faculty Member will complete a Performance Improvement Plan within three (3) days of the incident. If corrective action cannot be taken, dismissal from the major will be recommended. The clinical suspension that results in a dismissal recommendation may be appealed as outlined below. MCN follows the Illinois State University appeals process:

Conflict Resolution- Appeals Process

Final Course Grade Challenge Policy

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned arbitrarily or capriciously and is unable to resolve his or her concerns with the the faculty member who assigned the grade.

See Final Course Grade Appeal

Student Complaint Procedure: Process:

Students and other parties may file concerns and complaints regarding programs and services at Illinois State University. See Complaint Resolution

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

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

Mennonite College of Nursing endorses services provided by Student Conduct and Community Responsibilities, a division of the Dean of Student's Office.

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 that adversely affects the status, rights, or privileges of any student in a substantive way." Should a conflict arise that requires intervention, the Office of Student Conduct and Community Responsibilities can be contacted at 309-438-8621. More information about conflict resolution and appeals may be found on the Illinois State University Complaint Resolution webpage.

Health & Safety Compliance

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 nursing program. For Traditional and Accelerated students, coverage must be either privately procured or obtained through the University's Group Health Insurance Plan. For RN to BSN students, coverage must be privately procured, as students in this online sequence are not eligible for 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

For Traditional Prelicensure and Accelerated Students:

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

- Students are required to sign a Blood Borne Pathogens Form, which is kept on file in the Office of Student and Faculty Services.
- Students and faculty of Mennonite College of Nursing follow the Illinois State University Blood Borne Pathogens/Infectious Waste Exposure Control Plan prepared by the Environmental Health and Safety Office.

- Students and faculty also follow standard precautions and recommendations set forth by the Centers for Disease Control and Prevention.

For RN to BSN Students:

Students in the RN to BSN Sequence provide evidence of having completed Blood Borne pathogens, HIPAA, and OSHA training before clinical placement.

Student Exposure to Blood/Body Fluids or Student Injury

Upon significant exposure to blood/bodily fluids during clinical experience or in the clinical nursing Lab the following actions are implemented:

1. The student immediately reports the exposure or injury to the instructor or lab staff.
2. The clinical agency's protocol for exposure/injury is followed immediately. Should the incident occur in the lab the lab personnel will dispose of the contaminated needle and communicate the event to the Simulation Lab Coordinator or Director.

Follow-up serologies and medical evaluation can be done at ISU Student Health Services according to The Bloodborne Pathogen/Infectious Exposure Control Plan.
The student and faculty complete an Incident Report from the ISU Environment Health and Safety website

1. After downloading and completing the form, the original should be sent to the Environmental Health and Safety address on the form.
2. A copy of the completed form should be delivered to the Mennonite College of Nursing, Office of Student Services by the student.

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

Health and Safety Compliance Process

Note that throughout this section, clinical and/or clinical site shall be used to refer to any clinical/ residency/ practicum site for use by Mennonite College of Nursing students.

All students entering their respective nursing programs are expected to comply with all health & safety requirements of the University, MCN, and the clinical site at all times. In addition to any University expectations, all students engaged in a clinical for credit are subject to any applicable policies and/or procedures of the clinical site, including immunizations and other requests.

Upon *admission*, students receive a comprehensive list of health & safety compliance requirements that must be adhered to before nursing course registration. These include, but are not limited to the following: immunizations, blood titers, TB skin tests, influenza vaccination, COVID-19 vaccination, N95 mask fit test, criminal background checks, and drug tests.

Upon *clinical assignment* and throughout the semester as applicable, students are provided with any additional clinical site-specific requirements that are beyond those outlined upon admission. If clinical rotations require more than ISU and MCN, (e.g., require COVID-19 vaccination proof, weekly testing, N95 masks), students must meet the requirements of their clinical site by providing documentation as directed by the clinical site (i.e., directly to the site following their guidelines for compliance and/or through the College with an appropriate release). Students must comply with these requirements to receive an override to register or remain registered for clinical.

Clinical site expectations are communicated to the College on a cyclical and occasionally urgent basis. These are then forwarded to the student for time-sensitive completion, which could include implementation at any point during the semester.

