# BSN Student Handbook

Table of Contents

[Baccalaureate Programs 3](#_Toc14786897)

[Undergraduate Nursing Program Pathways 5](#_Toc14786898)

[Baccalaureate Program Organizing Constructs, Program Outcomes, Pathways, and AACN Essentials 6](#_Toc14786899)

[Traditional BSN Sample Curriculum 6](#_Toc14786900)

[Accelerated Second Degree BSN Sample Curriculum 8](#_Toc14786901)

[BSN for Registered Nurses Sample Curriculum 9](#_Toc14786902)

[Academic Standards 10](#_Toc14786903)

[Student Rights under the Family Educational Rights and Privacy Act (FERPA) 10](#_Toc14786904)

[Michigan State Residency for RN to BSN Students 10](#_Toc14786905)

[Cultural Competence Model 10](#_Toc14786906)

[Progression Policies 11](#_Toc14786907)

[Student Progress Reports 13](#_Toc14786908)

[Voluntary Withdrawal from Nursing Sequence 13](#_Toc14786909)

[Policy for Reinstatement to Undergraduate Study 14](#_Toc14786910)

[Attendance Policy 15](#_Toc14786911)

[Course Compliance Requirements 15](#_Toc14786912)

[Honors Option in Nursing Courses 16](#_Toc14786913)

[Independent Study 17](#_Toc14786914)

[Final Exams 18](#_Toc14786915)

[Procedures for Administering Examinations 18](#_Toc14786916)

[ATI Policy 19](#_Toc14786917)

[SafeMedicate® for Traditional and Accelerated Option BSN Students 20](#_Toc14786918)

[Clinical Experience Policies 21](#_Toc14786919)

[Clinical Placements 21](#_Toc14786920)

[Travel Requirements and Personal Safety 22](#_Toc14786921)

[Invasive Procedure Guidelines 23](#_Toc14786922)

[Student Clinical Attire Policy 23](#_Toc14786923)

[Mobile Device Policy - LAC 24](#_Toc14786924)

[Health and Immunization Policy 24](#_Toc14786925)

[Support Services 25](#_Toc14786926)

[Student Parking 25](#_Toc14786927)

[Student Listserv 25](#_Toc14786928)

[Office of Student Affairs 25](#_Toc14786929)

[Counseling Services 25](#_Toc14786930)

[Resources and Facilities 25](#_Toc14786931)

[Travel Abroad 26](#_Toc14786932)

[Ceremonies, Honors, and Awards 26](#_Toc14786933)

[Awards and Scholarships: Scholarship Information 28](#_Toc14786934)

[Student Professional Activities 29](#_Toc14786935)

[Nursing Student Association 29](#_Toc14786936)

[Sigma Theta Tau, Alpha Psi Chapter 29](#_Toc14786937)

[Standing Committees with Student Representation 30](#_Toc14786938)

[Forms 31](#_Toc14786939)

[Appendix 32](#_Toc14786940)

[Frequently Accessed Policies 38](#_Toc14786941)

[Attendance Policy 38](#_Toc14786942)

[Off-Campus Proctored Exam Policy 39](#_Toc14786943)

Baccalaureate Programs  
  
Guiding Principles and Baccalaureate Graduate Program Outcomes

This mission of Michigan State University’s College of Nursing (CON) is to enhance the health of the community by providing excellence in nursing education, research, and practice. The CON advances the profession of nursing and serves as an advocate for optimal health care for all people.

The undergraduate nursing programs achieve the CON’s mission through a learner-centered academic environment. This environment focuses on what and how students learn, the conditions under which they learn, their ability to retain and apply learning, and their preparedness for future learning. The role of the teacher in learner-centered academic environments is to be a facilitator of active and engaged learning, fostering trusting student-teacher relationships through flexibility and creativity. As students become involved in their learning, they share accountability for learning outcomes with teachers in ways that facilitate and development of **caring, professional, and knowledgeable** nurses. These nurses use **individual, community, and systems perspectives** to **advocate** for quality care of diverse patients in dynamic and variable health care environments. Their nursing care promotes **health and the well-being** of patients at the local, regional, national, and global level.

