Faculty and Staff Handbook
2019-2020
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Foreword

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

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

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

History
The rich heritage of Mennonite College of Nursing began in 1919. For 100 years, the primary mission has been to prepare professional nurses by providing a quality education. This mission continued on July 1, 1999, when Mennonite College of Nursing became Illinois State University’s sixth academic college. Mennonite College of Nursing administrative and faculty offices are located in Edwards Hall and skills and health assessment labs are located in the Nursing Simulation Lab. Classes take place throughout the Illinois State University campus, while clinical experiences occur throughout Central Illinois. For more information on the College history please visit: http://ir.library.illinoisstate.edu/mcnflame/.

Mission
Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

Vision
The vision of Mennonite College of Nursing is to be a community that sets the standard for excellence in nursing practice and education, changing the world one exceptionally well-prepared nurse at a time.

Values
We value life-long, curious learners and relationships with one another and our community. We strive to improve health; demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy, and purposeful action, in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

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

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

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

Nursing is a profession that continues to evolve through research, theory, and practice. Professional nursing, encompassing a range of therapeutic interventions aimed at promoting and restoring health addresses actual and potential health care needs of individuals, families, groups, and communities. Nursing care is delivered in diverse settings in a systematic manner through use of the nursing process. In providing their professional services, practitioners of nursing manifest role dimensions that are collaborative and independent in nature. Critical thinking, effective communication, and caring are abilities required for professional nursing practice in changing environments, because dynamic social forces influence the nature and scope of nursing practice.
As a profession, nursing adheres to standards of practice and ethical codes as a means of ensuring quality care for all persons. The current Illinois Nursing Practice Act serves as the legal basis for the practice of nursing in the State of Illinois.

Mennonite College of Nursing is committed to cultivating the personal and professional potential of each member of the College community. The faculty believes that learning as a life-long process is promoted when intellectual inquiry, creativity, self-awareness, self-direction, maturity, and responsibility are valued. Learning is a process of developing human potential through the interaction of the individual with the environment. This interaction aims to achieve positive attitude changes, knowledge acquisition, and professional competence.

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

The College offers a graduate program leading to the Master of Science in Nursing. The College offers a Family Nurse Practitioner (FNP) Sequence and a Nursing Systems Administration (NSA) Sequence, as well as a Post Master’s Family Nurse Practitioner (FNP) Certificate. A Doctor of Philosophy in Nursing (PhD) program in nursing with a focal area in aging and vulnerable populations and a Doctor of Nursing Practice (DNP) program are also offered.
Undergraduate Programs Descriptions and Plans of Study

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

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

Program Descriptions

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

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

RN to BSN Sequence (online)
Mennonite College of Nursing offers an online Registered Nurse to Bachelor of Science in Nursing (RN to BSN) sequence in the undergraduate program for current registered nurses. Students may select either a full-time or part-time plan of study. The full-time plan of study spans three consecutive semesters, while the part-time plan of study includes the completion of five semesters of coursework.
### Plan of Study: Traditional BSN (Plan 1)

#### First Year

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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>COM 110 Communication as Critical Inquiry (3) or ENG 101 Composition as Critical Inquiry (3)</td>
<td>BSC 181 Anatomy and Physiology I* (4) or KNR 181 Human Anatomy and Physiology I and KNR 183 Human Anatomy and Physiology Laboratory I</td>
</tr>
<tr>
<td>CHE 110 Fundamental of Chemistry and CHE 112 Fundamentals of Chemistry Laboratory or CHE 140 General Chemistry* (4-5)</td>
<td>COM 110 Communication as Critical Inquiry (3) or ENG 101 Composition as Critical Inquiry (3)</td>
</tr>
<tr>
<td>General Education Math (4)</td>
<td>FCS 102 Fundamentals of Human Nutrition* (3)</td>
</tr>
<tr>
<td>PSY 110 Fundamentals of Psychology* (3)</td>
<td>General Education Course 1 of 5** (3)</td>
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<td>HSC 105 Medical Terminology* (3)</td>
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#### Second Year

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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>BSC 182 Anatomy and Physiology I* (4) or KNR 182 Human Anatomy and Physiology I and KNR 184 Human Anatomy and Physiology Laboratory I</td>
<td>NUR 222 Psychomotor Skills for Nursing (3)</td>
</tr>
<tr>
<td>BSC 160 Microbiology and Society* (4)</td>
<td>NUR 225 Health Assessment of the Adult (4)</td>
</tr>
<tr>
<td>ECO/GEO/ POL/PSY138, MAT 150 or MQM 100 Statistics (3-4)</td>
<td>NUR 229 Adult Nursing I (6)</td>
</tr>
<tr>
<td>NUR 224 Contemporary Professional Nursing (1)</td>
<td>NUR 239 Pathophysiology and Pharmacotherapeutics in Nursing I (3)</td>
</tr>
<tr>
<td>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</td>
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<tr>
<td>PSY 213 Lifespan Development* (3)</td>
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#### Third Year

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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>NUR 231 Adult Nursing II (7)</td>
<td>General Education Course 2 of 5** (3)</td>
</tr>
<tr>
<td>NUR 316 Maternal Infant Nursing (4)</td>
<td>General Education Course 3 of 5** (3)</td>
</tr>
<tr>
<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
<td>NUR 314 Psychiatric and Mental Health Nursing (6)</td>
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<tr>
<td>NUR 339 Pathophysiology and Pharmacotherapeutics in Nursing II (3)</td>
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#### Fourth Year

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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>General Education Course 4 of 5** (3)</td>
<td>NUR 317 Nursing Care of Children (4)</td>
</tr>
<tr>
<td>General Education Course 5 of 5** (3)</td>
<td>NUR 327 Leadership Dimensions of Nursing (6)</td>
</tr>
<tr>
<td>NUR 325 Adult Nursing III (7)</td>
<td>NUR 329 Public Health Nursing (5)</td>
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<tr>
<td>NUR 326 Gerontological Nursing (2)</td>
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*Prerequisite course: must earn "C" or better

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

All nursing students will be assigned a plan upon entering ISU

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

Study Abroad (Transcultural Nursing) Option: Summer Only
### Plan of Study: Traditional BSN (Plan 2)

#### First Year

<table>
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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>COM 110 Communication as Critical Inquiry (3) or ENG 101 Composition as Critical Inquiry (3)</td>
<td>BSC 160 Microbiology* (4)</td>
</tr>
<tr>
<td>101 Composition as Critical Inquiry (3)</td>
<td>CHE 110 Fundamental of Chemistry and General Chemistry* (4-5)</td>
</tr>
<tr>
<td>General Education Course 1 of 5** (3)</td>
<td>CHE 112 Fundamentals of Chemistry Laboratory or CHE 140 General Chemistry* (4-5)</td>
</tr>
<tr>
<td>General Education Math (4)</td>
<td>COM 110 Communication as Critical Inquiry (3)</td>
</tr>
<tr>
<td>HSC 105 Medical Terminology* (3)</td>
<td>ENG 101 Composition as Critical Inquiry (3)</td>
</tr>
<tr>
<td>PSY 110 Fundamentals of Psychology* (3)</td>
<td>General Education Course 2 of 5** (3)</td>
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#### Second Year

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<th>Fall Semester</th>
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<tr>
<td>BSC 182 Anatomy and Physiology I* (4) or KNR 182 Human Anatomy and Physiology I and KNR 184 Human Anatomy and Physiology Laboratory I</td>
<td>BSC 182 Anatomy and Physiology I* (4) or KNR 182 Human Anatomy and Physiology I and KNR 184 Human Anatomy and Physiology Laboratory I</td>
</tr>
<tr>
<td>ECO/GEO/ POL/PSY138, MAT 150 or MQM 100 Statistics (3-4)</td>
<td>General Education Course 4 of 5** (3)</td>
</tr>
<tr>
<td>FCS 102 Fundamentals of Nutrition* (3)</td>
<td>General Education Course 5 of 5** (3)</td>
</tr>
<tr>
<td>Statistics* (3-4)</td>
<td>NUR 224 Contemporary Professional Nursing (1)</td>
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<tr>
<td>General Education Course 3 of 5** (3)</td>
<td>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</td>
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<td>PSY 213 Lifespan Development* (3)</td>
<td>PSY 213 Lifespan Development* (3)</td>
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#### Third Year

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<tr>
<td>NUR 222 Psychomotor Skills for Nursing (3)</td>
<td>NUR 231 Adult Nursing II (7)</td>
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<tr>
<td>NUR 225 Health Assessment of the Adult (4)</td>
<td>NUR 316 Maternal Infant Nursing (4)</td>
</tr>
<tr>
<td>NUR 229 Adult Nursing I (6)</td>
<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
</tr>
<tr>
<td>NUR 239 Pathophysiology and Pharmacotherapeutics Nursing I (3)</td>
<td>NUR 339 Pathophysiology and Pharmacotherapeutics Nursing II (3)</td>
</tr>
<tr>
<td>NUR 316 Maternal Infant Nursing (4)</td>
<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
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<tr>
<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
<td>NUR 339 Pathophysiology and Pharmacotherapeutics Nursing II (3)</td>
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#### Fourth Year

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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>NUR 314 Psychiatric and Mental Health Nursing (6)</td>
<td>NUR 325 Adult Nursing III (7)</td>
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<tr>
<td>NUR 317 Nursing Care of Children (4)</td>
<td>NUR 326 Gerontological Nursing (2)</td>
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<tr>
<td>NUR 329 Public Health Nursing (5)</td>
<td>NUR 327 Leadership Dimensions of Nursing (6)</td>
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### Plan of Study: Accelerated BSN

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<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 222 Psychomotor Skills (3)</td>
<td>NUR 231 Adult Nursing II (7)</td>
</tr>
<tr>
<td>NUR 224 Contemporary Professional Nursing (1)</td>
<td>NUR 316 Maternal Infant Nursing (4)</td>
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<tr>
<td>NUR 225 Health Assessment of the Adult (4)</td>
<td>NUR 336 Research and Theory for Evidence Based Practice (3)</td>
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<tr>
<td>NUR 229 Adult Nursing I (6)</td>
<td>NUR 339 Pathophysiology and Pharmacotherapeutics II (3)</td>
</tr>
<tr>
<td>NUR 237 Cultural and Spiritual Dimensions in Healthcare (1)</td>
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<tr>
<td>NUR 239 Pathophysiology and Pharmacotherapeutics I (3)</td>
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<tr>
<td><strong>Second Year</strong></td>
<td><strong>Summer Semester</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>NUR 317 Nursing Care of Children (4)</td>
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<tr>
<td>NUR 314 Psychiatric and Mental Health Nursing (6)</td>
<td>NUR 325 Adult Nursing III (7)</td>
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<tr>
<td>NUR 329 Public Health Nursing (5)</td>
<td>NUR 326 Gerontological Nursing (2)</td>
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<td>NUR 327 Leadership Dimensions in Professional Nursing (6)</td>
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### Plan of Study: RN to BSN (Full Time Plan)

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

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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>NUR 223 Concepts of Professional Nursing I (4)</td>
<td>NUR 238 Cultural and Spiritual Dimensions in Healthcare (1)</td>
</tr>
<tr>
<td>NUR 236 Research for Professional Nursing Practice (3)</td>
<td>NUR 330 Public Health Nursing (5)</td>
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<tr>
<td><strong>Second Year</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>NUR 226 Concepts of Professional Nursing II (3)</td>
<td>NUR 227 Health Assessment Across the Lifespan (3)</td>
</tr>
<tr>
<td>NUR 240 Pathophysiology and Pharmacotherapeutics I (3)</td>
<td>NUR 340 Pathophysiology and Pharmacotherapeutics II (3)</td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>NUR 341 Leadership Dimensions in Nursing (6)</td>
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</table>
Graduate Programs Descriptions and Plans of Study

Master of Science in Nursing
The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced practice nursing roles. The program builds on the generalist base of a baccalaureate program which focuses on nursing practice with individuals, groups, and community systems.

Program Outcomes
The program outcomes for the master’s degree in nursing from Illinois State University’s Mennonite College of Nursing are as follows:

- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations
- Leading and evaluating safe and effective change for improved quality in practice and health care systems
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems
- Fostering and leading collaborative interprofessional care teams to provide individual, family and population based care
- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change
- Translating evidence into practice within an interprofessional healthcare system
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system

Sequence Descriptions and Plans of Study

Family Nurse Practitioner Sequence
The Family Nurse Practitioner (FNP) sequence prepares graduates to function in an advanced practice role, for direct health care services that integrate preventive and self-care measures, as well as the diagnosis and management of commonly occurring acute and chronic health conditions. The role also includes participation in and use of research, development and implementation of health policy, and education of individuals and groups.

The practice of the FNP is based on a synthesis of knowledge from the following areas: nursing theory, advanced pathophysiology, pharmacotherapeutics, epidemiology, diagnostic reasoning, advanced health assessment, research roles, and legal/ethical issues, as well as content and clinical practicum dealing with care across the life span. The FNP faculty at MCN are certified in their specialty and active in their practice area. This provides students with a rich classroom and practice experience as they develop their advanced practice skills. Students collaborate with practice preceptors and faculty to complete 660 hours of practice. Graduates of the sequence are eligible to take the FNP certification examination through the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AANP), and then become licensed as advanced practice nurses. The cumulative pass rate on the certification exam since the sequence began is 98%.
The Family Nurse Practitioner sequence is a blended on-site and online sequence. The four core courses, NUR 401, 403, 405, 407, are taught online. The remaining support and specialty courses are taught on-campus. The following documents are sample plans of study. This sequence is available on both a 2 year full time plan of study and a 3 year part time plan of study.

**Plan of Study: Family Nurse Practitioner (Two Years)**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 401 Theoretical Foundations of Nursing and Health Care (3)</td>
<td>NUR 407 Scientific Inquiry and Research Design in Nursing and Health Care (3)</td>
</tr>
<tr>
<td>NUR 431 Diagnostic Reasoning for Advanced Nursing Practice (3)</td>
<td>NUR 433 Pharmacotherapeutics for Advance Practice Nursing (3)</td>
</tr>
<tr>
<td>NUR 437 Pathophysiologic Bases of Health Deviation (3)</td>
<td>NUR 471 Family Nurse Practitioner I (5)</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>NUR 473 Family Nurse Practitioner II (5)</td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 405 Epidemiology and Aggregate Based Health Promotion (3)</td>
<td>NUR 403 Professional Roles and Issues in Healthcare (3)</td>
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<tr>
<td>NUR 475 Family Nurse Practitioner III (7)</td>
<td>NUR 477 Family Nurse Practitioner IV (6)</td>
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**Plan of Study: Family Nurse Practitioner (Three Years)**

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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 401 Theoretical Foundations of Nursing and Health Care (3)</td>
<td>NUR 407 Scientific Inquiry and Research Design in Nursing and Health Care (3)</td>
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<td>NUR 405 Epidemiology and Aggregate Based Health Promotion (3)</td>
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<tr>
<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 431 Diagnostic Reasoning for Advanced Nursing Practice (3)</td>
<td>NUR 433 Pharmacotherapeutics for Advance Practice Nursing (3)</td>
</tr>
<tr>
<td>NUR 437 Pathophysiologic Bases of Health Deviation (3)</td>
<td>NUR 471 Family Nurse Practitioner I (5)</td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
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<tr>
<td>NUR 473 Family Nurse Practitioner II (5)</td>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>NUR 475 Family Nurse Practitioner III (7)</td>
<td>NUR 477 Family Nurse Practitioner IV (6)</td>
</tr>
<tr>
<td></td>
<td>NUR 403 Professional Roles and Issues in Healthcare (3)</td>
</tr>
</tbody>
</table>

Program hours = 44
Nursing Systems Administration (NSA) Sequence

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

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

Plan of Study: Nursing Systems Administrator (Three Years)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>NUR 401</td>
<td>NUR 425 Organizational Experience (1-4)</td>
</tr>
<tr>
<td>Theoretical Foundations of Nursing and Health Care (3)</td>
<td>NUR 451 Financial and Resource Management of Health Systems (3)</td>
</tr>
<tr>
<td>NUR 562</td>
<td>NUR 453 Organizational Behavior in Health Care (3)</td>
</tr>
<tr>
<td>Leadership in Health Care Systems (3)</td>
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<tr>
<td>Summer Semester</td>
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<tr>
<td>NUR 425 Organizational Experience (1-4)</td>
<td></td>
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<tr>
<td>NUR 425 Organizational Experience (1-4)</td>
<td></td>
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<tr>
<td>NUR 511 Health Policy (3)</td>
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<th>Second Year</th>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>NUR 405</td>
<td></td>
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<tr>
<td>Epidemiology and Aggregate Based Health Promotion (3)</td>
<td></td>
</tr>
<tr>
<td>NUR 425</td>
<td></td>
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<tr>
<td>Organizational Experience (1-4)</td>
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<th>Second Year</th>
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<tr>
<td>Summer Semester</td>
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</tr>
<tr>
<td>NUR 509</td>
<td></td>
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<tr>
<td>Introduction to Nursing Informatics (3)</td>
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<th>Third Year</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<tr>
<td>NUR 483</td>
<td></td>
</tr>
<tr>
<td>Executive Nursing Administration of Health Systems (4)</td>
<td></td>
</tr>
</tbody>
</table>

Program Hours = 36 Hours

Post-master’s Family Nurse Practitioner Certificate

The post-master’s Family Nurse Practitioner (PMFNP) certificate option is available for individuals who already hold a Master’s Degree in Nursing and wish to become licensed and practice as family nurse practitioners. The coursework required for the post-master’s certificate is determined for each student following an assessment of the applicant’s prior graduate nursing education.