The university must contractually verify with clinical sites that the results of student immunization/other requirements are completed and do not prohibit their participation at the clinical site. It is the clinical site's right to deny access to any student who does not provide proof of compliance and/or whose immunization/other declination is not compliant with the clinical sites' standards. Although student compliance is tracked by the College, clinical sites may require students to verify completion directly to them. Therefore, students must keep a copy of all immunization and other compliance records on hand in a secure file for easy access when enrolled in clinical courses.

Clinical Assignment Process

Traditional prelicensure students are randomly assigned to a clinical site according to their curriculum plan by the Assistant Dean of Student Services. Within each course, additional clinical experiences may be assigned by the Course/Sequence Leaders or clinical faculty. RN to BSN students work with their course instructors to identify the agency at which they will complete their clinically focused projects.

Before enrolling in the first clinical course listed below, the student must sign an Acknowledgment of Risk/External Experience for Credit form. This form will be sent to students via ISU email from the Office Administrator for Health and Safety. The form must be signed and emailed back as directed.

Prelicensure	NUR	229	Adult Nursing I
	NUR	231	Adult Nursing II
	NUR	325	Adult Nursing III
	NUR	314	Psychiatric & Mental Health Nursing
	NUR	316	Maternal Infant Nursing
	NUR	317	Nursing Care of Children
	NUR	327	Leadership Dimensions of Nursing
	NUR	329	Public Health Nursing: Prelicensure
BSN-DNP: FNP Track	NUR	471	Family Nurse Practitioner I
	NUR	473	Family Nurse Practitioner II
	NUR	475	Family Nurse Practitioner III
	NUR	477	Family Nurse Practitioner IV
BSN-DNP: NLM Track	NUR	425	Organizational Experience
	NUR	483	Leadership Synthesis Experience
Post- Master's DNP	NUR	550	Clinical Residency I (for FNP, NLM, Post Masters)
	NUR	552	Clinical Residency II (for FNP, NLM, Post Masters)
	NUR	554	Clinical Residency III (for FNP, NLM, Post Masters)
	NUR	560	Advanced Nursing Practice Experience (for NLM)
PhD	NUR	523	Applied Research
	NUR	526	Residency in Research
	NUR	599	Dissertation
	NUR	500	Independent Study (involving research)
SNC	NUR	418	Practicum in School Counseling
PMHNP Cert.	NUR	422	Advanced Psychiatric Mental Health Nursing Practice I
	NUR	423	Advanced Psychiatric Mental Health Nursing Practice II
	NUR	424	Advanced Psychiatric Mental Health Nursing Practice III
	NUR	330	Public Health Nursing
RN to BSN	NUR	341	Leadership in Professional Nursing

Student Process for Meeting Clinical Immunization/ Health & Safety Requirements

After becoming aware of the requirements of a particular clinical site (i.e., either following clinical assignment or other), the student must: comply with the requirement, request an exemption from the clinical site, request a replacement clinical site, or request (when appropriate) a reasonable accommodation in the form of an alternate clinical experience through Student Access and Accommodation Services. These four options are outlined below.

Option 1: Complying with the requirement

- In this instance the student submits the requested compliance documentation and is cleared to participate in the clinical experience.

Option 2: Requesting an exemption or accommodation from the clinical site

- If the student is unable to comply with a clinical site's health & safety requirements for medical or religious reasons, the student may request an exemption or accommodation directly from the clinical site.

- The student would fill out the Request for Clinical Site Vaccination (or Other) Exemption/ Accommodation Form and return it to the MCN Office Administrator (OA) associated with the student's program of study. The OA will then email the request to the clinical site contact person for approval or denial. If the request is approved, the student may attend clinical. If the request is denied, the student may request a replacement site.

Option 3: Requesting a replacement site:

- Upon denial of site exemption/ accommodation, the student would reach out to the designated OA who would guide the student in completing an additional Request for Site Vaccination (or Other) Exemption/ Accommodation Form. In collaboration with the MCN Instructional Experience Coordinator (IEC), Academic Program Directors, or Sequence Leaders, the OA will communicate if an opening in a comparable clinical placement is available for the immediate semester. If an opening is available in the current semester, the student may register for the section. In addition, there may be no alternate experiences available in future semesters or for a particular course, causing a delay or complete interruption in degree completion.