BSN PROGRAM OUTCOMES

**Leadership**: Integrate leadership skills and principles to facilitate optimal patient and systems outcomes.

**Communication**: Incorporate principles of effective communication with members of the health team and interested groups to improve health outcomes for patients, families, and communities of interest.

**Collaboration**: Skillfully interact with patients, intra-and interprofessional colleagues, and teams to achieve optimal outcomes.

**Evidence-Based Practice**: Synthesize evidence to provide and advocate for optimum care in accordance with patient preference and needs.

**Health Promotion and Risk Reduction**: Educate patients, empowering them to improve health using a wide range of individual, social, and environmental interventions.

**Ethical Practice**: Apply professional values and standards, and use ethical reasoning and relational skills to identify ethically justifiable outcomes, maximizing the good for all.

**Quality Nursing Care**: Provides safe nursing care utilizing professional knowledge, skills, and attitudes to increase the likelihood of desired health outcomes.

**Cultural Congruence**: Apply knowledge and skills to practice effectively within the cultural context of the patient and community.

**Global Responsiveness**: Practice nursing with an appreciation of the reciprocal relationships between global and local socioeconomic, environmental, and heath conditions.

BSN GUIDING PRINCIPLES

**Caring**: Because the moral foundation of nursing care is to aspire to enact caring concern for others within health care, the CON develops students’ affective and intellectual tools to bring caring to fruition in their nursing practice.

**Professionalism**: The CON provides the climate for students to develop the affective, psychomotor, and cognitive domains of professional nursing practice, which provide them with the abilities needed to effectively interact with patients and the interdisciplinary team to fulfill nursing’s social contract with the public.

**Knowledgeable**: Expressing caring concern for patients begins with the knowledge and ability to discern and apply the most clinical effective interventions and therapeutic techniques to complex health problems in light of patient preferences. Therefore, the CON helps students become knowledgeable nurses by facilitating the integration of liberal education (e.g., arts and sciences).

**Individuals Perspective**: The CON educates students to have the knowledge, skills, and attitudes to provide safe, quality care for individuals and families.

**Community Perspectives**: The CON educates students to understand that nursing practice encompasses care of communities. Communities include entire populations within a community or target groups within populations where students learn to influence change in community health norms, awareness, practices, and behaviors (Minnesota Department of Health, 2001).

**Systems Perspective**: The CON educates students to understand how aspects of society impact health care delivery. Equipped with this systems perspective, students learn to use and develop regulations, professional guidelines, and policies to ensure optimal health outcomes (American Association of College of Nursing 2008; Minnesota Department of Health, 2001).

**Advocacy**: Advocacy occurs in a caring relationship and includes enhancing patient autonomy, acting on behalf of patients, and championing social justice in the provision of health care (Bu & Jezewski, 2007). Students in the CON advocate at the individual, community, and population levels using spiritual, moral, political, and legal interventions.

**Diversity**: As patients become increasingly diverse, the CON ensures that students are capable of providing culturally congruent care. CON faculty members teach students Campinha-Bacote’s conceptual model (2002) to ensure they understand that diversity refers to multiple worldviews and variations in values, beliefs, practices, and customs. CON faculty members emphasize that diversity consists of more than differences in ethnicity and race; it also includes religion, socio-economic status, language, geographical location, occupation, sexual identity, and age.

**Health**: Health includes multidimensional equilibrium across the lifespan until death. Within the CON, students learn that illness and disease are deviations from health, while sickness is the culturally defined social and psychological response to these deviations (Michigan State University College of Nursing 2012).

**Well-being**: The CON defines well-being as a subjective experience, involving changes in complexity, integration, and engagement in life as defined by the patient (Swanson 1993). The CON ensures students learn the meaning of well-being in relation to health and how it is influenced by personal, social, economic, and environmental contexts.

References

American Association of Colleges of Nursing (2008). The essentials of baccalaureate for nursing practice. Washington, DC: American Association of Colleges of Nursing.

Anderson, P., & Puich, M. (2002). Managerial competencies necessary in today’s dynamic health care environment. Health Care manager, 21(2), 1-11.