The plan of study for the Post-master’s FNP Certificate will vary depending on a student’s previous coursework. When an applicant is accepted to the Post-Master’s FNP Certificate, an individualized plan of study will be determined based on transcript review. PMFNP students must complete a minimum of 26 hours, including NUR 431, 471, 473, 475, and 477.
Doctoral Programs

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice degree prepares nurses with a blend of clinical, organizational, economic, health care improvement, and leadership skills to serve as clinical and/or administrative leaders in healthcare systems. DNP prepared nurses may also serve as educators in a variety of settings. As a practice-focused doctoral program, the DNP program focuses on practice that is innovative and evidence-based, reflecting the application of credible research findings. DNP students complete a Scholarly Project as a program requirement.

The DNP program is based on national expectations and competencies stated by the American Association of Colleges of Nursing in the Essentials of Doctoral Education for Advanced Nursing Practice.

Program Outcomes

The outcomes of the DNP program are to prepare graduates who will:

- Engage in organizational and systems leadership to create practice environments that improve health care outcomes
- Participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes
- Synthesize scientific, theoretical, and technological data from a variety of disciplines to improve health care systems and health outcomes for individuals and populations
- Demonstrate leadership in development and implementation of health policy
- Collaborate with intraprofessional and interprofessional teams to create change in health care systems

Plan of Study: Doctor of Nursing Practice (Three Years)

<table>
<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>NUR 564 Evidence Based Practice (3)</td>
<td>NUR 565 Changing Health Care Systems: Quality Science and Outcomes Management (3)</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>NUR 535 Applied Data Management and Analysis (3)</td>
<td>NUR 543 Scholarly Project I (3)</td>
</tr>
<tr>
<td>NUR 562 Leadership in Health Care Systems (3)</td>
<td>NUR 550 Clinical Residency I (2)</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>Summer Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>NUR 509 Introduction to Nursing Informatics (3)</td>
<td>NUR 545 Scholarly Project II (2)</td>
</tr>
<tr>
<td>NUR 511 Health Policy (3)</td>
<td>NUR 552 Clinical Residency II (2)</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Third Year</strong></td>
</tr>
<tr>
<td>NUR 547 Scholarly Project III (2)</td>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td><strong>Program Hours = 34</strong></td>
<td>NUR 554 Clinical Residency III (2)</td>
</tr>
</tbody>
</table>

** Master’s level statistics course and master’s level Epidemiology courses are co-requisites of the DNP program.
If students need 9 hours in a semester for full-time status, electives could be taken.
**Doctor of Philosophy in Nursing (PhD)**

The Doctor of Philosophy in Nursing, as a research-focused program, prepares nurse researchers with expertise in vulnerable populations. The PhD prepared nurse serves the public by designing and conducting research on relevant clinical, educational, health systems, and/or health policy topics. Following graduation, a nurse with a PhD may pursue a research career in the academic, business, government, or industrial setting. Nurses with a PhD may also serve as educators and/or administrators and develop or consult on health care policy in a variety of settings. PhD students complete a dissertation as a program requirement.

To ensure successful completion of all requirements for graduation, including the dissertation, PhD students are carefully matched with a skilled Mennonite College of Nursing researcher on faculty, who serves as the student’s advisor throughout their program of study. The curriculum is structured to provide the student with extensive research experience. Core course content enables the student to achieve the American Association of Colleges of Nursing (AACN) quality indicators for research-focused doctoral programs.

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

**Plan of Study: Doctor of Philosophy in Nursing (PhD)**

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<tr>
<th>First Year</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>NUR 502 Introduction to Research (3)</td>
<td>NUR 503 Theoretical Basis of Research (3)</td>
</tr>
<tr>
<td>NUR 504 Scholarly Communication (3)</td>
<td>NUR 506 Writing a Review of the Literature (3)</td>
</tr>
<tr>
<td>NUR 530 Research Colloquium (0)</td>
<td>NUR 523 Applied Research (1)</td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td>NUR 507 Qualitative Research Design (3)</td>
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<td>NUR 511 Health Policy (3)</td>
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<tr>
<td>NUR 523 Applied Research (1)</td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>NUR 505 Quantitative Research Design (3)</td>
<td>NUR 526 Residency in Research (3)</td>
</tr>
<tr>
<td>NUR 523 Applied Research (1)</td>
<td>NUR 541 Measurement and Instrumentation in Research (3)</td>
</tr>
<tr>
<td>NUR 540 Univariate Statistics (3)</td>
<td>NUR 544 Measurement and Instrumentation in Research (3)</td>
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<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>NUR 513 Ethical, Legal, and Professional Issues in Research (3)</td>
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<tr>
<td>NUR 515 Dissertation Proposal Design (3)</td>
<td></td>
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<tr>
<td>NUR 526 Residency in Research (1)</td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>NUR 526 Residency in Research (1)</td>
<td>Electives (9)</td>
</tr>
<tr>
<td>Preliminary Examination and Dissertation Proposal Defense</td>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>NUR 599 Dissertation Hours (15)</td>
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</table>
College Governance and Structure

Shared Governance

College Council
The College Council shall be the primary committee for shared governance in Mennonite College of Nursing. The College Council shall serve as the agency through which members of the college community shall participate in determining College policies and procedures in accordance with the Illinois State University Constitution. The Council shall provide input to the Dean of the College of Nursing on all major issues which confront the College in the areas of governance, curriculum, personnel, and administration. The Dean will regularly communicate with the Council regarding all issues which have an impact on the governance, curriculum, personnel, and administration of the College. College Council Bylaws can be found on Teams – Faculty and Staff Resources.

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

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

Other Committees
- America’s Promise School Project (APSP)
- Marketing and Recruitment Committee
- Mennonite College of Nursing Deans Council
- Mennonite College of Nursing Deans Council Plus
- Space Management Committee

Meeting Times
The time period of 1-3 pm on Tuesdays is designated as the time during which College Council meetings and meetings of College Council committees occur. The typical schedule is as follows:
- 1st Tuesday – College Council
- 2nd Tuesday – Prelicensure Curriculum Committee (PCC)
  - Graduate Program and Curriculum Committee (GPCC)
  - RN to BSN Committee
- 3rd Tuesday - Prelicensure Program Committee (PPC)
  - College Research Committee (CRC)
- 4th Tuesday - Reserved for Faculty-Staff Development sessions
Committee Chair Guidelines (Revised 8/2018)

1. Meetings
   a. Hold monthly meetings of each committee
   b. During the summer, the Assistant to the Associate Dean for Academics and Directors sends an email to all members of the committee regarding meeting dates for the academic year.
   c. At least 1 week prior to the monthly committee meeting, the Assistant to the Associate Dean for Academics and Directors will email committee members reminding them of the committee meeting and providing the TEAM location of the meeting agenda and minutes from previous meeting to review.
   d. The Committee Chair is responsible for sending the agenda and minutes via email to committee members.

2. Agendas
   a. Use the MCN Bylaws to create a timeline of committee activities for the year in order to plan the monthly meeting agenda
   b. The first meeting of the academic year should include review and revision of proposed committee goals from previous academic year.
   c. Create an agenda that includes timeframes for each topic

3. Minutes
   a. The Assistant to the Associate Dean for Academics and Directors attends and is responsible for taking minutes at meetings of the Prelicensure Curriculum Committee and Prelicensure Program Committee
   b. At the Committee Chair orientation in August of each year, designees for taking minutes at all other standing committee meetings will be determined.
   c. Minutes should clearly indicate topics, discussion, any actions taken, and any pending tasks or other action. Established minutes format is to be used for all minutes (see TEAMS)
   d. Minutes are to document participation of both faculty and student members.
   e. When describing issues discussed in the committee, no student names are to be included.
   f. Minutes should be reviewed and revised, if needed, by the committee chair at the end of the meeting.
   g. Minutes and any attachments are to be uploaded to TEAMS by the Assistant to the Associate Dean for Academics and Directors.
   h. The committee chair is responsible for checking TEAMS on a monthly basis to ensure that records for the committee are complete and uploaded to TEAMS.
   i. The prior meeting’s minutes are to be approved at the beginning of each subsequent meeting.

4. Committee Actions
   a. Submit a report on committee activities for inclusion in the College Council consent agenda every month.
   b. Items that require College Council vote are to be added to the College Council agenda by contacting the College Council chair.
      i. Provide written documentation with track changes for a vote and approval of any policies or documents changed.
   c. Retain all email communications and votes and keep with committee minutes on TEAMS.
      i. DO NOT send sensitive data (FERPA protected student information) by email; display it in meetings only.
   d. If you are unsure as to whether your committee should address a given issue, contact the Associate Dean for Academics for clarification.
5. **Reports**
   a. Monthly committee reports are to be submitted for to the Assistant to the Associate Dean for Academics and Directors for inclusion in the College Council consent agenda.
   b. At the end of the year, submit a final committee report to the Associate Dean for Academics, and post on TEAMS.
   c. Include a list of any policy changes for the year so that the appropriate handbooks can be amended.
   d. This information will also be used to document the assessment process delineated in the Plan for College Assessment.
Faculty and Staff Roles

The Faculty-Staff Resource List is available on TEAMs-Faculty and Staff Resources and on the MCN website at [https://nursing.illinoisstate.edu/faculty-staff/resources.php](https://nursing.illinoisstate.edu/faculty-staff/resources.php)

*** Denotes members of Deans Council

**Dean***
- Provides leadership in all aspects of the College
- Strategic planning
- Accreditation
- Budgetary management
- Stewardship to strengthen the College endowment
- Technological infrastructure
- Relationships within the College, University, alumni, and healthcare communities.
- Supported by the Administrative Assistant to the Dean

**Director of Business and Finance**
- Financial administration and reporting
- Planning and resource allocation
- Budget support
- Purchase services
- Facilities
- Supported by the Administrative Aide to the Director of Business and Finance

**Associate Dean for Academics***
- Assists the Dean in academic and administrative leadership on all matters related to the development, implementation, and administration of the teaching and public service activities of the College
- Coordinates the scheduling process with the Undergraduate and Graduate Program Directors in conjunction with the Instructional Experience Coordinator
- Oversees the Plan for College Assessment and accreditation activities
- Promotes the efficient use of instructional resources
- Provides oversight of Mennonite College of Nursing in the absence of the Dean
- Supported by the Administrative Assistant to the Associate Dean for Academics and Program Directors/Academics Special Projects Manager
  - Facilitates various special projects, including but not limited to faculty health and safety compliance, affiliated agreements, and the collection, retention and use of College data for external and internal reports

**Director of Undergraduate Programs**
- Responsible for the integrity and implementation of the undergraduate curriculum
- Supervises Undergraduate Program Sequence and Course Leaders
- Monitors student progress in the program
- Supported by the Administrative Assistant to the Associate Dean for Academics and Program Directors/Academics Special Projects Manager

**Director of Graduate Programs**
- Responsible for the integrity and implementation of all graduate programs
- Supervises Graduate Program Sequence and Program Leaders
- In collaboration with Graduate Program Curriculum Committee and graduate sequence/program leaders, plans and implements new graduate programming
- Monitors student progress in the graduate programs
- Supported by the Administrative Assistant to the Associate Dean for Academics and Program Directors/Academics Special Projects Manager

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

**Assistant Director of Nursing Simulation**
- Oversees implementation of the College Simulation Program
- Orients and serves as resource for Simulation Specialists
- Facilitates utilization, growth and effectiveness of simulation

**Coordinator for Nursing Simulation Laboratory (NSL)**
- Coordinates faculty and student utilization of the Clinical Simulation Laboratory across all levels of the nursing curriculum
- Advises the Associate Dean for Academics regarding budgetary needs for instructional and permanent equipment
- Supervises and evaluates Graduate Assistants, Student Workers, and Peer Tutors
- Provides tours of NSL for recruitment and various University events

**Instructional Experience Coordinator**
- Collaborates with undergraduate clinical course leaders and graduate clinical faculty to facilitate and arrange student clinical placement each semester
- Maintains positive working relationship with clinical agencies
- Serves as liaison to clinical faculty and agencies
- Coordinates orientation requirements of individual agencies, including developing and updating orientation materials for clinical faculty and preceptors
- Facilitates mailing of certificates of appreciation each semester

**Success Plan Coordinator**
- Provides support for National Council Licensure Examination (NCLEX) Preparation and Academic Success
- Coordinates standardized testing program
- Identifies at-risk students that could potentially have difficulty in the nursing program and subsequently with success on the NCLEX
- Works with students to develop plans for mastery of material

**Transcultural Nursing Coordinator**
- Coordinates domestic and international programming in collaboration with the Transcultural Faculty Advisor
**Associate Dean for Academic Support***

- Develops recruitment, admission, orientation, advising, and graduation procedures to support the College mission
- Supervises the development of effective student databases to support these procedures for accreditation, program review, and grant submission.
- Assists with the scheduling process by forecasting and responding to variations in student enrollment
- Supported by the Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research

**Director of Events**

- Responsible for managing events related to capital campaign and fundraising efforts of the College
- Coordinates development of materials for promotion of the College, including publications and other promotional materials

**Director of Marketing and Recruitment**

- Assumes primary responsibility for designing, developing and administering a comprehensive and effective marketing and recruitment plan for the College
- Manages College website

**Director of Technology**

- Develops long-term strategic plans and annual (or multi-phase, multi-year) technology budgets with the aid of the Technology Team and senior college leadership
- Assigns, coordinates and manages projects derived from MCN technology plans and need assessments
- Supports technology operations in the Mennonite College of Nursing Simulation Lab
- Supervises the Mennonite College of Nursing technology team
- Works with campus IT partners to support systems critical to Mennonite College of Nursing infrastructure
- Provides limited desktop support and coordination of training for faculty and staff

**Information Technology Support Associate**

- Maintains simulation technology operations in the Nursing Simulation Lab
- Provides desktop support and may train faculty and staff on various software

**Academic Advisors**

- The Undergraduate Advisor advises students in the Traditional, Accelerated and RN to BSN programs, as well as serves as an advisor for the Mennonite College of Nursing’s Student Nurse Association
- The Graduate Advisor advises students in the masters and doctoral programs

**Admissions and Compliance**

- The Pre-licensure Admissions and Compliance Administrative Clerk works with students in the Traditional, Accelerated and RN to BSN programs
- The Post-licensure Admissions and Compliance Administrative Clerk works with students in the masters and doctoral programs
Office Support
- Serves as primary phone receptionists for the College
- Provides support to faculty, including completion of documents, typing of tests, and assistance with monitoring examinations
- Coordinates acquisition of course calendars for undergraduate clinicals

Associate Dean for Research***
- Provides leadership in developing, sustaining, and supporting the research mission of the College
- Mentors faculty in research
- Facilitates research support services needed by faculty, staff, and students
- Promotes professional growth opportunities in scholarship for faculty and students
- Supported by the Administrative Assistant to the Associate Dean for Academic Support and Associate Dean for Research
  - Provides organizational and technical expertise on ONRSI management
  - Facilitates use of research software, e.g., Cayuse IRB, Cayuse, Qualtrics

Director, Office of Nursing Research, Scholarship, and Innovation (ONRSI)
- Consults on research design and statistics for faculty, students, and staff
- Evaluates research tools and emerging technology
- Assists with budgets, policies, and procedures
- Promotes professional growth opportunities in scholarship for faculty and students

Faculty Roles
Sequence/Program Leaders are accountable for the quality and integrity of the specific sequence or program. They report to the applicable Director of Undergraduate or Graduate Programs. Course Leaders are responsible for coordinating all aspects of a course including coordination of clinical placements.