- If a replacement site is not available, the student may consider seeking an alternate experience through SAAS.

Option 4: Seek out an alternate clinical experience through Student Access & Accommodation Services (SAAS):

- If you are a student with a religious or ADA accommodation request, Student Access and Accommodation Services provides accommodations and services on a case-by-case basis. Students seeking a reasonable accommodation will need to work with a SAAS staff member to determine eligibility for services [Becoming a Client | Student Access and Accommodation Services - Illinois State.](#) There is no guarantee that the University will be able to find an alternate clinical experience in the current semester. In addition, there may be no alternate experiences available in future semesters or for a particular course, causing a delay or complete interruption in degree completion.

- Students may contact an Office Administrator at MCNprelicensurehealth@ilstu.edu (for prelicensure students) and: MCNpostlicensurehealth@ilstu.edu (for RN to BSN & Graduate students) for the specific details outlined in the above steps. Because these options are time-sensitive and may require significant coordination, students are encouraged to be as proactive as possible.

COVID-19 Vaccination and Testing

All students in nursing clinical experiences are expected to meet MCN COVID-19 vaccination requirements as well as meet clinical site-specific requirements. Some sites may have requirements beyond what MCN requires.

Absence due to Illness or Injury

The College expects regular attendance to class, clinical, and other required events from students. If a student needs, be to absent from class due to illness or injury, it is their responsibility to contact the appropriate person as soon as possible to inform them of the absence.

Notification of absence:

- Notify the appropriate person (i.e. theory faculty, clinical faculty, NSL staff) of absence due to illness or injury.
- The Undergraduate Program needs to be contacted if the absence is faculty related.
- Students missing class for 3 or more days should contact the Dean of Students Office.

For Traditional Prelicensure and Accelerated Students:

- Students should check the syllabus for the notification process for missing a clinical day.

Nursing Simulation Lab

For Traditional Prelicensure and Accelerated Students:

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

MCN Simulation Lab Goals

Experience in the Nursing Simulation Lab will prepare students to:

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

Equipment Use

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

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

Use of Lab Equipment Outside of the Nursing Simulation Lab

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

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

Universal Precautions

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

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

Simulation Days

Attendance

Students will be notified at the beginning of the semester of their scheduled simulation day. The simulation day may not be the same day of the week as the clinical day.

Students are to report to the Nursing Simulation Lab 15 minutes before the scheduled start time.

Makeup for simulation day absence will be arranged by the clinical instructor, course leader, and the Director of Nursing Simulation.

Conduct

Professional conduct and communication are always expected in the Nursing Simulation Lab.

Students will be participating in and observing others during simulation experiences. It is expected that all participants maintain a respectful learning environment.

The Nursing Simulation Hospital should always be treated as a real clinical setting. We recognize the manikins are not real. However, all manikins and actors should be treated as if they are actual patients.

Cellular phones are not to be used during your simulation day and should be off or silenced.

Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

Confidentiality

All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab.

All participants in simulation scenarios are to be treated professionally. No student performance information may be discussed outside of the Nursing Simulation Lab.

Student Evaluations

Students will be sent a link to an online, anonymous survey after each simulation day which all students are expected to complete.

Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

NCLEX Preparation/Success Plan

Prelicensure Students:

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 U.S. jurisdiction (state or territory) boards of nursing. For information on Applying and Registering for this exam see NCSBN Application and Registration.

In the final semester of the nursing program, students will receive information about the process to apply to take the NCLEX-RN exam and then the application for licensure in the state in which a student intends 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 requirements by going to the intended State Board of Nursing website linked to the NCSBN Website under contact a member select the state.

College Success Plan

All students enrolled in the prelicensure program will participate in the College Success Plan. In the second clinical semester and beyond, each proctored assessment given will account for 5% of the course grade. The purpose of the College Success Plan is to provide:

- 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.
- Intervention guidelines and strategies that address any deficiencies a student may demonstrate in understanding and applying theoretical and clinical knowledge related to clinical courses.
- An assessment of each student's preparedness to be successful on the NCLEX-RN.