Bu, X., & Jezewski, M.A. (2007). Developing a mid-range theory of patient advocacy through concept analysis. Journal of Advanced Nursing, 57(1), 1010-110.

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. Journal of Transcultural Nursing, 13(3), 181-184.

Institute of Medicine (2001). Crossing the quality chasm: A new health system for the 21st century. Washington, DC: National Academy Press.

Michigan State University College of Nursing. (2012). Bachelor of Science in nursing student handbook. East Lansing, MI: Author. Rose, L. (2011). Interprofessional collaboration in the ICU: How to define? Nursing in Critical Care, 16(1), 5-10. doi:10.1111/j.1478-5153.2010.00398.x

Minnesota Department of Public Health. (2001). Public health interventions: Applications for public health nursing practice. Retrieved from [http://www.health.state.mn.us/divs/opi/cd/phn/docs/0301wheel\_manual.pdf](http://nursing.msu.edu/BSN%20Handbook/%20http:/www.health.state.mn.us/divs/opi/cd/phn/docs/0301wheel_manual.pdf)

Swanson, K. (1993). Nursing as informed caring for the well-being of others. IMAGE: The Journal of Nursing Scholarship, 25(4), 352-357.

### Undergraduate Nursing Program Pathways

The BSN curriculum is conceptualized as having two pathways; acute health care nursing and primary health care nursing. These pathways converge to provide a holistic approach to nursing education focusing on the professional nurse’s role in both the acute care and primary health care environments preparing graduates to function as nurse generalists in primary, secondary, and tertiary healthcare settings.

Acute Health Care1 Nursing (AHCN) includes emergency care, trauma care, acute medical and surgical care, critical care, urgent care and short-term inpatient stabilization focusing on curative, rehabilitative or palliative actions within an integrated systems framework.

Primary Health Care2 Nursing (PHCN) includes health promotion, disease prevention, primary care, population health, and community development within an integrated systems framework.

The integration of acute health care with primary health care completes a health-care system paradigm that fully encompasses all essential aspects of health care delivery.

|  |  |  |
| --- | --- | --- |
| AHCN Pathway Courses | PHCN Pathway Courses | Courses Supporting Both |
| NUR 322 | NUR 324 | NUR 205 |
| NUR 332 | NUR 334 | NUR 301 |
| NUR 371 | NUR 471 | NUR 375 |
| NUR 436 |  | NUR 475 |
| NUR 437 | NUR 381 |
| NUR 445 | NUR 481 |
| NUR 460 |  |

1 Hirshon M, Risko N, Calvello E, de Ramirez S. Health Systems and Services: The role of Acute Care. Bulletin of the World Health Organization 2013; 91:386-388. doi: <http://dx.doi.org/10.2471/BLT.12.112664>

2 Primary health care: report of the International Conference o 1. n Primary Health Care, Alma-Ata, USSR, 6–12 September, 1978, jointly sponsored by the World Health Organization and the United Nations Children’s Fund. Geneva, World Health Organization, 1978 (Health for All Series No. 1).

### Baccalaureate Program Organizing Constructs, Program Outcomes, Pathways, and AACN Essentials

Graduates of the MSU CON undergraduate programs will exemplify the CON mission and the undergraduate guiding principles by demonstrating the following outcomes.

[BSN Program Constructs Chart](http://nursing.msu.edu/BSN%20Handbook/BSN_Constructs.htm) (For AO and TBSN Students)

[RN to BSN Program Constructs Chart](http://nursing.msu.edu/BSN%20Handbook/RNBSN_Constructs.htm) (For Registered Nursings completing their BSN)

### Traditional BSN Sample Curriculum

|  |  |
| --- | --- |
| **CON Admission Requirement** | **University Requirement** |
| WRA 101 (4) - Writing | ISS 2XX (4) - Social Science |
| PSY 101 (4) - Introductory Psychology | ISS 3XX (4) - Social Science |
| MTH 103 (3) - College Algebra | IAH 201-210 (4) - Humanities I |
| HNF 150 (3) - Intro to Human Nutrition | IAH 211-241 (4) - Humanities II |
| CEM 141 (4) - General Chemistry |  |
| BS 161 (3) - Cells and Molecules |  |
| ANTR 350 (3) - Human Anatomy & Structural Biology |  |

Minimum of a 2.0 is required in each admission required course and science prerequisite.  
Elective credits will be needed to reach the 120 credit minimum required for graduation.