Tenure Track Faculty are individuals who hold full time tenured or probationary appointment at Illinois State University with rank of Assistant Professor, Associate Professor or Professor
- Tenure Track Faculty are governed by the Appointment, Salary, Promotion, and Tenure (ASPT) Policies available on the Provost’s website at https://provost.illinoisstate.edu/resources/tenure-promo/. Mennonite College of Nursing ASPT Guidelines may be viewed at http://nursing.illinoisstate.edu/faculty-staff/resources.php

Non-Tenure Track Faculty (Instructional Assistant Professors) are faculty who are under annual contracts to serve as College faculty
- The workload of full-time non-tenure track faculty consist of a 12 credit hour teaching load and service on a College Council committee. Annual evaluation is conducted by the Associate Dean for Academics
- Part-time non-tenure track faculty are hired on a semester-by-semester basis to primarily teach clinicals, but may teach theory courses depending on expertise. Evaluations are conducted by the appropriate Director

College Colleagues
Director of Development
- Facilitates the procurement of funding through donations
- Develops donor and alumni relationships

Librarian
- Serves as an academic resource for faculty and students in areas of teaching, learning and research
Faculty-Staff Onboarding/Development

Search Process
The Search Process is led by the Associate Dean who is most closely aligned with the position. For example, the Associate Dean for Academics chairs the Search Committee for tenure track and non-tenure track faculty while the Associate Dean for Academic Support chairs the Search Committee for academic advisors. Key personnel for the Search Process include Human Resources (HR) personnel who assist with advertising for positions and provides Search Committee training, and the MCN Administrative Aide to the Director of Business and Finance, who supports the Search committee by coordinating all aspects of the applicant interview process. Approval for searches must be obtained from the Associate Vice President for Academic Fiscal Management. It is expected that tenure track searches are completed by March. Faculty, staff, and administration are solicited for participation on the Search Committee. All members of the Search Committee and anyone else who might possibly have contact with a potential candidate are to complete online Search Committee training. A detailed listing of all activities for search committees is available in the MCN Administrative Handbook.

Hiring Process
The following describes the process for hiring part-time faculty (Search and hiring processes for full-time faculty are delineated in the Search Process found in the Administrative Handbook.)

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

Faculty Health and Safety Requirements
Clinical agencies require a variety of health screening and competencies for all students and faculty. The specific requirements will depend on the facility assignments; however, the following health and safety requirements must be current and on file with the Assistant to the Associate Dean for Academics and Program Directors/Academics Special Projects Manager. This individual is responsible for notifying the Associate Dean for Academics should any faculty be out of compliance with these requirements.
• Cardiopulmonary Resuscitation (CPR) certificate
  o Every 2 years
• Criminal Background Check
  o One time requirement
• Drug Screening
  o One time requirement
• Hepatitis B Titer and/or Vaccination
  o One time requirement
• Influenza vaccine
  o Annual Requirement
• Ishihara Test
  o One time requirement
• Latex Test
  o One time requirement
• Measles, Mumps and Rubella Titer and/or Vaccination
  o One time requirement
• Nursing License (Current)
  o Advanced Practice Nurse license, if applicable
  o Registered Nurse license
• Tetanus, Diphtheria and Acellular Pertussis (Tdap) titer and/or Vaccination
  o Required every 10 years
• Tuberculosis (TB) Testing
  o Annual requirement
  o If faculty member has not had an annual TB test, they will be required to have a 2-step, followed by an uninterrupted one year 1-step follow up.
• Varicella Titer and/or Vaccination
  o One time requirement
MOOD (Mennonite Onboarding, Orientation, and Development) Program

As a result of assessment of processes experienced by recent newly hired faculty and staff in fall 2018, the MOOD program was developed with the following components:

**Onboarding**
- All new faculty are assigned a faculty mentor (see Coaching/Mentoring Guidelines below).
- In addition to a formal mentor, there are faculty volunteers who serve as informal faculty liaisons to assist new hires with routine questions.
- New faculty are notified of their teaching assignments as soon as possible to maximize the time available to prepare prior to the beginning of the academic year.
- New faculty are “walked” to Redbird Care office for ID cards/nametags; receive keys early, and are notified of the location of mailboxes.
- Offices are set up with standard furniture and office supplies.
- The Director of Technology meets individually with new faculty to review email access, Network drives, and access to Office 365.
- A walking tour of the ISU campus is provided to familiarize faculty with locations of their classrooms.

**Orientation** (typical schedule during the week before classes begin)
- Monday: ISU orientation.
- Tuesday: MCN provides a full-day orientation program for new faculty and staff.
  - A representative from CTLT provides an orientation to ReggieNet.
  - Other computer resources discussed/demonstrated include Microsoft Teams, Zoom.
- Thursday: MCN Development Day.
  - The Mennonite College of Nursing Development Day provides opportunities for faculty and staff to participate in networking and educational programs prior to the beginning of the Fall and Spring semesters. Typically, programs are designed to provide University and College updates, as well as professional or personal development. All faculty and staff are encouraged to attend Development Day activities and participate in the College programs.
- Friday: Student orientation occurs.
- Faculty teaching undergraduate clinicals are required to complete the online “Clinical Best Practices” program which is coordinated by the Director of the Undergraduate Program.
  - It is important to use Firefox or Chrome when viewing this ReggieNet platform and completing modules/quizzes as there are some known formatting issues with Internet Explorer and Microsoft Edge.

**Development**
- Faculty-Staff Development sessions are held on a monthly basis on the 4th Tuesday. The sessions are open to all interested faculty and staff. Attendance is required for newly hired faculty. Sessions include such topics as faculty evaluations, civility, research resources, NCLEX test plan, and teaching strategies.
- All MCN full-time and part-time faculty have unlimited access to NurseTim’s entire webinar catalog (see “NurseTim” below).
- Faculty are encouraged to participate in programming available through the Center for Teaching, Learning, and Technology (CTLT), including their annual Teaching-Learning Symposium held annually in January.

**Part-time Clinical Faculty Checklist (Before Starting Clinicals)**

**Onboarding**
- Complete all new hire documents with the College.
- Submit all documentation regarding Health and Safety Requirements.
- Sign employment contract.
• Obtain ULID

Orientation
• Attend New Faculty Orientation
• Get Photo ID taken at Redbird Card Office to wear at clinical
• Complete online Clinical Best Practices modules
• Learn how to use ReggieNet to communicate with students https://ctlt.illinoisstate.edu/technology/reggienet/
• Review the Student Handbook and be prepared to enforce policies with the students, especially the dress code policy

Clinical Preparation
• Connect with your course leader to learn more about your clinical and expectations
• Familiarize yourself with the course syllabus and clinical documents. If you have questions, please contact your course leader
• Ensure you have any textbooks you may need from your course leader
• Submit your clinical calendar to your course leader for approval (ensure you have the simulation calendar as that will affect the days you can schedule your clinicals). This calendar will also include the date of your clinical make-up per the clinical absence policy. Once you receive approval from the course leader the calendar will need to be emailed to the College receptionist
• Talk with the Administrative Aide to the Director of Business and Finance regarding mileage and possible reimbursement
• Understand what to do in case you need to cancel clinical – including the winter weather policy.
• Arrange your personal orientation to the clinical unit (student orientation is organized by the Instructional Experience Coordinator)
• Provide your preferred point of contact information (phone, ISU email) to students
  o Be sure to check your ISU email frequently
  o Personal emails are not to be used for student communication

Continuous Quality
• Contact your course leader with any student questions or concerns
• Complete Clinical Progress Reports (CPRs) as needed and submit them according to the directions listed at the top of the form
• Report any student absences to your Course Leader
• Evaluations of part-time faculty occur once every 3 years. A self-evaluation is completed prior to the clinical site. You will receive notification if you are due for an evaluation

NurseTim – Professional Development Programs
• All of NurseTim’s webinars are available to faculty at no cost (MCN pays for a subscription)
  o https://nursetim.com/
• NurseTim has launched a new website that provides a higher level of functionality, as well some new features
• Creating a NurseTim account
  o All users will need to create a new account, even if you previously had an account.
• View tutorial - https://nursetim.com/download/Account-Login-First-Time-NEW.pdf
• Go to https://nursetim.com/
  o Click the "Join/Login" link in the blue bar at the top of the page
  o Click on "Register" and then complete the information requested
  o For security purposes you must validate your email address
  o Once validated you will then be able to access your account
NOTE: If your institution has a subscription and you were previously registered, you will have immediate access to the webinars through your "Learning Library"

- For people who are brand new to NurseTim and have never accessed a webinar through a subscription
  - Create and login to your account as instructed above
  - Connect your account to your webinar subscription
    - Tutorial: [https://nursetim.com/download/Webinar-Subscription-Registration-NEW.pdf](https://nursetim.com/download/Webinar-Subscription-Registration-NEW.pdf)
  - After logging in, click your name in the upper right corner and select "Register"
  - This will open a new page where you will need to enter your "Subscription Code". Simply enter that code and click "Register"
    - Your code is: ilstu18
  - You will then be redirected to your "Learning Library" which will give you access to all the webinars currently available; simply select a webinar and begin watching
- You only need to complete this subscription code process one time
- To access webinars visit the "Learning Library"
- Once you are registered, you can simply sign in 24/7 when you want to view a recorded webinar or reserve a spot in an upcoming live webinar
- Contact hours are included with our subscription. To receive the contact hours for a webinar you have to do the following:
  - Sign in to the website
  - Find the webinar on the NurseTim website and choose one of the available options (Live, View Later, or View Now).
  - Participate/view the entire webinar
  - Complete the evaluation within 60 days of viewing the webinar. Evaluation links are provided at the end of the webinar
    - Please remember to avoid filling out the evaluation until you have viewed a webinar in its entirety or it will flag your account in accordance with ANCC accreditation standards
  - If you find you need assistance
    - workshops@NurseTim.com
    - 1-866-861-2896

Coaching/Mentoring Guidelines for Faculty and Staff

Purpose

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

Definitions

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training, advice and guidance. Occasionally coaching may involve an informal relationship between two people of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development.

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as a protégé, an apprentice or a mentee. Mentorship experience and relationship structure affect the amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engage.
Expected Outcomes

- New faculty and staff will have an improved understanding of their role
- New faculty and staff will be more likely to meet performance expectations in the first, third, and fifth year
- Coaches/mentors will acquire sufficient knowledge and skills to support their protégés to achieve outcomes
- Coaches/mentors will be recognized in their performance evaluation for supporting their protégés

Process

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

Expectations for Coaches/Mentors and Protégés

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

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

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

**Qualities of a Good Mentor**

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

**Qualities of a Good Protégé**

- Be self-directed and motivated
- Establish goals based on your needs
- Prepare for meetings and make deadlines
- Listen and be willing to solicit and use constructive feedback
- Follow through with recommendations

**When a Mentor/Protégé Relationship Doesn’t Work**

In the case of changing commitments, incompatibility, or when a relationship is not mutually fulfilling, either the mentor or the protégé should seek confidential advice from the Associate Dean. Changes should be made without prejudice or fault.
Faculty Responsibilities: Teaching

Faculty Teaching Workload

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

Special Requests
As instructed by Illinois State University Human Resources, the College is unable accept from faculty any Special (personal) Requests for changes in the teaching schedule. Should a faculty member need special accommodations in their teaching schedule, they will first be referred to Human Resources to discuss their concern and if it is found that an accommodation is needed, they will be referred by Human Resources to Accommodation Services.

Potential Impact of Scholarship Activities on Teaching Workload
When providing one’s annual teaching preferences, it is requested that should there be a potential buyout of faculty time due to a grant, receipt of a post-doctoral fellowship, or other circumstances, that the faculty member include this information along with the teaching preference request. The faculty member also needs to contact the Instructional Experience Coordinator to inform whether the buyout will actually occur.

Office Hours
There are no required office hours for faculty. Faculty are expected to be accessible outside of regular classroom and clinical hours, as well as to post and observe a reasonable number of regular office hours during which they are available for student conferences. Accessibility may be in the form of traditional office hours, by using email, discussion boards, chat, telephone, and/or video conferencing. All classroom or clinical faculty are expected to communicate with their students in their course syllabi and verbally regarding their preferred method of contact.

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

Faculty members should be available to students on a regular basis outside of class. Ordinarily this will mean posting and observing a reasonable number of regular office hours during which the faculty member will be available for student conferences. Additional appointment time should be made available when mutually convenient to faculty and students in instances where student schedules conflict with regular office hours. Other means of student consultation appropriate to the teaching assignment may be used. Office hours and/or other means of consultation should be announced to classes through syllabi. Departments/schools should define the appropriate number of regular office hours and the means of student consultation based on student need and the nature of discipline(s) in the department or school.

Class and Clinical Times
Please note that the start times for all classes and clinical experiences are to be those noted on the teaching schedule, which are also the official times in the Student Information System for the University. Per the University Registrar, different start times are not to be used as this could cause confusion with other offices (such as Environmental Health and Safety) that need the information during an emergency.

Also, please note that some classes and clinical sections are denoted as “1st half” or “2nd half” experiences. Activities for these classes and clinical sections are to be completed during these designated time periods. Students may have other...
classes or clinicals during the other “half” of the semester or may have set up work schedules and other activities based on the schedules for which they are registered.

Class Breaks
Each “hour” of class is actually 50 minutes with 10 minutes set aside for a break. University guidelines do not specify when the instructor provides a break, just how much time is available. The instructor is best suited to make that call dependent on the unique situation of what is being covered, temperament of the class, etc. For example, one 3-hour class may need 10-minute breaks every hour, whereas another 3-hour class might take a 20-minute break in the middle of the class.

University Closure
Per communication from the Provost (January 16, 2019):
The President and Cabinet decide to close the University (or open late) upon a recommendation from Emergency Management, made in consultation with representatives from across the University and with input from the National Weather Service, local law enforcement jurisdictions, and other relevant public safety and health professionals. These decisions weigh safety considerations against the costs of closure, including the loss of time in class and other academic activities.

Thus, this is a reminder that when the University closes, all classes are cancelled; when a late open occurs during a scheduled class period, the entire class meeting is cancelled. In the interest of safety, individual faculty should not communicate alternative arrangements to their students.

Course Meetings

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

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

Faculty Concerns
It is expected that the Course Leader will work with all faculty members teaching in a course to ensure quality programming. The Course Leader has the authority to address issues with faculty teaching in the course that relates to course integrity. If an issue cannot be resolved between the Course Leader and the faculty member, the appropriate Director of Undergraduate Programs or Director of Graduate Programs should be contacted.

Faculty Grievance
Faculty grievance procedures are outlined in the Academic Freedom Ethics and Grievance policy and procedures located at http://policy.illinoisstate.edu/employee/3-3-8.shtml. This policy supersedes any provisions in the student code of conduct immediately.
Blood Borne Pathogen, Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) Training

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

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

Course and Clinical Communication with Students

Course Leaders and faculty teaching theory are responsible to set up student address books in Outlook for course communication or use the ReggieNet mail/announcement system rather than using the general Listservs or non-ISU e-mail addresses. Graduate Assistants are available to assist faculty with this process.

Faculty are asked to inform students of methods to contact course faculty for assistance or in case of illness, including office and home phone numbers, pagers, cell phones, etc.

Clinical faculty are asked to establish a communication plan (email, phone, text, etc.) for their clinical group(s) for rapid communication in the case of clinical cancellation.

Classroom/Online

Course Syllabi and Materials

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

For Undergraduate courses:

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

Graduate Course Syllabi
Graduate course syllabi are reviewed by Graduate Program Curriculum Committee (GPCC) on a rotating cycle. Substantive changes to objectives and topical outlines require GPCC approval and submission to the University Graduate Curriculum Committee for approval. See Graduate Program Curriculum Committee Guidelines/Policies at http://grad.illinoisstate.edu/faculty/gcc/
SAMPLE COURSE SYLLABUS TEMPLATE:

ILLINOIS STATE UNIVERSITY
MENNONITE COLLEGE OF NURSING

COURSE NUMBER: NUR
COURSE TITLE: Catalog Course Title
ACADEMIC CREDIT: # Credit Hours
CONTACT HOURS: # Credit Hours / # Course Hours
PRE/COREQUISITES: Course Number and Course Name
SEMESTER/YEAR: Fall / Spring / Summer 20##

FACULTY:
Name
Title
Campus Address
Campus Phone
Cell Phone (Optional)
Campus Email

OFFICE HOURS: ##:## am/pm - ##:## am/pm
Day of the week/By appointment

CLINICAL FACULTY:
Name
Title
Clinical Site
Cell Phone (Optional)
Campus Email

CATALOG DESCRIPTION: Copy and paste course description from University Catalog
http://illinoisstate.edu/catalog/

COURSE OVERVIEW:

COURSE OBJECTIVES:

STUDENT OUTCOMES:

REQUIRED RESOURCES:

RECOMMENDED RESOURCES:

MATERIALS FEE:

REQUIRED ASSIGNMENTS:

STUDENT PERFORMANCE EVALUATION METHODS:
In order 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:

- Any educational, test preparation or study materials
- 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.

Students are encouraged to cover their answers at all time throughout the test.

Blank paper will be provided as well as calculators when necessary.