Success Plan

Success Plan Tests to be completed:

Course	ATI Content Mastery Exam
NUR 231 Adult Nursing II	Fundamentals - 70 Questions
NUR 314 Psychiatric and Mental Health Nursing	Mental Health - 70 Questions
NUR 316 Maternal Infant	Maternal Newborn - 70 Questions
NUR 317 Nursing Care of Children	Pediatric Nursing - 70 Questions
NUR 325 Adult Nursing III	Adult Medical Surgical - 100 Questions
NUR 327 Leadership	Leadership - 70 Questions
NUR 329 Public Health Nursing	Community Health - 60 Questions
NUR 390 Senior Success Seminar	Pharmacology - 70 Questions
NUR 390 Senior Success Seminar	Comprehensive Predictor - 180 Questions

NUR 390 is exempt from the standard 5% grading policy for ATI.

Student Success Strategies

The Julia N. Visor Academic Center is a division of University College that provides services and programs designed to assist students in their pursuit of academic excellence at Illinois State University. You can also find additional tools and resources under the Academic Coaching section.

Graduation

Application for Graduation

Students must apply for graduation by submitting the online application for graduation and paying the required fee before specified deadlines. In general, students should apply to graduate no later than four months before their anticipated graduation date. Students should refer to the Graduation Services website for specific information about graduation. Students intending to participate in the commencement ceremony must indicate so on the application for graduation.

University Degrees with Distinction

A student must have completed at least 50 semester 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 graduate summa cum laude; those with a GPA of 3.80 through 3.89 graduate magna cum laude; and those with a GPA of 3.65 through 3.79 graduate 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.

To be recognized with honors at the commencement ceremonies, students must have completed at least 30* hours at ISU and have a qualifying GPA, both based on the semester before 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.

For RN to BSN Students:

An exception to the 30 completed hour requirement is in place for the RN to BSN students due to the timeframe in which those sequence program hours are earned. Despite not meeting the 30-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. Additional information can be found at the Undergraduate Student Honors/Honors Cords link

Honors and Awards at Graduation

Those students who have completed the requirements for the University Honors Program will be recognized at their respective Commencement Ceremonies
Students inducted into the Sigma Theta Tau Honors Society will also be recognized at Commencement Ceremonies by wearing a purple and white neck cord.
College-specific student and faculty awards are presented at an annual Candlelighting Ceremony. Traditional student awards include the Dr. Herman Tiedeman Memorial Award, Senior Excellence Award, and Alumni Award for Clinical Excellence. Accelerated students are eligible for Accelerated Graduate Achievement Award. RN to BSN students are eligible for the RN to BSN Achievement Award.

Ceremonies

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

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

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

RN to BSN and Accelerated students graduating in August may participate in the May Commencement ceremonies. Accelerated students may also participate in an additional celebration in August.

Appendix A

Bachelor of Science in Nursing Program – Essential Functions

Purpose: To validate the academically accepted Bachelor of Science–Nursing (BSN) student's ability to meet cognitive, affective, and psychomotor requirements of the curriculum with or without academic accommodations and/or auxiliary aids and services, consistent with Title II of the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

Preamble: Illinois State University will make appropriate academic accommodations to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The College of Nursing has adopted these Essential Functional Abilities Standards to provide a framework to balance several competing interests, including:

- The rights of students
- The safety of students, their peers, faculty, and patients
- The significant clinical component of the BSN curricula
- The requirements by clinical agency agreements allowing the College to place students in various healthcare organizations for clinical education

These competing interests and the nature of nursing educational activities may prevent some students with disabilities from qualifying for enrollment or continued enrollment and may limit access to the academic program(s) of the College of Nursing. Students concerned that they may be unable to complete any of the essential functional abilities outlined within this document should contact the University's Student Access and Accommodations Services (SAAS). For additional information regarding SAAS, please visit https://studentaccess.illinoisstate.edu/.

Instructions: Students must carefully review the Essential Functions included in this document. Each Essential Function is noted in the left column while examples of these functions are noted in the right column. The student should sign first and last name at the end of each Essential Function section, indicating that they have read, understand, and agree that they possess each of the Essential Functional Abilities noted and have the capability to learn the Essential Functions noted in each section.

Essential Functions

I.	Essential physical/neurological functions: Nursing students must be able to accurately observe close-at-hand and at-a-distance to learn skills and to gather data. Students must possess functional use of the senses that permit such observation.