**TBSN Course Sequence with Foundation Course Trajectory for Students admitted prior to Fall 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nursing 1** | | **Nursing 2** | | **Nursing 3** | |
| PSL 250 Physiology | 4 | NUR 205 Introduction to Professional Nursing | 4 | NUR 322 Nursing Care of Acute and Chronically Ill Patients I | 4 |
| CEM 143 Survey of Organic Chemistry | 4 | NUR 301 Clinical Pathophysiology | 3 | NUR 324 Health Promotion and Disease and Injury Prevention I | 3 |
| HDFS 225 Lifespan of Human Development | 3 | MMG 201/302 Fundamentals of Microbiology + Lab | 3/1 | PHM 350 Pharmacology | 3 |
|  | |  | | STT 200 Statistical Methods | 3 |
| Semester Credits 11 | | Semester Credits 11 | | Semester Credits 13 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nursing 4** | | **Nursing 5** | | **Nursing 6** | |
| NUR 332 Nursing Care of Acute and Chronically Ill Patients II | 5 | NUR 445 Nursing Care of Acute and Chronically Ill Patients III | 6 | NUR 460 Leadership in Clinical Practice | 5 |
| NUR 334 Health Promotion and Disease and Injury Prevention II | 3 | NUR 436 Nursing Care of Children and Their Families | 2 | NUR 471 Public Health Nursing | 3 |
| NUR 371 Behavioral Health Nursing | 4 | NUR 437 Nursing Care of the Childbearing Family | 2 | NUR 481 Scholarship for Nursing Practice | 2 |
|  | | NUR 375 Research and Evidence-Based Practice | 2 | NUR 475 Ethical Practice | 2 |
| Semester Credits 12 | | Semester Credits 12 | | Semester Credits 12 | |

**TBSN Course Sequence with Foundation Course Trajectory for Students admitted on or after Fall 2019**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nursing 1** | | **Nursing 2** | | **Nursing 3** | |
| PSL 250 Physiology | 4 | NUR 205 Introduction to Professional Nursing | 4 | NUR 323 Nursing Care of Acute and Chronically Ill Patients I | 5 |
| CEM 143 Survey of Organic Chemistry | 4 | NUR 301 Clinical Pathophysiology | 3 | NUR 333 Health Promotion | 4 |
| HDFS 225 Lifespan of Human Development | 3 | PHM 350  Pharmacology  MMG 201/302 Fundamentals of Microbiology + Lab | 3  3/1 | STT 200 Statistical Methods | 3 |
| Semester Credits 11 | | Semester Credits 14 | | Semester Credits 12 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nursing 4** | | **Nursing 5** | | **Nursing 6** | |
| NUR 337 Nursing Care of Acute and Chronically Ill Patients II | 6 | NUR 434 Nursing Care of Acute and Chronically Ill Patients III | 4 | NUR 460 Leadership in Clinical Practice | 5 |
| NUR 342 Research, Ethics, and Evidence Based Practice | 3 | NUR 438 Nursing Care of Children and Their Families | 3 | NUR 471 Public Health Nursing | 3 |
| NUR 371 Behavioral Health Nursing | 4 | NUR 439 Nursing Care of the Childbearing Family | 3 | NUR 442 Reearch, Ethics, and Evidence-Based Practice II | 3 |
| Semester Credits 13 | | Semester Credits 10 | | Semester Credits 11 | |

### Accelerated Second Degree BSN Sample Curriculum

**Accelerated Second (AO) Degree Admission Prerequisites**

|  |  |
| --- | --- |
| \*ANTR 350 (3)^ - Human Anatomy and Structural Biology | \*PSL 250 or 310 (4)^ - Introductory Physiology |
| CEM 141 (4) - General Chemistry | STT 200/201 (3) - Statistical Methods |
| MMG 201 (3) - Fundamentals of Microbiology | HDFS 225 (3) - Lifespan of Human Development |
| \*NUR 300 (4) - Pathophysiology | HNF 150 (3) - Introduction to Human Nutrition |
| PHM 350 (3) - Introduction Human Pharmacology | PSY 101 - Introductory Psychology |