COURSE POLICIES:
(This could also include student responsibilities, instructional methods and Netiquette for online courses)

TOPICAL OUTLINE / TENTATIVE SCHEDULE:

STUDENT ACCESS AND ACCOMMODATIONS:
Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, 309-438-5853 or visit their website at https://studentaccess.illinoisstate.edu/

MENNONITE COLLEGE OF NURSING HANDBOOK:
Students are responsible for reviewing and adhering to all policies and procedures outlined in the Mennonite College of Nursing Student Handbook, which can be found at https://nursing.illinoisstate.edu/studentlife/

ILLINOIS STATE UNIVERSITY STUDENT CODE OF CONDUCT:
Students are responsible for reviewing and adhering to all policies and procedures outlined in the Illinois State University Student Code of Conduct, which can be found at https://deanofstudents.illinoisstate.edu/conflict/conduct/code/

(End of Sample Course Syllabus Template)
Recording and Videotaping of Classes
Faculty may choose whether to allow students to record and/or videotape classes. Students who have an approved accommodation from Student Access and Accommodation Services (SAAS) must provide faculty with that approval before they videotape or record class. Outside of an SAAS accommodation, it is the faculty member’s decision on whether to permit students to record courses. The following sample statements which faculty may choose to include in their course syllabi and a sample permission form were developed by the Academic Senate and reviewed by University General Counsel. Their use is optional, but recommended.

Full Denial to Record
Students may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s Code of Student Conduct.

Permission Required to Record
Students must obtain written permission from the instructor if they wish either to photograph classroom lectures or discussions or to record those using audio or video devices. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s Code of Student Conduct.
Sample Permission Form:

Permission to Record Class Lectures

________________________________________________________________________ is permitted to record lectures for:

Course Title: _____________________________________________________________________

Course Number: ___________________________________________________________________

Instructor: ________________________________________________________________________

Semester: Fall___ Spring___ Summer___ Winter___ 20___

I understand that lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright law.

I will not use the recordings for any purpose other than my individual learning in a private or collaborate format, and will not share them with, or distribute them to, anyone outside the course.

I understand that violation of the above policy may result in both legal sanctions for violations of copyright law, and may subject me to University disciplinary action under the Code of Student Conduct.

Student Signature____________________________________________Date__________

Instructor Signature __________________________________________Date__________

Copies: Student
Instructor
Ordering Textbooks

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

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

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

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

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

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

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

It is the responsibility of the Faculty/Course Leader to ensure that the appropriate textbook was ordered and received by the bookstore. Faculty/Course Leaders should ensure that the ordered text is correct. Faculty/Course Leaders should not change textbooks that will affect other clinical courses without discussing this issue with other affected Faculty/Course Leaders. Remember, medical-surgical texts should not be changed without consulting with Faculty/Course Leaders in Adult Nursing I, II, and/or III. Some changes in textbooks will not affect students until the next admission round. For example, if a text is changed for Fall 2017, students admitted to the program prior to Fall 2017 will continue to use the same text they purchased in their first semester of the program. Students are not expected to purchase a new text to use for the remainder of their program of study.

Course Exams/Tests

Faculty and Course Leaders oversee the development, editing, and revising of tests, and ensure that item analysis is done to evaluate the validity of each question. Faculty are encouraged to utilize more experienced faculty and faculty outside of their own course to assure the relevance and validity of questions. Updating tests is an ongoing process. Electronic copies of all tests should be submitted to the Office Support Specialist for Academic Support to be kept on file. Requests for typing, editing, and/or copying tests should be submitted via email to the Office Support Specialist for Academic Support five days in advance of the test.

Printed tests will be returned to the faculty member’s office and left in the faculty member's chair if faculty are not in their office. Faculty are responsible for keeping the tests secure prior to the test date.

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

In order 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:

- Any educational, test preparation or study materials
- 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.

Students are encouraged to cover their answers at all times throughout the test.

Blank paper will be provided as well as calculators when necessary.

Missed Exams

In the event of illness or other circumstances resulting in an absence on the day of an exam, the student has the responsibility to contact the instructor who is to give the exam prior to the exam and make arrangements to take the exam. Failure to take the exam as scheduled without prior notification results in the student losing 5% of the total exam points. The make-up exam will be given by ISU Testing Services in Fell Hall Room 346 between 0800-1630 M-F. Students are expected to make up the exam within two business days as able and per faculty discretion. A different exam may be administered, at the instructor’s discretion, when a student takes a make-up exam.

Test Make-up

All make-up tests will be proctored by ISU Testing Services. Information for setting up a make-up test may be found at: http://registrar.illinoisstate.edu/testingservices/proctor/. Faculty must complete the online exam request form. Make-up tests may be uploaded electronically via the online exam request form or dropped off at ISU Testing Services. Once faculty have submitted the online form, the student will be able to contact ISU Testing Services to set up their day/time for make-up exam. All make-up tests must be handled through ISU Testing Services.

Test Reviews

Syllabus Statement on Test Review

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

Faculty will provide test reviews following unit exams, in a timely fashion. Students may review final exams the semester following the course but must schedule a time with faculty if they choose to review their final. During test reviews, desks and table tops must be clear except for a single blank sheet of paper and pen or pencil. Students may not reproduce the test in any way, but they may write down concepts with which they are struggling. Test review to prepare for final exams is optional and will be determined by the Course Leader. If faculty allow students to review exams to prepare for the final, these review sessions must be directly monitored by course faculty. It is expected that students and faculty will remain civil at all times during test reviews. Faculty can stop the review at any time or ask...
disruptive students to leave the review. These students may be excluded from future test reviews at the discretion of faculty.

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

- Some faculty will change grades if students can show in course materials where an alternative answer can be found. Other faculty award all students points close to or equal to the standard error of the test and will not change answers regardless of material students present.
- During test reviews, faculty return the test booklet and an individual printout from the Center for Teaching, Learning, and Technology of the students’ answers. Students are given time to compare the grade sheet with the test booklet. Faculty also may review the top 5 or 10 missed questions and rationale for the answer. Most do not take questions from students during this time. Students are encouraged to make individual appointments if they want to discuss questions/answers.
- Some faculty only allow test reviews for 1-2 weeks following administration of the exam. Students may arrange to meet with faculty to review the test during that time. Following the 1-2 week period, the test is put away and no further review is allowed, even prior to the final exam.
- Some faculty allow students to review all of their tests at the end of the semester, prior to the final. Various approaches are used for these reviews. One faculty member has 6 time-slots open for 4-5 students to come to her office and this is on a first-come first-served basis.
- Another faculty member takes all tests to the last class session and allows students 45 minutes to review them. Key concepts are reviewed, but there is no re-hashing of answers.
- Students are never allowed to write down or duplicate in any manner any of the test questions. They may write general concepts with which they have struggled.
- Faculty always supervise students reviewing tests, students are never to be unsupervised.
- It is the faculty’s responsibility to ensure that all tests are returned after a test review.

Classroom Technology

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

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

ReggieNet

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

ReggieNet is Illinois State University’s Learning Management System (LMS), using the Sakai CLE open source platform. Sites for all your University courses have been created automatically, so you can start loading your syllabus, course materials, learning activities, and assessments.

The following information will help you understand ReggieNet and its use at Illinois State University:

- **User names**: Instructors and students use their UUID (University Login ID) to access ReggieNet. Please contact your department if you have not obtained your UUID. Your department can also help you activate your UUID.
- **Web address**: You can log in to ReggieNet by going to ReggieNet.IllinoisState.edu. You will be prompted for your UUID and password. Once logged in, if you don’t see your course(s), please contact your department.
- **Adding and removing students**: Students are automatically added or dropped from your course site as the student information system is updated.
- **ReggieNet training**: The Center for Teaching, Learning, and Technology offers workshops for faculty members throughout the year. Go to CTLT.IllinoisState.edu and click on the “Summer Institute” logo for details on our summer offerings.
- **Online tutorials**: You can also find additional information about ReggieNet, including handouts and video tutorials, at CTLT’s website. Please go to CTLT.IllinoisState.edu and click on the ReggieNet logo on the upper right of the page.
- **Help for faculty**: CTLT also offers support and consultations for individual faculty members by phone, email and appointment. Please contact CTLT at 309-438-2542 or CTLT@ilstu.edu.
- **Help for students**: ReggieNet support for students is provided by the Technology Support Center at 309-438-4357 or supportcenter@illinoisstate.edu.
Merging of 091 Sections in ReggieNet

Introduction

Mennonite College of Nursing provides some courses which are under the “Full Cost Recovery” model. These are courses which are taken by students who would not otherwise have been at Illinois State University. Included are courses taken by students in the Accelerated BSN program, the online RN to BSN program, the online NSA sequence, and the online DNP program. A portion of the tuition received for these courses comes directly to the College for funding of operations.

In order to accurately determine this Full Cost Recovery funding, special sections designated as “091” in which FCR students are placed are included on the schedule. For example, on this portion of the Fall 2018 schedule:

<table>
<thead>
<tr>
<th>316.00</th>
<th>01</th>
<th>Maternal Infant</th>
<th>46</th>
<th>WIH 128</th>
<th>0800-1015</th>
<th>R</th>
<th>Hammer, Denise</th>
</tr>
</thead>
<tbody>
<tr>
<td>316.00</td>
<td>02</td>
<td>Maternal Infant</td>
<td>19</td>
<td>WIH 128</td>
<td>1400-1615</td>
<td>R</td>
<td>Kennell, Lynn</td>
</tr>
<tr>
<td>316.00</td>
<td>091</td>
<td>Maternal Infant</td>
<td>27</td>
<td>WIH 128</td>
<td>1400-1615</td>
<td>R</td>
<td>Kennell, Lynn</td>
</tr>
</tbody>
</table>

NUR 316 appears to have 3 sections: Sec 01 (with a class size of 46), Sec 02 (with a class size of 19), and Sec 091 (with a class size of 27). For instructional purposes, students in Sec 091 will actually be combined with Sec 02 students, resulting in a total of 46 students and equal in size to Sec 01. The College will receive FCR monies for the students in the 091 section.

Faculty members who are listed as having a FCR course section will see in ReggieNet that they have a regular section listed and the FCR section. You will need to combine these two section before you populate the course with course materials on the ReggieNet site. The following instructions have been provided by CTLT to assist you in combining your course sections, if needed.

**ReggieNet Course Combination Request**

To combine two or more sections of a course into one ‘combined’ course, you need to submit a course combination request. When your request is approved, students from all course sections are merged and the content for the course should be housed only in the combined course site rather than duplicated for multiple sections.

- Course combination requests will be submitted through the PeopleSoft interface
  - (See step-by-step instructions below)
- Once your request is submitted, the Registrar’s office approves or denies the request
- Once approved, the ReggieNet system creates the new ‘combined’ course shell, generates a unique name, and loads all students and instructor into the new course
- Instructor uses ‘combined’ course like any other ReggieNet course
- At semester end, grades for students in each section can be passed from the ‘combined’ course to the grade reporting system in Faculty Center

Once a new ‘combined’ course is created, students from all sections are merged together in one roster for the ‘combined’ course. This may affect how you use Gradebook, e-mails and other course site activities. Most instructors enter the original section information in Gradebook and/or choose to create groups in their new ‘combined’ course based on the course sections that were combined. Additionally, since the grade submission process will be tied to the new combined course, we strongly recommend against using the Gradebook function of the original sections.
Combining Course with ReggieNet

1. Open a browser, go to My.ilstu.edu, and log in with your ULID and password. Click on the Academics tab; the link for requesting a course combination is located under “Teaching”.
2. You should see the following screen

![LMS Course Combination Request](image)

3. Click on the magnifying glass icon next to the Term box

![Look Up Term](image)

4. Click on the correct term. The term number (e.g. 2192 for Fall 2018) will now be entered in the term box. Click the Add button.
5. The following screen will appear:

6. Select the courses that you wish to combine by clicking the appropriate checkboxes.

7. You can provide a rationale for your request in the box labeled “Instructor Request Note”. This is not generally needed for simply combining 2 sections of the same course.

8. Click on the Save/Review button; then click the Submit Button. This will complete your request. You should get a pop-up message indicating that an email has been sent to the Registrar’s office. As noted in the introduction to this document, the Registrar’s office will then approve the request. You will receive an email notice that the request has been either approved or denied. Once approved, the course site should be created in ReggieNet by CTLT within the next 12 hours.

9. Once you have combined your sections, you are ready to insert content into the “new” section of your course on ReggieNet!

**Grading**

It is recommended that faculty include in course syllabi the parameters by which grades calculated. This might include whether percentages or points are used to determine final grades. Faculty should also consider adding their policy regarding rounding of grades so there is no question regarding consistency among all students in a course.

As noted in Undergraduate Grading Policies, “combined unit and final exam scores must be 74% or higher in order for students to receive a passing grade in the course. If the student does not accrue 74% on the combined unit and final exam, the student will fail the course with a “D” or “F,” depending on the number of points accrued. If a student fails clinical, the grade is automatically an F in the course regardless of points accrued.” Please note that ReggieNet will calculate the final grade based on all course evaluation methods. Faculty must manually enter failing grades based on the above policies into the University system.
Midterm Grade Submission
To comply with federal financial aid guidelines as well as to address the need for certification for outside agencies (e.g., the U.S. Department of Education, the National Collegiate Athletic Association, and external grant agencies), Illinois State University is either required to and/or has an academic need to gather academic information on selected students.

The information faculty provide via midterm and progress report grades is used to meet federal mandates as well as to provide intensive academic advisement and academic support.

Responding to midterm or progress report grade requests will not violate FERPA or the student's right to privacy as the information is used by staff to fulfill their professional responsibilities for the University. More information is available at https://universitycollege.illinoisstate.edu/help/midterm-grades/midterm-faculty/

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

Final grades in your ReggieNet gradebook can be transferred to the official University grade submission system.
1. Log in to My.IllinoisState.edu
2. Go to Academics, locate the Teaching section, and select Submit End-of-Semester Grades
3. Select the Grade Roster icon next to the class you wish to grade
4. Verify the Grade Roster Type drop-down menu reads Final Grade
5. You can save in progress work in your grade roster by clicking the Save button at any time. To import grades from ReggieNet, click the Import Grades button. Be sure to review grades for accuracy. (To manually enter grades see the Registrar's website)
6. The system will not allow grade rosters to be approved with blank grades. Use the M (Missing) grade value for those students you cannot accurately assign a grade to. Grade change forms will need to be submitted for any M grades which are not corrected by the grade submission deadline
7. Click the Approval Status drop-down menu and select a value-- "Ready for Review" if you need someone else to review the grades and approve them; "Approved" if you approve grades yourself
8. Click the Save button
   If you are inactive in the Faculty Center for 20 minutes, you will receive a pop up message asking if you want to continue your session. After 30 minutes of inactivity, the Faculty Center will log you out. Be especially careful about remaining inactive while entering grades.

For help with grades in ReggieNet, contact the Center for Teaching, Learning, and Technology at (309) 438-2542 or CTLT@IllinoisState.edu.

Retention of Course Materials
Faculty should keep Scantron forms through the appeal period: the semester AFTER the course is complete (December for a spring course and May for a fall course). Once the appeal period has passed, the grade stands so the Scantron forms do not need to be kept any longer. The actual exams/test booklets can be destroyed after the semester closes.
NCLEX Preparation/Success Plan

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 U.S. jurisdiction (state or territory) boards of nursing. 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. To contact a Board of Nursing, go to the following website: [https://www.ncsbn.org](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

Purpose 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 students' preparedness to be successful on the NCLEX-RN

Assumptions:
- Mastery exams given prior to the completion of each semester help determine acquisition of knowledge and application of content area. Exams given during a students' final academic semester help determine a students’ readiness to take the NCLEX-RN and function as a registered nurse.
- To facilitate success, it is imperative that faculty create an academic culture that is both challenging and caring.
- Standardized tests are useful to students by providing them with information about their own knowledge and how their knowledge compares to other students. Mastery testing throughout the curriculum is a valid way to assist students in preparing to take the NCLEX-RN and function as registered nurses.
- Students benefit from a clear understanding of the value of a serious approach to mastery and readiness testing.