I-A. Tactile	
Essential Functions • Feel vibrations • Feel differences in sizes, shapes, surface characteristics • Detect temperature and temperature differences	**Clinical Examples** • Palpate pulses, detect fremitus • Palpate vein • Identify body landmarks • Assess for skin turgor, rashes, skin temperature • Detect deviations in skin temperature

I-B. Visual	

Essential Functions
 	
• Visualize objects at a close distance (e.g., information on a computer screen, skin conditions, wound dressing)
• Visualize objects at a far distance (e.g., client in a room)
• Possess adequate depth perception and peripheral vision
• Distinguish color (e.g., color codes on supplies, charts, dressing drainage)
• Distinguish color intensity (e.g., flushed skin, skin paleness)
	Clinical Examples
	• Accurately observe changes in:
	  ○ Skin condition, including distinguishing change in skin integrity such as evidence of allergic response
	  ○ Breathing patterns (including absence of respiratory movement)
	  ○ Color intensity such as the ability to identify cyanosis or bleeding/drainage
	  ○ Tissue swelling or edema such as with intravenous (IV) infiltration
	• Read medication administration records as printed on medication labels, equipment calibrations, IV infusion pumps, LED output on electronic devices
	• Perform skills necessary for medication administration such as drawing up correct quantity of medication into syringe

I-C. Hearing	

Essential Functions
• Hear normal speaking level sounds (e.g., person-to-person report)
• Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes)
• Hear in situations when not able to see lips (e.g., when masks are used)
• Hear auditory alarms (e.g., monitors, fire alarms, call bells)
	Clinical Examples
	• Assess
	  ○ Vital signs
	  ○ Changes in heart, breathing, abdominal, and vascular sounds
	• Recognize electronic device alarms and auditory alarms such as call bells, fire alarms, etc.

I-D. Smell	
Essential Functions • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells	**Clinical Examples** • Detect odors exhibited by body fluids which may be indicative of disease processes

I. Essential Functions- Student Signature: _____

II. Essential motor skills: Nursing students must have sufficient motor capacities and mobility to execute the various tasks and   physical maneuvers that are required within the program. Students must be able to display motor function sufficient to fulfill the professional roles toward which the program educates.

II-A. Gross Motor Skills

Essential Functions	Clinical Examples
• Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g., IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets, assess urine drainage)	• Administer medication accurately • Safely care for patients such as implementing appropriate nursing interventions to stabilize a patient's condition and/or prevent complications • Safely move patients to administer care

II-B. Fine Motor Skills

Essential Functions	Clinical Examples
• Pick up objects with hands • Coordinate eyes and hands/fingers with accuracy (e.g., drawing up medications, use roller clamp on IV tubing) • Grasp and use small objects with hands (e.g., IV tubing, pencil, manipulate a syringe) • Write with pen or pencil • Key/type (e.g., use a computer)	• Safely prepare and administer medications • Take vital signs, including blood pressure, pulse, temperature, respiratory rates, pulse oximetry • Pick up or grasp and use small objects used in patient care such as IV roller clamps, eye dropper • Transmit information via electronic means as needed • Perform learned nursing skills such as trach care, insertion of catheters, etc.

II-C. Physical Endurance

Essential Functions	Clinical Examples
• Stand (e.g., at client side during surgical or therapeutic procedure) • Sustain repetitive movements • Maintain physical tolerance for entire clinical day	• Perform cardiopulmonary resuscitation (e.g., move above patient to compress chest and manually ventilate patient) • Stand/walk to complete clinical day (i.e., 8–12-hour shift) • Complete assigned clinical practice within the clinical day

II-D. Physical Strength

Essential Functions	Clinical Examples
• Push and pull 50 pounds (e.g., position clients) • Support 50 pounds of weight (e.g., ambulate client) • Lift 50 pounds (e.g., pick up a child, transfer client) • Move light objects weighing up to 10 pounds (e.g., IV poles) • Use upper body strength (e.g., perform CPR, physically restrain a client)	• Position patients • Use transfer techniques in moving and lifting patient in all age groups and weights • Assist with ambulation

• Squeeze with hands (e.g., operate fire extinguisher, use a bulb- type sphygmomanometer)	