\* Candidates must have completed course (or approved equivalent) within five years of program start.  
^ Anatomy and Physiology must be completed at the time of application

**AO BSN Course Sequence**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Nursing 2/3** | | **Nursing 4** | | **Nursing 5** | | **Nursing 6** | |
| CR | | CR | | CR | | CR | |
| NUR 205 Introduction to Professional Nursing | 4 | NUR 332 Nursing Care of Acute and Chronically Ill Patients II | 5 | NUR 445 Nursing Care of Acute and Critically Ill Patients | 6 | NUR 460 Leadership Clinical Immersion | 5 |
| NUR 322 Nursing Care of Acute and Chronically Ill Patients I | 4 | NUR 334 Health Promotion and Disease and Injury Prevention II | 3 | NUR 436 Nursing Care of Children and Their Families | 2 | NUR 471 Public Health Nursing | 3 |
| NUR 324 Health Promotion and Disease and Injury Prevention I | 3 | NUR 371 Behavioral Health Nursing | 4 | NUR 437 Nursing Care of the Childbearing Family | 2 | NUR 481 Scholarship for Nursing Practice | 2 |
|  | |  | | NUR 375 Research and Evidence-Based Practice | 2 | NUR 475 Ethical Practice | 2 |
| Semester Credits 11 | | Semester Credits 12 | | Semester Credits 12 | | Semester Credits 12 | |

### BSN for Registered Nurses Sample Curriculum

**RN to BSN Prerequisite Courses**

|  |  |
| --- | --- |
| WRA 101/110 - Writing Rhetoric | ANTR 350 - Human Anatomy and Structural Biology |
| MTH 1825 - Intermediate Algebra | PSL 250 or 310 - Introductory Physiology |
| ISS 2XX - Social Science | MMG 201 & 302- Fundamentals of Microbiology + Lab |
| IAH 201-210 - Humanities I | CEM 141 & 161 - General Chemistry + Lab |
| IAH 211-241 - Humanities II | STT 200/201 - Statistical Methods |
| PSY 101 - Introductory Psychology | HDFS 225 - Lifespan of Human Development |

For additional information on transferring courses to MSU, please visit: [transfer.msu.edu](http://transfer.msu.edu/). Transfer courses are subject to change. Students will receive 30 credits upon completion of NCLEX and RN licensure in recognition of Associates in Applied Science in Nursing  
**\*\*If transferring from Lansing, Macomb, Muskegon, Oakland or St. Clair County Community College and participating in the partnership program, please refer to partnership program guide. More information is available on our** [**partnership program page**](http://nursing.msu.edu/Students/Special%20Programs/RNtoBSN_Partnership.htm)**.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester 1** | | **Semester 2** | | **Semester 3** | | **Semester 4** | | **Semester 5** | |
| CR | | CR | | CR | | CR | | CR | |
| ISS 3XX Integrative Studies in Social Science | 4 | NUR 325 Transitions to BSN Practice | 2 | NUR 336 Health Promotion for the BSN | 4 | NUR 455 Integrative Seminar II | 2 | NUR 470 Community Health & Population Nursing | 4 |
| NUR 300 Pathophysiology | 4 | NUR 340 Foundations of Nursing Practice | 4 | NUR 355 Integrative Seminar I | 2 | NUR 465 Leadership Immersion | 4 | NUR 485 Integrative Seminar III | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Elective/Transfer Credits = **60** | Prior Learning Credits: Granted for successful completion of NCLEX = **30** | Total RN to BSN Program Credits = **32** | Minimum Credits for Graduation = **120** |

## Academic Standards

### Student Rights under the Family Educational Rights and Privacy Act (FERPA)

Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA), the University has established policies governing privacy and release of student records. The University has designated certain personally identifiable information as directory information, which may be released at the discretion of the University to anyone who makes a request. Directory information has been defined as name, local address and telephone number, MSU Net ID, permanent address and telephone number, current enrollment status or dates of attendance, program level, class, major, current term candidacy for degree and/or teacher certification, information pertaining to awards and honors achievements, MSU degree(s) earned and dates, recommendation to the State of Michigan for teaching certificate and effective dates, participation in officially recognized MSU activities and sports--including weight and height of athletic team members, recognition documents of student organizations, employment status as a graduate teaching assistant or research assistant, office address, and office phone number.