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. Workshops for success can be found from the workshop tab at the home page for the Julia N. Visor Academic Center. [https://universitycollege.illinoisstate.edu/help/](https://universitycollege.illinoisstate.edu/help/)

You can also find additional tools and resources under the Academic Coaching tab. The Academic Coaching topic is recommended, especially for time management resources and developing good study habits. [https://universitycollege.illinoisstate.edu/help/academic-coaching/](https://universitycollege.illinoisstate.edu/help/academic-coaching/)
Evaluation Criteria
The Success Plan is to be evaluated by the Prelicensure Curriculum Committee (PCC) at the end of each semester. A report should be completed by the committee and available to all faculty members. Items to consider in the evaluation process will include:
- NCLEX-RN pass/fail rates
- Appropriateness of Mastery exams/Nurse Predictor
- Alternative approaches to conducting exams
- Faculty use of suggested classroom/clinical interventions
- Data analysis by Success Office at the end of each semester

Success Plan Requirements
- All pre-licensure BSN Program students will participate in the Success Plan.
- All Students enrolled in MCN pre-licensure nursing programs will participate in Success Plan and its associated testing requirements within specified courses. Requirements include completing specified prerequisites and/or interventions prior to taking a required proctored test and taking the specified proctored tests while meeting specified due dates.
- Mastery exams are secured/proctored exams and only administered in the computer lab under the supervision of a trained exam proctor. 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.
- Students are required to take each mastery exam as scheduled for the academic year. Exams are administered during scheduled computer lab hours. The required hours for testing will vary.
- Students may only take one mastery level exam per day.
- All students will follow the identified Earn Back plan as identified by their course faculty. Students will attempt the practice assessment for their course content area achieving an 85% prior to taking the proctored assessment in the lab. The Earn Back tool used in each course serves as a rubric for scoring and necessary review work based on proctored assessment scoring.
- The Comprehensive Predictor assessment is given twice in the final term of the program. The first attempt is near midterm and the second attempt is near the last weeks of the course. This allows time for review of identified content areas to strengthen at risk areas prior to NCLEX.
- Students are required to comply with all success plan guidelines in order to progress from semester to semester at the College. All students are required to maintain academic integrity for all success plan testing. Failure to do so will result in a referral to the Office of Student Conduct and Conflict Resolution at the University.
- Each proctored assessment given within a course will account for 5% of the course grade. Students may refer to the Earn Back rubric for course specific grading.
- Tests to be completed.
### Student Functional Abilities

The functional capabilities required to participate in the nursing program include:

- Perform a full range of body motion including handling and lifting patients, moving, lifting or pushing heavy equipment
- Bend, reach, pull, push, stoop and walk repeatedly throughout an eight-hour period
- Demonstrate auditory acuity to hear breath sounds by stethoscope (with correction, if needed)
- Demonstrate visual acuity to read small letters and numbers (with correction, if needed)
- Demonstrate bilateral upper extremity fine motor skills, including manual and finger dexterity and eye-hand coordination
- Communicate in a rational and coherent manner both orally and in writing with individuals of all professions and social levels
- Respond quickly and in an emotionally-controlled manner in clinical situations
- Adapt to irregular working hours
- Adapt effectively to clinical environments

Students must be able to function fully to be safe in the clinical setting. It is the responsibility of clinical faculty to remove a student from the clinical setting if they are unable to fully function according to the above Functional Abilities. Please note that clinical faculty are not allowed to ask for a “return to work” note for clinical. Students requiring accommodation in order to be allowed to attend clinical experiences should be referred to Student Access and Accommodation Services.

### Student Access and Accommodation Services

Illinois State University’s Division of Student Affairs maintains a unit related to student access and accommodations in Room 350 of Fell Hall. According to their website at: [https://studentaccess.illinoisstate.edu/](https://studentaccess.illinoisstate.edu/)
Illinois State University provides a welcoming atmosphere for individuals with disabilities and/or medical/mental health conditions by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional and personal goals. As a unit of the Student Affairs Division, Student Access and Accommodation Services is the designated office to provide approved accommodation services for students and guests with disabilities and/or medical/mental health conditions.

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

The United States Office for Civil Rights has provided additional guidance regarding pregnant students. Pregnancy is defined as pregnancy, childbirth, or medical/common conditions related to pregnancy or childbirth. As a result of this newly enacted guidance, students requesting an accommodation due to pregnancy may contact Student Access and Accommodations at 309-438-5853.

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

**Clinicals**

**Clinical Student Rosters**

Clinical rosters will be sent to the faculty, via the Instructional Experience Coordinator, on the following dates:
- Spring Semester – rosters sent December 1st
- Summer Semester – rosters sent May 1st
- Fall Semester – rosters sent August 1st

**Communication with Clinical Agencies: Single Point of Contact**

All communication with external clinical sites regarding clinical roster names, faculty assignment, and scheduled training will be generated through the office of the Instructional Experience Coordinator.

**Clinical Calendars**

Each semester, clinical calendars are collected by the Office Support Specialist. The calendars are stored in an organized way, for ease of access during a potential emergency. Potential emergencies include situations in which a student’s family needs to contact them immediately, or in the case of an emergency at one of our clinical locations. In case of emergencies, the College must be able to
- Locate where any given student is at any given time
- Be able to determine which students are at any given clinical location at any time

Clinical calendars are due to the Office Support Specialist by the first Friday of each semester. Clinical Faculty will receive an email containing a link to a survey. This survey is how calendars will be collected and must be completed for each clinical section taught. Course leaders are responsible for reviewing individual clinical faculty calendars prior to them being sent to the Office Support Specialist.

The clinical calendars must include:
- Faculty cell number
Clinical Experiences

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

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

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

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

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

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

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

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

Affiliated Agreements

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

Clinical Cancellation and Makeup

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

If a faculty needs to miss a clinical due to illness or other reasons, they are responsible for arranging for the make-up day. This make-up day CANNOT be the previously scheduled make-up day for the students as that day needs to be set aside for the student’s make-up.

- If they know in advance they need to be absent, they can look to find overage and trade with another faculty
- If they are ill and need to cancel, they need to notify the students and the course leader, as well as the clinical setting. Once they are feeling better, they can look at the calendar to get the missed day added at the end of the semester (ensuring they are not using the previously scheduled clinical make-up day).

If faculty need to miss because of weather (unsafe road conditions), the faculty needs to notify the students and then the course leader and clinical setting. The same plan as above can be used for making up that day, however, an option would be to consider continuing to have clinical, but starting later once the conditions have improved. If faculty need to miss the entire day due to severe weather-related conditions AND the day cannot be made-up as outlined in the above plan, the faculty will need to create an assignment that is equal to the student’s eight-hour clinical day and grade the assignment accordingly. The online ATI clinical make-up assignments cannot be used for weather-related cancellations, as these are reserved for individual student absences per the clinical absence policy.

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

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

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

Attendance at Class and Clinical

Based on the assumption that academic success is the student’s primary goal, students are expected to attend class, clinical and laboratory experiences. Partial clinical attendance is not allowed. Students who arrive more than one hour late to clinical will be sent home and must follow the clinical make-up policy outlined below.
University Sponsored Activities

Students involved in University Sponsored Activities which will result in a clinical absence must meet with the clinical faculty and create a schedule for the semester’s clinicals within two weeks of the semester starting. Any additional absences must be reported as soon as the student is aware of the absence. For further information regarding policy 2.1.20 Equitable Treatment of Students Participating in University Sponsored Activities, go to: https://policy.illinoisstate.edu/students/2-1-20.shtml.

Key points:
- If the student is gone for a University Sponsored Activity, it cannot count as an unexcused clinical absence, but the student must still notify faculty in advance
- Faculty can provide reasonable accommodation and if the student does not attend without notification, this can count towards an unexcused absence

Student Bereavement Policy

According to the Student Bereavement Policy (2.1.27) students are required to complete missed coursework/clinical time; however, absences related to the Student Bereavement Policy (2.1.27) do not count towards the total number of clinical absences for the MCN clinical absence policy. If a student will be absent because of a death, the student is responsible for following all the required processes and paperwork requirements with Dean of Students. For further details, see Student Bereavement Policy (2.1.27): https://policy.illinoisstate.edu/students/2-1-27.shtml.

Key points:
- Approved bereavement absences from the Dean of Students Office cannot count towards the MCN clinical absence policy.
- As soon as the student notifies faculty of a death, faculty should encourage the student to reach out to the Dean of Students. Faculty may also inquire if the student has in fact reached out to the Dean of Students, particularly in cases where the student is at risk for failing based on prior clinical absences (i.e. the student already has two prior clinical absences and then notifies the faculty towards the end of the semester that there has been a death in the family. In this case, if the student does not get this bereavement absence approved through the Dean of Students Office, the student would incur a 3rd absence.)

Faculty/Student Exposure to Blood/Body Fluids or Faculty/Student Injury

Upon significant exposure to blood/bodily fluids during clinical experience or in the clinical nursing lab or injury, the following actions are implemented:
- The student immediately reports the exposure or injury to the instructor or lab staff. The faculty member immediately reports the exposure or injury to the Associate Dean for Academics.
- 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” at: https://ehs.illinoisstate.edu/downloads/BBP%20Exposure%20Control%20Plan%2011-10-17.pdf
- A copy of the completed form should be delivered to the office of the Mennonite College of Nursing Associate Dean for Academics by the student/faculty. The Assistant to the Associate Dean for Academics will track injury reports.
• The student and faculty is solely responsible for all healthcare expenses (i.e. treatment, evaluation, etc.) that may be incurred as a result of injury exposure to blood/bodily fluids.

Clinical Absences/Make-up

Attendance at all clinical/lab days as assigned is required.

If a student misses one clinical, the makeup day will be the assigned clinical makeup day as outlined on the clinical schedule. Note: Clinical makeup days are to be completed on the same day of the week as the clinical is normally scheduled.

If the student misses a second clinical day within the same course, the student will be assigned an online simulation project (specific to the clinical/course missed) which must be done within the timeframe given by the designated clinical faculty and completed in the computer lab at MCN. This online simulation project is expected to require students to complete in a period approximating the length of the clinical day. Failure to satisfactorily complete this assignment within the timeframe given by the designated clinical faculty in consultation with the course leader will result in a clinical progress report and possibly an unsatisfactory for the clinical. 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.

An exception to the two day statute exists for students whose clinical days for the same course are consecutive (example: students in week-end clinicals). Students missing two consecutive days in the same clinical course will be required to make up both days as outlined above, but the absences will be counted as one occurrence towards the make-up policy. In the event a student missed three clinical days in total – with two of them being the consecutive days as previously noted, an alternative assignment equivalent to the third missed clinical day will be assigned by the clinical faculty in consultation with the course leader. Failure to satisfactorily complete this assignment within the timeframe given by the designated clinical faculty will result in a clinical progress report and possibly an unsatisfactory for the clinical.

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 Mennonite College of Nursing. Orientation to this location will be done on the students 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.

Clinical Travel Policy/Travel Reimbursement

When faculty have a teaching assignment necessitating travel to a clinical site away from their home location, they may receive reimbursement for mileage by submitting monthly ISU Travel Vouchers to the Administrative Aide for Business Service. This voucher can be found at https://travel.illinoisstate.edu/forms/ or at https://nursing.illinoisstate.edu/faculty-staff/resources.php. Faculty will be reimbursed in accordance with the State of Illinois Travel Policy. On the form, faculty must indicate their “headquarters”. The “headquarters” should be where the faculty member spends the majority of their time. For example, a faculty member who lives in Decatur whose teaching assignment is primarily clinical supervision of 2 clinical groups in Springfield would have their headquarters as Springfield. The “headquarters” may change from semester to semester due to teaching assignment. Mileage is to be calculated from the headquarters location. Travel vouchers should be submitted to the Administrative Aide to the Director of Business and Finance as soon as possible following the end of each month. The Internal Revenue Service requires travel reimbursements that are not submitted within 60 days of the completion of travel to be reported as taxable income. The 60 day clock begins the day travel is completed and the clock stops when the travel voucher is received in the Comptroller’s Office. University fleet vehicles are available if
faculty prefer using fleet vehicles instead of their private vehicles. Questions about travel and reimbursement can be referred to Director of Business and Finance.

Please note that faculty can submit a request for reimbursement of travel for other purposes, such as on-campus meetings, orientation, etc. However, whether such requests are approved for funding is at the discretion of the Associate Dean for Academics.

Cell Phone Usage on Clinical by Students
All clinical faculty are asked to talk with their students about appropriate use of cell phones when functioning as a nurse/nursing student in any clinical setting, be it the hospital, home care, day care center, community clinics, schools or elsewhere. Due to differences in communication styles within different clinical settings, the decision about appropriate cell phone use by students must be left to the individual faculty member. This empowers the faculty member to set limits regarding when it is acceptable to use the cell phone to contact a faculty member on the clinical site and when it is not acceptable to be engaged in texting or receiving phone calls.

The Prelicensure Curriculum Committee (PCC) strongly recommends that all course syllabi include a specific statement regarding professionalism and appropriate cell phone use when on the clinical unit or representing the College in any clinical observation. By documenting the expectation in the syllabus, we hope that faculty will have the ability to enforce appropriate professional behavior in regard to cell phone use in the clinical setting.

Example of syllabus wording:
“Cell phones should not be used for personal communication -- be it conversation or texting while participating in any clinical activity in which you are representing the College, except when the student is on a break or at lunch/dinner. The phone should be kept in silent mode throughout the clinical experience. In cases of emergency, the student should inform the faculty member or preceptor ahead of time.”

Clinical faculty in the graduate program are expected to discuss cell phone use with students and preceptors to ensure that the clinical agency policies are respected and that timely communication between student, preceptor, and clinical faculty is facilitated.

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

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

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

After 74% is accrued on unit and final exams, grades received on other assignments are added in to determine the final grade for the course. Students should consult individual course syllabi for clarification. For Nursing 327 an alternative grading option is being utilized. Please refer to the Nursing 327 syllabus.
In a clinical course, the clinical experience is evaluated as satisfactory or unsatisfactory by the clinical faculty. There is no separate grade for clinical. If the student’s clinical performance is satisfactory, the grade for the course is the theory (lecture-discussion) grade. A student will receive a grade of F in any related course where the clinical is unsatisfactory despite passing the theory portion of the course.

Faculty must exercise caution in posting grades and ensure the accuracy of the posted grades. This is especially true with the use of ReggieNet, which will post the overall grade average without the 74% testing restriction unless the faculty member overrides this and posts the actual grade.

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

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

Course/ Clinical Progress Reports are helpful for students to understand the seriousness of their academic situation and clinical progress in order to identify strategies for improving their grades and clinical progress. Students who receive notice of performance deficiencies are responsible for arranging a conference with faculty within one week of receiving the report. After meeting with the student, the faculty member will provide a copy for the student and retain a copy for his/her own file. A copy will also be provided to the Director of Undergraduate Programs and Undergraduate Program Academic Advisor for placement in the student’s file.

Course/Clinical Progress Report (CPR) Implementation
- Faculty and/or supervisors who observe concerns with a student’s clinical or course progress shall first address the concern directly with the student. The student should be made aware of the concern(s), be advised regarding appropriate ways to improve the concern(s), and be notified that a written record will be filed with the Director of Undergraduate Programs. A copy of the Course/ Clinical Progress Report can be found at https://nursing.illinoisstate.edu/faculty-staff/resources.php.
- The student will meet with faculty outside of class or clinical to review and sign the Course/Clinical Progress Report. The student should be provided a copy of the signed report.
- The faculty member is to scan or take a picture of the signed document and electronically send it to the Assistant to the Associate Dean, the Undergraduate Director and other identified faculty/staff within the Recommended Actions o the form. This should be done as soon as possible after the form is signed so that all parties are informed of the situation.
- The faculty member should submit the original document to the Assistant to the Associate Dean to file in the student’s file.

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

Clinical Suspension

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

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

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

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

Procedure

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

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

Appeals Process for Dismissal Recommendations

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

The process for the appeal is as follows:

1. After receiving a decision that the clinical suspension cannot be remediated and thus dismissal is recommended, the student must fill out the “Appeals Process Request Packet” form. This form must be turned in to the Director for Undergraduate Programs within 7 days from the date that dismissal was recommended as a result of the clinical suspension.

2. The Director for Undergraduate Programs will send a copy of the form to the chairperson of the Prelicensure Program Committee when received. The student will be asked to identify the grounds for the appeal, including but not limited to: how the dismissal recommendation was indicative of an arbitrary or capricious decision, how the student was treated differently from other students, or how the student was evaluated in a manner inconsistent with the standards outlined in the course.

3. The Director for Undergraduate Programs shall forward a copy of the Appeal Request to the faculty member who issued the dismissal recommendation. The faculty member then has 10 business days from receipt of the challenge to provide a written response. The student will receive a copy of the faculty member’s response; however, any information that would violate the privacy rights of other individuals will not be released to the student.

4. Upon receipt of the faculty member’s response, the Appeals Committee composed of the Director for Undergraduate Programs, the chairperson of the Prelicensure Program Committee (PPC) and one other PPC member elected to the Appeals Committee by the PPC membership will meet during standard university operating hours within 10 business days following receipt of the faculty member’s response. This team will investigate to determine if the student’s challenge is founded. The committee may decide to hear additional statements from both parties if deemed necessary. The committee may seek out consultation with additional sources as needed.

Note: Members of the Appeals Committee shall be elected by the PPC at the first PPC meeting of the academic year. An alternate shall be elected to serve should any member of the Appeals Committee need to recuse themselves from the Appeals Committee due to being a respondent to the appeal. Due to the nature of possible appeals and the need to understand clinical situations, all members of the Appeals Committee shall be nursing faculty.

5. Once the subcommittee has reached a decision, results will be sent to the faculty member and student via US postal service and ISU email within one week of the hearing.

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

Clinical Performance Evaluation Tool (CPET)

In Adult Nursing I, II, III, Public Health Nursing, Leadership Dimensions in Professional Nursing and Psychiatric-Mental Health Nursing, students will be evaluated at midterm and at the end of the semester according to the course objectives; students should be notified of problems promptly so there are no “surprises” during these official evaluation times. Midterm evaluations will not be conducted in Public Health Nursing, Nursing Care of Children, or Maternal Infant Nursing based on the structure of these courses; faculty will keep students individually apprised of their progress each week so there are no “surprises” at the final evaluation.