II-E. Mobility

Essential Functions	Clinical Examples
• Twist • Bend • Stoop/squat • Move quickly (e.g., respond to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk	• Maneuver in the patient care areas • Move independently from room to room • Engage in direct patient care

II. Essential Functions- Student Signature: _____

III. Essential communication skills: Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

III-A. Communication

Essential Functions	Clinical Examples
• Teach (e.g., client/family about healthcare) • Explain procedures • Give oral and written reports (e.g., report on client's condition to others) • Interact with others (e.g., health care workers) • Speak on the telephone • Direct activities of others	• Communicate with patients/clients, family members and health care providers • Read, speak and comprehend English • Document clearly and correctly on patient's medical record for legal documentation • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation • Be able to access and document on the electronic medical record • Clarify the meaning of verbal and non-verbal communication • Use physical touch as a therapeutic non-verbal intervention • Present oral reports • Clarify physician orders

III. Essential Functions- Student Signature: _____

IV. Essential judgment skills: Nursing students must exercise good judgment and promptly complete all responsibilities required of the program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence, and motivations are requisite for the program.

IV-A. Judgement

Essential Functions	Clinical Examples
• Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds • Make judgments based on scientific knowledge and thorough assessment of individual patient situations • Practice in a manner that is non-judgmental and non- discriminatory • Function as a contributing member of an interdisciplinary team • Recognize that decision-making occurs in an environment of uncertainty and ambiguities • Demonstrate capacity to make sound decisions when under stress	• Deliver patient care safely in a manner that is non-judgmental and non-discriminatory • Work as a member of the patient care interdisciplinary team • Create climate in which patients feel comfortable and able to make informed decisions about their healthcare • Practice safe care in high-stress and/or ambiguous environments such as in the Intensive Care Unit, Emergency Department, mental health facilities, and the community

IV. Essential Functions- Student Signature:_____

V. Essential intellectual and cognitive skills: Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply, and evaluate information. Creative problem-solving and clinical reasoning require all these intellectual abilities. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationship of structure.

V-A. Reading

Essential Functions	Clinical Examples
• Read and understand written documents in English	• Read and understand English printed documents (e.g., policies, protocols, standards of care) • Read measurement marks

V-B. Arithmetic Competence

Essential Functions	Clinical Examples
• Read and understand columns of writing (e.g., flow sheet, charts) • Read digital displays	• Use measurement tools recognized as central to the care of patients/clients

• Read graphic printouts (e.g., electrocardiograms) • Calibrate equipment • Convert numbers to and/or from Metric System • Read graphs (e.g., vital sign sheets) • Tell time • Measure time (e.g., count duration of contractions, etc.) • Count rates (e.g., drips/minute, pulse) • Use measuring tools (e.g., thermometer) • Read measurement marks (e.g., measurement tapes, scales, etc.) • Add, subtract, multiply, and/or divide whole numbers • Compute fractions (e.g., medication dosages) • Use a calculator • Document findings in records	• Perform dosage calculations in a time frame to deliver safe care • Assess and monitor patient status

V-C. Analytical Thinking

Essential Functions	Clinical Examples
• Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem-solve • Prioritize tasks • Use short- and long-term memory	• Seek supervision and consultation in a timely manner • Create and prioritize plan of care • Handle multiple tasks and problem solve simultaneously such as taking vital signs and recording them accurately • Assimilate and apply knowledge acquired from multiple learning experiences such as practicing skills and then applying them in the clinical setting

V-D. Critical Thinking

Essential Functions	Clinical Examples
• Identify cause-effect relationships • Plan/monitor activities • Synthesize knowledge and skills • Sequence information	• Analyze assessment data in determining nursing diagnoses • Prioritize tasks

V. Essential Functions- Student Signature: _____

VI. Essential Emotional Coping Skills: Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

VI-A. Interpersonal Skills

Essential Functions	Clinical Examples
• Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients, clinical partners, and peers	• Show respect for the differences in patients/clients and co- workers • Function as a member of an interdisciplinary team (e.g., consult, negotiate, share)