Each Clinical Progress Evaluation Tool (CPET) is course-specific, and students will be oriented to the clinical evaluation process at the beginning of each clinical course. Faculty may make copies of the CPET at the end of the semester per student request. A final assessment for students to share with clinical faculty in their next semester, this assessment, includes strengths and areas needing growth in order to assist faculty in providing more continuity and seamless growth for students. Clinical faculty are asked to send completed evaluation tools to the Course
Leader at the end of each semester; Course Leaders are responsible to ensure that completed evaluation tools are sent to the Office for Academic Support for filing at the end of each semester.

Please be aware that updated version of our Undergraduate Clinical Course Performance Evaluation Tool (CPET) Forms have been added to the MCN Website for your convenience. These forms can be found at https://nursing.illinoisstate.edu/faculty-staff/resources.php or MCN Website – Faculty and Staff – Faculty and Staff Resources – CPET (Scroll way down on the page).

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

If there are concerns of student safety due to aberrations in judgment and behavior, the appropriate Director will consult with the Associate Dean for Academics, who may contact the Dean of Students Office for supportive guidance.

Collaborating with the Advisor about the student situation can be initiated by the Faculty/Course/Sequence Leader or appropriate Director. Documentation for the student’s file will be determined by the Faculty/Course/Sequence Leader and the appropriate Director.

Appeals Process

Student Grievance
Mennonite College of Nursing endorses the Student Grievance Process of Illinois State University as outlined on the Student Conduct and Conflict Resolution homepage on the following website: http://deanofstudents.illinoisstate.edu/conflict/conduct/code/

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

Final Course Grade Policy
A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade (refer to Policy 3.3.12A Faculty Responsibilities to Student, in particular items 5 and 6). This policy applies
only to final course grades and does not apply to course work, mid-terms or other grades awarded during a semester. Qualifying and comprehensive examinations and defense of theses or dissertations during the progression toward the graduate degree are handled under the Graduate School Policies.

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

A student may only challenge a final course grade under this policy, if the student has discussed the concern with the faculty member and can demonstrate that the grade was awarded in an arbitrary or capricious manner. For purposes of this policy, arbitrary or capricious means

- The assignment of a final course grade was made on a basis other than the student’s academic performance in the course.
- The assignment of a final course grade was based on standards that differ unreasonably from the standards applied to other students in the course.
- The assignment of a final course grade in a manner that substantially or unreasonably departed from the faculty’s articulated standards.

This policy will not be used to review the judgment of faculty in assessing the quality of a student’s work, to require another faculty member to re-grade or re-examine a student’s work, or in cases involving alleged violations of academic integrity.

**Procedure**

- If after discussion with the faculty member the student believes, in good faith, that the grade is arbitrary or capricious, or if there is an inability to reach the faculty member, the student may challenge the grade by sending a letter to the department chair no later than 10 business days after the start of the academic semester following the semester for which the grade was awarded. This letter must:
  - Identify the course, program, semester, and faculty member that awarded the grade
  - State the basis of the challenge, including all facts relevant to the challenge and the reasons the student believes the grade is arbitrary or capricious
  - Indicate the date(s) the student consulted with the faculty member regarding his or her concern(s) and summarize the outcome of those discussion(s)
  - Attach any supporting documentation the student believes should be considered in the challenge, including the syllabus

- Upon receiving a written challenge to a final course grade, the Associate Dean for Academics shall forward a copy of the challenge to the faculty member who assigned the grade. The faculty member then has 10 business days from receipt of the challenge to provide a written response. The student will receive a copy of the faculty member’s response; however, any information that would violate the privacy rights of other individuals will not be released to the student.

- The Associate Dean for Academics will review the submissions and, if necessary, investigate to determine if the grade was arbitrary or capricious based on the definition outlined in this policy. A written decision will be issued to both parties within 10 business days.

- Both parties have a right to appeal the Associate Dean for Academics decision by filing a written appeal within 5 business days to the Office of the Provost in writing. The written appeal should state the basis for the appeal and attach all relevant written documentation.

- The Provost shall have a standing committee designated as The Final Course Grade Committee which consists of three members (Three faculty members and two students) appointed by the Provost (or designee). The students would be recommended to the Provost by the Student Government Association (SGA). Care shall be taken that no member of the committee know either party in the complaint.
• The Final Course Grade Committee will review the submissions and may, at the Committee’s discretion, decide to hear statements from the parties. Following deliberations, the Committee will issue a recommendation to the Provost (or designee) indicating:
  o Whether the Committee finds the grade to be arbitrary or capricious
  o The Committee’s recommendations for the disposition of the appeal. The Committee recommendation will be issued within 5 business days of the Committee’s decision
  o The Provost (or designee) will review the Committee recommendation and render a final decision in writing to the student, the faculty member, and the chair within 5 business days of receipt of the Committee recommendation. The Provost’s decision shall be final without further appeal.
Faculty Responsibilities: Research/Scholarship

The Mennonite College of Nursing strategic plan specifically sets forward the importance of research and scholarship. We aspire to contribute to the body of knowledge that informs the discipline and profession of nursing. Consultation to meet these goals is provided through the Office of Research, Scholarship, and Innovation. The Office of Research, Scholarship, and Innovation is led by the Associate Dean for Research, who is assisted by the Director of the Office of Research, Scholarship, and Innovation/College Statistician, the Administrative Aide to the Associate Dean for Research, and the College Research Committee.

Research Policies

Grant Submissions
Tenure track faculty are strongly encouraged to move their research funding from small internal grants to large external grants with indirect funding. In the initial development of an external grant, faculty are required to consult with the Associate Dean for Research and/or the Director of the Office of Research, Scholarship, and Innovation/College Statistician. Consultation regarding an internal grant is voluntary.

Research Ethics
Ethical training related to research at Illinois State University is required prior to implementing research projects. Topics may include human subjects research, financial conflicts of interest, responsible conduct of research, and export control. The training processes and website links can be found at https://research.illinoisstate.edu/ethics/training/.

Co-authorship
In order to facilitate their research, faculty often work with colleagues, here at Mennonite College of Nursing, throughout Illinois State University, and at other organizations and universities. Communication among co-authors is critical for integrity in scholarship and positive relationships with colleagues. All submissions must be approved by each co-author prior to submission. Following submission by the first author, the first author is to forward a copy of the email indicating receipt of the item by the journal/publisher and a copy of the item to all co-authors. Any revisions need to be reviewed by all co-authors prior to resubmission. All emails received from the journal/publisher by the first author need to be forwarded to all co-authors.

Digital Measures
Faculty are required to enter new research/scholarship items on Digital Measures as items become disseminated. The first author is accountable for these entries to be completed in a timely manner.

Research Procedures

External Grant Submissions
Any faculty member considering an external grant submission must initiate a consultation request with the Associate Dean for Research at https://nursing.illinoisstate.edu/research/college/ for the link. All external grants must be submitted through the Illinois State University Research and Sponsored Programs Office. The Associate Dean for Research will facilitate this connection between the Principle Investigator and the University Research office once the initial meeting about the grant has been completed.

Internal Grant Submissions
Calls for internal grants will be made by the College Research Committee, typically in the fall. Additional internal funding is available in spring through the University Research Grant process. See https://nursing.illinoisstate.edu/research/college/ for details and application submission.
Grant Budgets
Developing a budget for your grant application may be a difficult process. The Associate Dean for Research can facilitate this process for small and internal grants. Following an initial consultation with the Associate Dean for Research, budget development for external grants, especially those that include salary and benefits, can be developed with the assistance of the College Director of Finance.

All external grants with indirect funds need to include the full percentage of indirect funds in the grant budget.

Funding
The Office of Nursing Research, Scholarship, and Innovation has a small fund for extraneous research expenses. Examples might include abstracts, copyright permissions, and poster printing. See the website https://nursing.illinoisstate.edu/research/college/ to submit a request funding.

Research Consultation
Research consultation with the Associate Dean for Research or the Director of the Office of Nursing Research, Scholarship, and Innovation is available. In order to request consultation, especially for new project, submit a request at https://nursing.illinoisstate.edu/research/college/.

Statistical Consultation
Statistical consultation with the Associate Dean for Research of the Director of the Office of Nursing Research, Scholarship, and Innovation is available. In order to request consultation, especially for new project, submit a request with a Formstack form found at https://nursing.illinoisstate.edu/research/college/.

Institutional Review Board (IRB)
All research projects need to be submitted to the IRB for approval of human subjects research. These projects are submitted through Cayuse IRB; the link can be found at https://research.illinoisstate.edu/ethics/human/protocol/. Technical assistance can be provided by the Administrative Aide to the Associate Dean for Research. Content assistance can be provided in the college by the Associate Dean for Research or the Director of the Office of Nursing Research, Scholarship, and Innovation. Additional content assistance can be provided by The Human Subjects Research Specialist at (309) 438-5527.

Opportunities
External Grants
Government, foundation, and private organizations offer research grants. The Associate Dean for Research can facilitate finding and applying for grants that fit within the faculty member’s research agenda.

Grant Forward is a grant funding database. To set up an account:
- Access the RSP website at http://research.illinoisstate.edu
- Under “Important External Links”, select Grant Forward
- On the GrantForward homepage, select the Sign Up link in the top right side of the website
- On the Create an Account on GrantForward page, select Institutional Account and enter in your email, name, and password.
  - Make sure you use your “ilstu.edu” email account so the University’s subscription is recognized.
- Once all information is entered, click on the Create my Account button.
- The database will then send you an email to the address provided indicating your account has been created.
- Click on the provided link within the email to log into the database to finish creating your profile.
Internal Grants
Mennonite College of Nursing Internal Grants (MCN-IGs) are available for small studies. Typically, applications are due in October of each year. Illinois State University also has University Research Grants (URGs) available for application in the spring. Details are available at. All internal grants are submitted online at the same website.

New Faculty Mentoring
The Associate Dean for Research provides ongoing, regular mentoring for all new tenure track faculty members.

Consultation
Both the Associate Dean for Research and the Director of the Office of Research, Scholarship, and Innovation/College Statistician are available for consultation on research projects, research design, statistical analysis, possible grant submissions, and scholarship issues.

Research
Consultation for initial research project, possible grant submissions, and scholarship issues should be submitted to the Associate Dean for Research via https://nursing.illinoisstate.edu/research/college/.

Statistical
The Director of the Office of Research, Scholarship, and Innovation/College Statistician provides consultation on research projects, research design, and statistical analysis. Consultation requests should be submitted via https://nursing.illinoisstate.edu/research/college/.

Writing/Editorial
The Associate Dean for Research is available for consultation on writing and editing and can facilitate external consultation with an editor. A request for assistance can be submitted at https://nursing.illinoisstate.edu/research/college/.

Awards
Faculty are encouraged to apply for College research awards. Descriptions of awards can be found at https://nursing.illinoisstate.edu/research/college/. Feel free to talk further with the Associate Dean for Research and/or the Chair of the College Research Committee.

Overview of Collaborative Research
Collaborative research takes place when researchers from different institutions are “engaged in the research” as defined by federal guidance. “Engaged in the research” generally means that employees or agents of the institution (including students conducting research to satisfy degree requirements) obtain for the purposes of the research:

- Data about the subjects of the research through intervention or interaction with them
- Identifiable private information about the subjects of the research
- The informed consent of human subjects for the research

The engaged institutions must either enter into a joint review of the research, rely upon the review of another institution via an IRB Authorization Agreement (IAA) or make some other similar arrangement. Research activities should not begin until all approvals are obtained. Since individual IRBs typically have different requirements, entering into an IAA is encouraged. Some institutions will not do so, however, which would necessitate separate IRB review.

For research conducted at ISU, the ISU IRB would typically be the IRB of record. An ISU IRB protocol should be submitted for approval. Researchers affiliated with the collaborating institution would then check the requirements at their institution to determine what approvals are necessary.

For research approved at another institution, a copy of the approved protocol and the approval letter should be forwarded by the researchers to Research Ethics and Compliance at rec@ilstu.edu via email. After verifying that the
other institution’s IRB is appropriately registered with OHRP and holds a Federalwide Assurance (FWA), REC will administratively review the protocol to determine whether the ISU IRB is satisfied with the other institution’s review. REC will prepare an IAA to cede authority for review and forward it to the other institution for signature for those that are satisfactory. The project may begin once the IAA is signed by both institutions.

Research that has been approved at another institution would still require an ISU IRB protocol when:

- The other institution is not willing to sign an IAA
- The ISU IRB is not satisfied with the review at the other institution
- The approved institution does not have an FWA and a registered IRB

**Courtesy Approvals**

Researchers from outside of ISU seeking to access ISU students, staff, and faculty for participation in research should send their request along with a copy of their approved IRB protocol and approval letter from their institution to REC at rec@ilstu.edu. If REC is satisfied with the protocol, a “courtesy approval” can be issued. REC does not have the authority to grant access to potential participants, however. The courtesy approval will be shared with the individual responsible for the population being sought for approval to access the potential participants (typically a dean, department head, or other administrator). Please note that courtesy approvals are only appropriate when ISU personnel are not “engaged in the research” as described above.
Faculty Responsibilities: Service

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

College Events

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

Faculty Responsibilities: Other

Practicum Preceptors for Students from another University

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

Typically Mennonite College of Nursing can only accommodate one student a semester.

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

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

The student is asked to bring the following documents to the initial meeting:
- Copy of program curriculum
- Student's Curriculum Vitae (CV)
- Course syllabus
- Copy of the program's preceptor manual
- Course clinical evaluation tool to be completed
- Calendar of availability

During the initial meeting, the MSN student is provided an overview about Mennonite College of Nursing at Illinois State University, the philosophy, Program Outcomes and expectations of faculty. During the initial interview, the Director of Undergraduate Programs will determine if there is a potential “fit” within Mennonite College of Nursing contingent on a Mennonite College of Nursing faculty’s willingness to be a preceptor. When a faculty has agreed to serve as preceptor, the faculty and MSN student are brought together by the Director of Undergraduate Programs to develop a plan,
including what orientation requirements to health care agencies are needed by the MSN student to fulfill the practicum objectives.

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

Faculty/Staff Development and Awards

Guidelines for Funding Faculty and Staff Professional Development and Scholarship

**Purpose**

All faculty and staff are encouraged to seek opportunities for professional development and dissemination of scholarship efforts. Such opportunities may include travel to professional conferences, meetings, or continuing education programs; participation in webinars or online courses; or other options proposed by the faculty or staff member. Faculty and staff are encouraged to submit their work for dissemination and may wish to also seek out resources from the Associate Dean of Research. When supported by external grants faculty and staff are expected to use grant money to support travel related to grant activities.

These guidelines are designed to assist faculty and staff in making requests for funding assistance from the College. Requests are normally submitted by September 1st of each year for the next fiscal year. While it is understood that individuals who have submitted abstracts for presentation at professional conferences may not have received acceptance of the abstract by this date, faculty and staff are encouraged to submit a tentative funding request to assist with planning for resource distribution. All professional development funding is subject to availability of fiscal resources and will vary from year to year. Resources at Mennonite College of Nursing are limited and decisions regarding the degree/amount of funding are based on serving the best interests of the College as a whole and considerations for the professional development of individual faculty and staff. The Dean’s Council advises the Associate Dean for Academics and the Associate Dean for Academic Support to determine the priority of funding.

Examples of funding requests include when faculty and staff are:

- Representing the college at the request of the Dean or Associate Dean
- Seeking professional development (such as conference attendance, webinar participation, or online coursework) related to their position within the College
- Disseminating scholarship as the presenting author

**Special Circumstance: Midwest Nursing Research Society**

For attendance at the Midwest Nursing Research Society Annual Conference:

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

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

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

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

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

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

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

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

International Travel
University Risk Management has created a travel notification process to be completed by faculty, staff, students, and members of the community before they travel internationally on University-sponsored trips. The completion of this notification is requested so that should the need arise, emergency services, resources, and procedures may be made available while traveling abroad. This is not an approval process, but rather a way to inform our foreign liability insurance carrier of the counties visited so that we may activate emergency services if necessary. Additionally, Research and Sponsored Programs will utilize the provided informational travel notifications to ensure all faculty, staff, and students are in full compliance with U.S. Export Control laws. International Travel guidance may be found at http://riskmanagement.illinoisstate.edu/travel/. The notification to complete is available at: https://riskmanagement.illinoisstate.edu/travel/studyabroad.php

Awards
Faculty and staff are encouraged to apply for awards for which they are eligible at both the College and University level. Several University awards require that the individual first receive the College level award. For example, individuals applying for the University Teaching Award must have been past recipients of the Outstanding College Teacher Award. The following pages illustrate some of the College and University awards. A list of awards and associated details can be found on TEAMs – Faculty and Staff – Faculty and Staff Resources – Files – Awards.
MCN Early Career Research Award
$500
Applications open December 1
Materials submitted to cjpohl@ilstu.edu by March 1
Open to tenured or tenure-track faculty who have completed 5 years in a tenure track position at any higher education institution.
Recognizes faculty who have initiated a promising research agenda early in their academic careers.

Outstanding College Researcher Award
$500
Applications open December 1
Materials submitted to cjpohl@ilstu.edu by March 1
Open to tenured or tenure-track faculty currently conducting research. Criteria parallels those of the Outstanding University Research Award program, as the recipient will be eligible in the future to apply for the university award.
Recognizes faculty nationally or internationally acknowledged for their research, quality of scholarly work, and contributions to the profession/discipline.

Dr. Meridean Maas Faculty Research Mentor Award
$500
Applications open December 1
Materials submitted to cjpohl@ilstu.edu by March 1
Open to faculty employed by ISU 2:1 academic year by application.
Recognizes faculty who help students acquire the skills necessary to succeed as professional nurses; sponsors students and their work, and fosters their long-term development through consistent and supportive communication.

Outstanding College Teacher Award
$500
Nominations open November 1
Materials submitted to MCN Dean’s Office by February 1
Open to full-time tenured or tenure-track faculty employed by ISU for 2-3 years and full or part-time non-tenure-track faculty employed by ISU for 2-4 semesters of university credit-generating teaching responsibilities. Criteria parallels those of the Outstanding University Teacher Award program, as the recipient will be eligible in the future to apply for the university award.
Recognizes faculty whose teaching accomplishments are exceptionally significant and meritorious among MCN colleagues.

Outstanding College Service Award
$500
Applications open November 1
Materials submitted to MCN Dean’s Office by February 1
Open to full-time tenured or tenure-track faculty employed by ISU for 2-3 years. Criteria parallels those of the Outstanding University Service Award program, as the recipient will be eligible in the future to apply for the university award.
Recognizes faculty with outstanding records of service.

Dr. H. Catherine Miller Fund for Non-Tenure Track Faculty
Applications open May 1
Materials submitted to MCN Dean’s Office by August 31
Open to full-time non-tenure track nursing faculty employed by MCN 2:1 year by application deadline. Number of times faculty may apply for or receive the award is not limited.
Provides financial support for faculty seeking opportunities to engage in a national nursing educator conference to strengthen skills in teaching and nursing education.

Dr. Kathleen A Hogan Faculty Development Award
$1000
Applications open November 1
Materials submitted to MCN Dean’s Office by February 1
Open to full or part-time faculty employed by MCN 2:1 academic year.
Provides MCN faculty with opportunities for additional learning, renewal, and research to enable them to continue bringing the latest developments in nursing education and professional caring to their students.
**University Awards**

**Faculty**

A list of additional awards and details can be found on Microsoft Teams/Faculty and Staff Team/Faculty and Staff Resources/Files/Awards

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**Outstanding University Service**

$3000

Nominations open May 1

Materials submitted to MCN Dean’s Office by September 1

Open to full-time tenured or tenure-track faculty employed by ISU for ≥3 years. Nominees must have received an Outstanding College Service Award.

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Recognizes faculty whose service accomplishments are unusual-ly significant and meritorious among their ISU colleagues.

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**Distinguished Professor**

$2000

Applications open May 1

Materials submitted to MCN Dean’s Office by September 1

Open to faculty who already hold the rank of Professor at ISU or another institution and has achieved national recognition for scholarly research, creative production, or leadership in creative or scholarly activities.

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Honors individual faculty members of distinction and demonstrates that excellence is the foundation of the University.

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**University Professor**

$2500 added to base salary, plus $1000 award

Nominations open November 1

Materials submitted to MCN Dean’s Office by February 1

Open to faculty who already hold the rank of Professor at ISU or another institution and has achieved national recognition for scholarly research, creative production, or leadership in creative or scholarly activities, and has been clearly identified by students, colleagues, or external agencies as an outstanding teacher.

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Honors individual faculty members or administrators with appropriate faculty designation to demonstrate that excellence is the foundation of the University and to assist in the recruitment and retention of outstanding faculty members.

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**Research Initiative**

$500

Nominations open May 1

Materials submitted to MCN Dean’s Office by September 1

Open to tenure-track faculty members who have completed ≤5 years in a tenure-track position at any higher education institution.

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Recognizes faculty members who have initiated a promising research agenda early in their academic careers.

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**Outstanding University Researcher**

$3000

Nominations open May 1

Materials submitted to MCN Dean’s Office by September 1

Open to tenured or probationary tenure faculty members currently conducting research. Nominees must have received an Outstanding College Researcher Award.

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Recognizes faculty who are acknowledged for their research nationally or internationally, their quality of scholarly work, and their contribution to the profession/discipline.

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**Outstanding University Teacher stipend**

Nominations open May 1

Materials submitted to MCN Dean’s Office by September 1

Open to full-time tenured or tenure-track faculty employed by ISU for ≥3 years and full or part-time non-tenure track faculty employed by ISU for ≥4 semesters of university credit-generating teaching responsibilities. Nominees must have received an Outstanding College Teacher Award.

***

Recognizes faculty whose teaching accomplishments are exceptionally significant and meritorious among ISU colleagues.
Staff Excellence Award

Nominations may be made by any full-time or part-time employee of MCN. The award is open to full-time or part-time Administrative Professional or Civil Service employees who have been employed by MCN for ≥1 year by the nomination deadline.

Nominations open February 1
Materials must be submitted by February 28

Provides team leadership and/or mentoring to colleagues or constituents
Consistently demonstrates superior efficiency and productivity

Provides superior service to faculty, staff, and/or students

Enhances the image of MCN through contributions inside or outside the college
Demonstrates innovative ideas and/or exceptional problem solving skills

Goes above and beyond project or initiative goals, advancing the College’s mission

https://forms.illinoisstate.edu/forms/2019_mcn_staff_excellence_award
College Policies, Procedures, Processes, and Resources

Civility: Respectful Conversations
In support of an environment of civility within our College, the use of respectful conversations is encouraged.

Step 1: Plan for the Conversation
- Validate the facts
- Determine the focus of the conversation
- Create an environment conducive to effective communication
- Allot adequate time/prevent interruptions
- Determine who should participate in the discussion

Step 2: Check Perception
- Start the conversation with the reason for the meeting – be brief – then stop
- Ask the other person to describe his/her perception of the event

Step 3: Deliver the Message
- Situation: Repeat the situation and provide more detail
- Background: Provide background to the situation that puts the situation into perspective
- Impact: Describe the impact of the situation on building and sustaining human capital and impairing patient outcomes

Step 4: Empathize
- Provide a gracious space with good intentions and respect throughout the conversation
- Be comfortable with pauses/silence and truly listen
- Be sensitive and straightforward
- Put yourself in the other person’s shoes

Step 5: Summarize and Follow-Up
- Review the highlights of the conversation
- Check for understanding
- Determine what is to follow before the meeting and review the plan
  - Restorative justice
  - Administrative action
- Arrange for follow-up

Source: www.stopbullyingtoolkit.org

Faculty Staff Resource Guide
A number of faculty and staff resources can be found on Teams – Faculty and Staff Resources. This document is a reference guide for where or to whom you can turn for assistance.

Student Handbooks
Faculty should review student handbooks for any programs and/or sequences for which they have teaching assignments. These handbooks outline College policies and expectations for students. Student Handbooks can be found at https://nursing.illinoisstate.edu/studentlife/.
Annual Ethics and Mandatory Reporting Training
Under the State Official and Employees Ethics Act (5 ILCS 430/5-10), the Illinois Abused and Neglected Child Reporting Act (325 ILCS 5/1), and other state and federal mandates, University personnel are required to complete training within 30 days of hire (or return to work from leave) and annually during the month of October. Failure to complete the Mandatory Reporting Training will result in notification of noncompliance to Human Resources. Failure to complete the Ethics training will result in the employee’s name and job title being provided to the Office of the Executive Inspector General (OEIG) and may constitute a violation of the Ethics Act and expose individuals to possible administrative fines and, when applicable, employee disciplinary action.

Ethics: Textbook Representatives
Textbook companies or other vendors may offer faculty/staff opportunities to attend conferences and other events at no cost to the faculty/staff. As faculty and/or directors of nursing programs could potentially have a say in what textbooks might be required within a course, there is the potential for an ethics violation.

This issue was addressed with the University Ethics Officer (November 2017) who stated the following:
- While the publisher does meet the definition of a prohibited source, it is my opinion that this would meet the exception outlined in the act for Educational Materials and Missions. This exception addresses those gifts including travel, conferences and speaking engagements, where a prohibited source is paying some or all of the related expenses.
- In order to meet this Educational Materials and Missions exception, the following criteria must be met:
  - There is a close connection to the employee’s work or the mission of the department
  - The employee’s attendance or participation predominantly benefits the public or the university, as opposed to the employee individually
  - The expenditure is approved in advance
- The act only indicates that only two items do not require approval under the Educational Materials and Mission exception, provided that there are no additional expenditures being covered:
  - Single copies of academic or professional publications or software in the employee’s area of responsibility or field of study
  - Waiver of conference fees for employees serving as conference speakers, committee members, or invitees of the conference host
- It is the opinion of the University Ethics Officer that:
  - The request must be documented by the faculty/staff member and approved by the appropriate Associate Dean
  - If the faculty/staff member is going to accept the complimentary registration fee, the faculty/staff member will need to confirm that the criteria noted above are met, note what is being provided, and seek approval from the University Ethics Officer
  - While faculty may have input on textbook choices, that individual faculty should not have sole approval of textbooks to avoid any question of ethical conduct

Protection of Minors
Illinois State University is committed to ensuring a safe and secure environment when University faculty, staff, and students have direct contact with minors. The purpose of this policy is to ensure that minors are provided appropriate treatment and protections when:
- participating in programs and/or activities being held on property owned or controlled by Illinois State University, or
- when agents/representatives of the University including, but not limited to, employees, students and/or volunteers have direct contact with minors
All ISU faculty, staff, and student workers will be required to complete the University's Mandatory Crime Reporting Training annually through the Office of Equal Opportunity and Access. University users will need to log on with Central Login to complete training. No one will be permitted to interact with minors without completing the required training.

A criminal background check is required on all authorized adults, including but not limited to faculty, staff, students, and volunteers, who work with, instruct or otherwise come into contact with minors as described in the Protection of Minors Policy. Background checks are provided by the University's Human Resources Department at no cost to University-Sponsored Programs/Activities.

To register, please go to https://ehs.illinoisstate.edu/minors/registration/ Faculty/staff members that are supervising ISU students participating in student teaching, practicums, and clinicals related to their coursework or degree requirements in external settings are only be required to complete the abbreviated application one time, as long as there is no break in service.

More information on the Protection of Minors Policy and program requirements can be found at http://ehs.IllinoisState.edu/minors/ or contact the Minors Compliance Coordinator at protectionofminors@ilstu.edu or 309-438-5367.

**Parking Passes and Permits**

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

The Administrative Aide also holds the Business Parking Permit. Faculty must sign for this permit when checking it out or returning it to the Dean’s Suite office. Please give the Administrative Aide advance notice if needing this permit to make sure it is available.

**Library Resources**

Milner Library is every faculty member’s best resource for research materials and assistance. The Library collection consists of a wide variety of print, multimedia, and electronic collections on nursing and general health. Faculty can access the library 24/7 by using the library website: [http://library.illinoisstate.edu/](http://library.illinoisstate.edu/).

As an active partner in teaching, learning, research, and service, Nursing Librarian provides research assistance and library instruction customized to meet the needs of faculty and students. Contact her at (309) 438-8336.

The library subscribes to over 240 databases including CINAHL, PubMed (includes all Medline records), Health and Psychosocial Instruments, Cochrane, Joanna Briggs, Health Source Nursing/Academic Edition, PsycINFO, and Web of Science. For easy access to databases and other online resources, see the Nursing subject guide: [http://guides.library.illinoisstate.edu/nursing](http://guides.library.illinoisstate.edu/nursing).

Mennonite College of Nursing faculty are encouraged to suggest book and media purchases to the Nursing Librarian. Faculty members may also place library or personal items on reserve for their students. Depending on copyright regulations, many articles, book chapters, or ebooks can be made available online, so student can access resources remotely.

Articles and books not available through Milner Library can be requested electronically by submitting a request for an interlibrary loan. Journal articles are normally received within 4-5 days, often within 48 hours, and emailed to the requestor in PDF format through the ILLiad service.
Copyright Permission
Copyright law is complex and often unclear. Be cautious when making copies for class use both face-to-face and online. For general guidelines on copyright and fair use, please see the copyright guide via the library website: http://guides.library.illinoisstate.edu/libguides/Copyright. For specific questions on copyright, please contact Copyright Officer, at (309) 438-2860.

APA resources:
Milner Library's APA Citation Guide: https://guides.library.illinoisstate.edu/citing/apa

Additional sources not listed on the Milner guide above:
- APA Style Blog (my go-to resource after Purdue OWL): http://blog.apastyle.org/
- Walden University’s Guide to APA: https://academicguides.waldenu.edu/writingcenter/apa
- APA Assistant: https://docs.google.com/forms/d/e/1FAIpQLSdxXipV-IQgBrHonpgQDPi4sJOoBZTdgE-2ux6b1MaT5hKni4A/viewform?c=0&w=1
- George Brown College APA In-Text FAQs: https://www.georgebrown.ca/uploadedFiles/TLC/.../APA%20FAQ%20Citations.pdf
- APA Exposed from Harvard University: https://gseacademic.harvard.edu/~instruct/articulate/apa_mod/APA_Intro/player.html

A few articles written for instructors:

Room Reservations
Rooms throughout the Illinois State University are available to faculty for course, meetings, study sessions, etc. Advanced arrangements can be made through the following means.
- Illinois State University Classrooms
  - http://registrar.illinoisstate.edu/FacilityRequest/
- Edwards Hall
  - Administrative Aide for Business Services
  - Administrative Aide for Academic Support
  - Administrative Assistant to the Associate Dean for Academics and Program Directors; Academics Special Project Manager
- Nursing Simulation Lab
  - Director of Nursing Simulation
  - Assistant Director of Nursing Simulation
  - Coordinator for Nursing Simulation Laboratory
Priority Scheduling for Edwards 303

In case of too many requests for the same time, a priority will be given to the following projects:

- Research team meetings (and statistical consultation) that need to urgently meet the deadline for manuscript submission and/or grant proposal
- All other Research team meetings (and statistical consultation)
- Informational research meetings – e.g. University Research Open Houses, ONRSI informational meetings
- Other non-confidential, non-routine meetings – e.g. no standing committee meetings

Guidelines for Assignment of Offices

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

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

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

CTLT Programming

The Center for Teaching, Learning, and Technology (CTLT) provides a wide variety of courses for full-time tenure track and non-tenure faculty and staff. Some courses provide a stipend to participants. Examples of courses from which MCN faculty have benefitted include:

Introduction to ReggieNet

This course provides the basics needed to set up a course in ReggieNet. This course is the only exception to the requirement for faculty to be full-time in order to receive a stipend for attending a summer workshop. If a new faculty member does not yet have a ULID, they need to contact Chasity Logan (cglogan@ilstu.edu) to be registered. Payment for the course cannot occur until after the faculty member’s contract begins (September paycheck).

Design Your Course

This course is for faculty members in their first, second, or third year of teaching at Illinois State University. The workshop guides participants through a course design process to help the faculty member prepare to teach a new course for the next academic year. A stipend is available to eligible participants who complete the program.

DART Online (Design, Align, Refine, and Teach Online)

This course is an intensive, semester-long workshop for faculty interested in designing and teaching high quality online courses. It is intended to support the design of fully online courses scheduled to be taught in the two semesters following participation. The workshop requires a substantial investment of faculty time (4-5 hours per week for the entire semester). Faculty must be nominated for participation in this workshop. Faculty who complete the program are awarded a stipend after it is verified that the College has accepted the course.

AIM Online

This course is an intensive, semester-long workshop for faculty interested in reviewing and revising courses that have already been taught in the fully online format. The emphasis is on ensuring that all course elements are fully aligned, resulting in an improved student experience that meets Quality Matters standards for a high-quality online course. Faculty must be nominated for participation in this workshop. Faculty who complete the program are awarded a stipend after it is verified that the College has accepted the course.
Apply the Quality Matters Rubric Course (APPQMR)

This course covers the principles of QM Rubric (8 standards related to course design), quality assurance process, and principles for drafting helpful recommendations related to the rubric. Also covers content about the importance of course alignment. The impact of Quality Matters on an online course include: improved course design, easier navigation for students, reduced barriers to student achievement, improved student outcomes, culture of quality, marketing and recruitment, and course quality and standardization. Mennonite College of Nursing recommends that all faculty teaching online complete QM faculty certification through CTLT within one year of starting to teach online. This QM certification is provided by CTLT.