	• Establish rapport with patients/clients • Participate in partnered and group efforts in classroom and clinical learning activities • Practice in a manner that is non-judgmental and non-discriminatory • Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds
VI-B. Emotional Stability	
Essential Functions • Establish therapeutic boundaries • Provide client with emotion support • Adapt to changing environments/stress • Deal with the unexpected (e.g., crisis) • Focus attention on tasks • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (e.g., uncertainty, grief)	**Clinical Examples** • Function effectively under stress • Assume responsibility/accountability for own actions • Provide patient/family with emotional support • Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g., learning, patient care, emergencies)
VI. Essential Functions- Student Signature: _____	

Supporting Documents

American Association of Colleges of Nursing (2021). Core Competencies for Professional Nursing Education

Washington, DC. Purdue University Northwest (2017). Essential abilities standards policy

Wendt, (2007). Report of findings from the 2006 RN post entry-level practice analysis. Chicago, IL: National Council of State Boards of Nursing, Inc.

Wendt, & Eich, M. (2007). Report of findings from the 2006-2007 RN continuous practice analysis. Chicago, IL: National Council of State Boards of Nursing, Inc.

Yocom, J. (1996). Validation study: Functional abilities essential for nursing practice. Chicago, IL: National Council of State Boards of Nursing, Inc.

University of Wisconsin-Madison. (2023). Functional abilities policy and form https://students.nursing.wisc.edu/wp-content/uploads/sites/222/2019/09/BSN-Essential-Funcational-Abilities-Standards.pdf

_____

I hereby attest that at any point during my time as a student in the Mennonite College of Nursing program, I am unable to meet any of the Essential Functions, as outlined above, I must immediately notify the University's Student Access and Accommodations Services (SAAS).

Print Full Name:

_____

Student's Signature:

_____

Date:

_____

Medical Clearance for Participation in Clinical/Lab/Simulation

To be completed by Provider (Physician, Certified Nurse Practitioner, Certified Nurse Midwife, or Certified Physician's Assistant)

The individual named below is a Bachelor of Science in Nursing student at Illinois State University who will enroll in clinical/lab/simulation courses providing patient care, usually in a hospital, outpatient, or community setting. This care may include, but is not limited to, walking, transferring patients, lifting (without restriction), moving, and/or bending, and may require significant physical activity. The College's BSN Essential Functional Abilities Standards provide details on the broad combination of physical/neurological functions, as well as motor, communication, judgement, intellectual and cognitive, and emotional skills and attributes needed to provide highly effective and safe patient care. These standards can be used to assist students and their healthcare providers in determining whether accommodations or modifications are necessary and to provide an objective measure upon which informed decisions can be based about whether students can safely and effectively participate in the nursing program.

Part A: To Be Completed by Provider

Student's Name: _____

Based on your assessment as the student's healthcare provider and the Illinois State University College of Nursing's BSN Essential Functional Abilities Standards, the above-named student:

☐   Is cleared for full clinical/lab/sim participation with no restrictions/accommodations, beginning _____ (date).

☐   Is unable to be cleared for full clinical/lab/sim participation as of _____ (date).

☐   Is able to be cleared for clinical/lab/sim participation beginning _____ (date) with the following restrictions and/or recommended accommodations:

_____

_____

_____

(Note: The College of Nursing will work with the student and the University's Student Access and Accommodation Services to assess this recommendation in an effort to provide reasonable accommodations. The College, in consultation with the Student Access and Accommodation Services and the relevant clinical agency, reserves the right to determine that recommended restrictions/accommodations cannot be provided because they would result in a fundamental alteration to the essential functional abilities standards, compromise patient care, or compromise the student's safety or the safety of others in the healthcare setting.)

Provider's Name with Credentials (please print):_____

Provider's Phone #: _____Date: _____

Part B: To Be Completed by Student

I give the College of Nursing permission to contact the above-named provider and/or the Student Access and Accommodation Services to discuss any questions or concerns regarding these recommendations, the suggested accommodation(s), and/or my participation. If at any point, during my time as a student in the Mennonite College of Nursing program, I am unable to meet any of the Essential Functions, I must immediately notify my Academic Advisor to receive guidance.

Student's Signature: _____Date: _____

*Completed form should be returned to the student and submitted by the student to their
Qualified First account, Mennonite College of Nursing's Health and Safety vendor. 2/25/25*