CTLT staff are also available for assistance with using ReggieNet, provision of Midterm Chats, and instructional consultations. For more information about programs, contact CTLT at CTLT@ilstu.edu or online at http://CTLT.IllinoisState.edu.

Other CTLT resources:
- Tips for online teaching can be found at https://ctlt.illinoisstate.edu/pedagogy/onlinecourses/
- Five ways to build community in online classrooms: https://www.facultyfocus.com/articles/online-education/five-ways-to-build-community-in-online-classrooms/.

Safety/Security

Name badges
Currently the student and faculty name badges worn in the clinical area include the University and College names, and the individual’s picture, full name, and position (student, faculty). This summer we were informed of a recent graduate being stalked by a patient she had cared for in one of her MCN clinicals. This led to a reassessment of what we have on our name badges compared to other schools and what we can do to minimize risk to our students and faculty. As a result, name badges for all students and faculty are being remade to include the University and College names, a larger picture (so that someone does not have to invade your personal space in order to see the picture), only the individual’s first name and position (BSN student, Graduate student, Faculty). You do not have to do anything; they have your photo on file and will use this for the new badge. Please note that this only relates to the clinical badges; you will still have your MCN name tag with your full name available for use in other venues.

Also, for safety sake and in the interest of professionalism, please remind students in clinical orientation that they should not share their personal information with patients.

Building security
Unlike the Nursing Simulation Laboratory which is a locked facility and has access limited to our students and faculty/staff, Edwards Hall is used by other disciplines and is the site of many events unrelated to our College. We do not have the option to have the entire building locked during the typical hours of operation during the week. The hours the building is unlocked are: Monday through Thursday, 7 am – 10:30 pm; Friday 7 am – 5 pm. (Note: The building is locked on Saturday/Sunday). When the building is locked, you still have access via your building key PLEASE NOTE: When you use your key to unlock an outside door, please be sure that you are relocking the door after you enter and ensure that it is not able to be pulled open from the outside.

As added security, the hallways into the Faculty Suites on 1st and 2nd floors as well as Suite 112 (Offices for Student Support) are only open 8 am – 4 pm. After 4 pm, there are fewer people around and it can be a bit disconcerting if all of a sudden someone you don’t know is wandering down the hall and ends up in your office. However, there are times when you might be having someone come to your office after hours, or there might be someone who just has a question or needs assistance to find someone. To make you aware of someone at the locked door, doorbells have been installed at both doors leading into the 2nd floor faculty suite and at the entry to the Office of Student Support, the 1st floor faculty
suite, the Office of Nursing Research, Scholarship, and Innovation, and the Dean’s Suite. The doorbells on 2nd floor each play a different song so that you can differentiate at which door the person might be. If no one is in an area to answer the door, there is a note by the bells instructing the person to go to the desk at Suite 112 for assistance. Reminder: please always carry your keys!

The doors to the various areas may also be locked during low traffic time, such as during the summer, or if staff are not available to monitor who enters an area.

Please remember to always be safe.....if you are leaving evening classes, meetings, or work, or simply don’t feel comfortable walking alone for ANY reason, don’t hesitate to call for an escort at 438-WALK (438-9255). This is available 24 hours a day, 7 days a week, 365 days a year.

Overall ISU is a very safe campus and we want to keep it that way! The safety of our faculty, staff, and students is our priority and we hope that the above information and reminders will increase your comfort level!

Faculty/Staff Acknowledgements

Mennonite College of Nursing prides itself on recognizing the accomplishments of its faculty, staff and students. Monthly faculty and staff are encouraged to enter any awards, grants, honors, presentations, and publications into Digital Measures, our online tracking system for collecting data. Digital Measures can be found at https://digitalmeasures.com/login/ilstu/faculty/authentication/showLogin.do?shce_test=1555090171294

A report will be generated by the Assistant to the Associate Dean for Academics and Program Directors/ Academic Special Projects Manager from Digital Measures monthly and disseminated to the College for review before submission to the University for recognition in various University publications.

Any faculty or stall wishing to acknowledge themselves, their colleagues or their students should send an email to the Assistant to the Associate Dean for Academics and Program Directors/ Academic Special Projects Manager for dissemination by the Dean.

Redbird Care Team

Dean on Duty
The Dean on Duty triages Parent and Family issues.

- Each weekday from 8 a.m.-4:30 p.m., an Associate Dean of Students is available to listen, assist students in gathering information, serve as a referral source, and help students navigate through the University. Students most commonly visit with the Dean on Duty when they are anticipating or returning from an extended absence, are considering withdrawal from the current semester, are overwhelmed by a family or personal emergency, or have a concern about grading or other classroom issues, but a student should not hesitate to ask other questions.
- The Dean on Duty is also available to consult with faculty and staff members who may be concerned about a student or looking for advice on how to appropriately refer a student.
- Online reporting form: https://deanofstudents.illinoisstate.edu/contact/dean/

Redbird Care Team (RCT)
Case Managers from Dean of Students, University Housing Services, University College, University Police, Student Counseling Services, and Student Health Services provide ongoing intervention for a student if needed

- Faculty and staff report student behavior that is significantly out of character, causes alarm, is unhealthy, and/or is potentially dangerous to RCT via this online form: https://studentaffairs.illinoisstate.edu/who/safety/rct.php
Critical Incident Response Team (CIRT)
Serves to help students stabilize their life circumstances after a major incident, such that they may return to their academic work. Staff in the Dean of Students Office serve in a 24/7 on-call rotation on CIRT.

- University Police activate CIRT
- Non-mental health related incidents

Inclusive Community Response Team (ICRT) - serves students by fostering an open and inclusive campus and responding to instances of hate and bias

- Any student, faculty, staff, or community member can file a report with the ICRT. There are several ways to file a report:
  - Email - ICRT@ilstu.edu. When filing a report via email please be as specific as possible. Items to consider including are: date, time, specific location, names of people involved, descriptions of people involved (if names are not known), and specific details regarding the issue. You are able to include files (e.g. pictures) with the email if available. If you supply your name and contact information, a member of the ICRT will follow up with you within two business days.
  - By phone – (309) 438-2008

Evaluation Processes

Plan for College Assessment
The Plan for College Assessment (PCA) is designed for the college community to assess program achievement and to engage in ongoing continuous quality improvement of all college programs. Student outcomes and faculty accomplishments stem from the college mission, philosophy, and college/program goals and outcomes. Data collection for the PCA occurs on an ongoing basis, but is evaluated each year for the previous year. Information is distributed to faculty/student committees and administrative personnel for the purpose of institutional analysis and problem-solving. This allows for curricular changes to be developed in the subsequent year. The PCA reflects an organized “feedback loop” to assess and evaluate the undergraduate and graduate program.

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

Course Recommendation Forms
The Course Recommendation Form is completed at the end of the academic year, due around June 15th of each year. Faculty may access the Course Recommendation Form on TEAMs – MCN Faculty & Staff – Plan for College Assessment – Course Recommendation Form Submissions – Course Recommendation Templates... Completion of the Course Recommendation Form is required.

Faculty Evaluation

Instructional Assistant Professor Full-time Faculty
All documents for self-assessment and evaluation are due to the Assistant to the Associate Dean of Academics by the end of February each year. Each year, the Associate Dean’s office will email each faculty member reminding them of the deadline for submission of documents. Faculty self-assessments must be submitted in electronic format.
After reviewing the self-assessment documents, student evaluations, and other documents provided by the faculty, the Associate Dean for Academics will complete the Instructional Assistant Professor Faculty Evaluation Form, which can be found at TEAMs – MCN Faculty and Staff – Faculty and Staff Resources Instructional Assistant Professor Evaluation Forms and will schedule a performance evaluation meeting with each faculty member prior to April 1 of each year.

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

The following documentation should be included along with the above evaluation forms

- Annual Required Documents:
  - Updated curriculum vita
  - Faculty performance review using the self-assessment tool
- Optional Documents:
  - Reports of service, scholarship, and practice

**Instructional Assistant Professor Part-time Faculty**

Part-time faculty are an integral part of clinical instruction at MCN and the evaluation process is viewed as a mechanism for developing their role as clinical faculty. The self-assessment tool is used to encourage part-time Instructional Assistant Professor faculty to assess their performance as a Mennonite College of Nursing clinical faculty. Ideally, this will help the part-time faculty set goals for upcoming clinical assignments. The self-assessment tool is located at TEAMs – MCN Faculty and Staff – Faculty and Staff Resources Instructional Assistant Professor Evaluation Forms. Part-time faculty are asked in this self-assessment tool to self-reflect on how their clinical instruction fostered student development in each of the terminal objectives listed below and to identify how they will improve clinical instruction to continue assisting students to meet the outcomes of the program:

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

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

If the Director of Undergraduate Programs receives anecdotal concerns from students, other faculty, or the Course Leader, at any time of the semester, the Director of Undergraduate Programs will visit the clinical site to assess the situation.
Instructional Assistant Professor Part-Time Faculty, who return for two semesters in a row, have anecdotal comments from the Course Leader and student evaluations without concern, will not be asked to complete the Self-Assessment Tool each subsequent semester but rather every four to six semesters.

The self-assessment is turned into the Director of Undergraduate Programs for review and response and filed in the Dean’s Suite. If an on-site clinical visit is conducted, the self-assessment is reviewed by the Director of Undergraduate Programs prior to this visit and is filed in the Dean’s Suite along with the completed Instructional Assistant Professor Faculty Clinical Assessment Form. Copies of the Instructional Assistant Professor Faculty Clinical Assessment Form are provided to part-time faculty for their own review and filing also.

**Student Course and Faculty Evaluations**

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

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

Assumption
We believe that everyone participating in activities at MCN is intelligent, capable, cares about doing their best, and wants to improve.

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

Faculty Guidelines

Skills Lab
The Psychomotor Skills Lab (Room 104) contains a variety of task trainers, IV pumps, and equipment so students may learn and practice nursing skills.

Once students have practiced selected skills under the supervision of their faculty, they will schedule additional practice sessions with the guidance of a Lab Assistant. Students will use the online sign up address provided on their ReggieNet course site to schedule guided practice sessions. Guided practice sessions typically occur in Room 104.

Once students have practiced selected skills with the guidance of Lab Assistants, they perform the skills under the supervision of a MSN prepared nurse for their final competency exam.

Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency.

Faculty may refer a student needing additional practice for guided practice with a Graduate Assistant or Nursing Simulation staff member. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Coordinator for Nursing Simulation. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant or Nursing Simulation Laboratory staff member will sign the form at the practice session and the student will return the completed form to their faculty.

Health Assessment Lab
Two undergraduate Health Assessment Rooms (Rooms 108 and 109) contain patient beds, exam tables, an auscultation manikin, and equipment so students may practice health assessment skills.
Students are encouraged to schedule additional practice sessions of any skill to achieve greater proficiency. They may use the online signup address provided on their ReggieNet course site to schedule a practice time.

Faculty may refer a student needing additional practice for guided practice with a Graduate Assistant. Faculty will complete a remediation form (found on the MCN Nursing Simulation Lab ReggieNet site) and email it to both the student and the Coordinator for Nursing Simulation. Students will use the online signup address provided on the form to schedule a practice session. The Graduate Assistant will sign the form at the practice session and the student will return the completed form to the faculty.

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

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

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

**Simulation Day Faculty Responsibilities**
- Faculty are responsible for all information for their specific assigned scenarios, skills, or tabletop activities so they may facilitate and answer student questions
- Faculty assignments primarily consist of simulation scenarios in the simulation hospital, but may also include psychomotor skills and/or tabletop activities
- Faculty are encouraged to schedule an appointment with the Coordinator for Nursing Simulation prior to their scheduled day for additional support or practice in running simulation scenarios if needed
- Faculty should arrive at the lab approximately 15-30 minutes early to ensure faculty are prepared to facilitate assigned simulation scenarios and equipment
- Faculty should provide ongoing input and feedback to lab staff for continuous quality improvement and quality assurance
- Simulation Day resources are provided on the MCN Nursing Simulation Lab ReggieNet site in the Resources tab
- At the beginning of the semester, the master schedule will be posted on the MCN Nursing Simulation Lab ReggieNet site in the NSL Master Schedules folder. The master schedule contains the specific simulation date for each section.
- At least two weeks prior to the first scheduled simulation day, faculty may access daily simulation schedules and materials for each assigned simulation scenario, skill, or tabletop in the appropriate course folder
- Paper copies of daily schedules, simulation materials, and student performance evaluations will be provided on the simulation day.
Student Academic Policies and Procedures

Student Code of Conduct
The Illinois State University Student Code of Conduct can be found at the link below. All faculty are expected to review the Student Code of Conduct.

- [http://deanofstudents.illinoisstate.edu/conflict/conduct/code/](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/)

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

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

Inappropriate behaviors and incivility will not be tolerated and consequences will result.

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

- Character
- Conscience
- Civility
- Citizenship
- An Appreciation of Diversity
- Individual and Social Responsibility

As stated in the Illinois State University Code of Student Conduct: “Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others.

Academic Dishonesty
Illinois State University recognizes that it must create an environment where each student will be free to pursue her or his academic interests without interference from others. This includes upholding the integrity of the academic process, as well as, providing a community free of disruptions for a healthy and peaceful learning community. For more information regarding academic integrity, please review the policies of the Student Conduct and Conflict Resolution Office at [http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php)

Confidentiality
Confidentiality of patient information is expected. Only relevant information obtained from or about a patient may be disclosed to the health care personnel, faculty, and peers involved in the individual's care. Students are expected to comply with Health Information Portability and Accountability Act (HIPAA) requirements at all times. Students will not share patient or family information via social media, including Facebook, Twitter, or other outlets. Students will not take photographs in clinical setting. Any breach of confidentiality can lead to dismissal from the program.
Request by Faculty/Staff for Student Information

Any requests by faculty for student information/data should be sent to the Mennonite College of Nursing Office Support Specialist for processing.

Request by Student for Letter of Recommendation

In order for faculty/staff to be able to provide letters of recommendation for externships, employment, and other purposes, students must fill out and turn in a FERPA (Family Educational Rights and Privacy Act) Waiver that gives permission to send the letter. The FERPA Waiver must specifically identify the faculty/staff who will be writing the letter. The student may not write “All faculty” on the form. The steps for this process are listed below.

- Students will email the faculty/staff member(s) with a request to complete a letter of recommendation
- Students will complete a FERPA Waiver specifically identifying the faculty/staff member(s) who will be writing the letter and will send it to the Office of Student Services
  - [https://nursing.illinoisstate.edu/faculty-staff/FERPA%20Waiver%202019.pdf](https://nursing.illinoisstate.edu/faculty-staff/FERPA%20Waiver%202019.pdf)
- The Office of Student Services will file a copy of the FERPA in the student’s file and send the original FERPA form to the Registrar’s Office
- The Office of Student Services will then email the faculty/staff listed on the form to let them know that they may proceed with providing the requested letter

Honors Program Information for Faculty

What is the Honors Program?

Some students want to go above and beyond their coursework in order to have the designation of “Honors” at graduation. Students who choose to do this have some extra Honors seminars and events, and have to complete an Honors project in a certain number of classes. Students can choose from semester to semester which classes they would like to do an Honors Project in, based on their interests. (For example, if a student feels passionate about mental health nursing, he or she may ask myself, or his or her clinical faculty if an Honors Project can be done in such named course).

What do I do if a student asks me to guide them in doing a project?

A faculty member is not mandated to do a project with a student – the time you spend is not monetarily compensated. I can tell you for me it has been rewarding, so if you have time to work with a student (be able to meet about an hour 2-4 times during the semester), I encourage you to do so.

Set up an initial meeting with the student to be sure you can help him or her with educational goals. You will also want to make sure your idea of an honors project and the student’s is the same. If this lines up, and you are willing, the student is ready to fill out a contract with the Honors Program office and get to work.

What is an appropriate Honors Project?

A good project enriches the student’s educational experience by allowing him or her to explore topics more in depth, or in ways that go beyond what is learned in class. A good Honors Project involves some level of research and a finished project. Examples of projects students have done include:

- Easy-to-use pamphlet for nurses on ethno-pharmacology in psych medications
- Viability and cost-effectiveness of mental health courts – report with visual aid for county committee deciding on whether or not to implement
- Educational board for long-term care workers on non-pharmacological interventions for patients with dementia
- Brochure for patients on how to therapeutically utilize exercise as an intervention for depression
What happens when a student is doing a capstone project for Honors in the Major?

These students have hour requirements on what they put into the project, and have had to register for associated credit hours, and pay tuition for the registered credit hours. This research is much more in depth (a couple of students who did this actually presented in Australia over the summer and had the assistance of some wonderful doctoral prepared faculty advising them). This project will be graded, and you will need to submit a grade at the end of the semester when other grades are due.

If you still have questions – who can help?

Contact Amie Walker, Edwards 111C. alwalk2@ilstu.edu. Please contact me if you have any further questions. You can also go to the Honors Program site at ISU if you want to learn more (honors.illinoisstate.edu)