A student may restrict the release of directory information by notifying the Office of the Registrar, 150 Administration.

Students have the right to inspect and review their education records; seek amendment of the records they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights; consent to disclosures of personally identifiable information contained in their records, except to the extent that the law authorizes disclosure without consent; and file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the law.

### Michigan State Residency for RN to BSN Students

MSU is not authorized to offer online education in certain jurisdictions, and a change in your residency may impact your ability to continue in the program.

Please be aware that students who relocate to another state after admission to an online or hybrid MSU College of Nursing (CON) program will be subject to regulations for distance education of the new resident state. Many states have regulations regarding out-of-state distance education providers, which may include restrictions from online courses with didactic and clinical practicum requirements required for your CON program. In the event that you are considering relocating to another state or completing clinical requirements in agencies outside of Michigan it is imperative that you contact your CON advisor immediately.

### Cultural Competence Model

Both the American Association of Colleges of Nursing (2008) and the Michigan State University College of Nursing (CON) recognize that the delivery of high quality nursing care necessarily incorporates cultural competence into nursing practice. In order to ensure undergraduate nursing students meet this requirement, the undergraduate programs in the CON has adopted Dr. Josepha Campinha-Bacote’s model titled, “The Process of Cultural Competence in the Delivery of Healthcare Services” (2002). Within this model, Cultural Competence is defined by Dr. Campinha-Bacote as “the ongoing process in which the health care professional continuously strives to achieve the ability and availability to effectively work within the cultural context of the client (individual, family, community)” (Campinha-Bacote, p. 181). The five constructs of the model identified by Campinha-Bacote (p. 181) are:

1. Cultural awareness
2. Cultural knowledge
3. Cultural skill
4. Cultural encounters
5. Cultural desire

Consistent with the model, the undergraduate programs in the CON recognize that achieving cultural competence is a process and it has no definite endpoint. During their education, students will learn, reflect on, and therapeutically respond to the cultural needs and desires of their clients. These experiences will enrich students’ education and enable them to progress toward becoming a culturally competent nurse.

For more information on “The Process of Cultural Competence in the Delivery of Healthcare Services” please refer to the following website:  www.transculturalcare.net/Cultural\_Competence\_Model.htm

References

American Association of Colleges of Nursing (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC. <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. Journal of Transcultural Nursing, 13(3), 181-184.

### Progression Policies

PROFESSIONAL DEVELOPMENT GUIDELINES

Preparation for the professional practice of nursing requires more than the acquisition and application of knowledge. Therefore, in addition to the academic criteria listed in the progression in the major guidelines, the student must demonstrate:

appropriate interpersonal relations and communication with clients, peers, faculty and other health care personnel;  
responsible fulfillment of class and practicum obligations, including provision of safe nursing care in the practicum setting; and  
honesty and integrity in all academic and professional matters.

Failure to meet each Professional Development Guideline may result in the student earning a grade of 0.0 for the course.

Faculty reserve the right to dismiss a student from clinical areas if the student is ill, unprepared, and late or deemed to be a risk to patient safety. Dismissal from clinical for any reason, excluding student illness, is deemed unexcused, thus carrying the requisite grade consequences as described in the course syllabus.

Legal regulation of Nursing Practice

Students enrolled in the College of Nursing must conduct themselves so as to conform with the nursing practice regulations of the State of Michigan as presented in the Michigan Public Health code Act 368 of 1978 and as amended. Students must also demonstrate maturity of judgment. In assessing the quality of a student’s academic and clinical performance, the faculty takes account of the student’s maturity of judgment, as well as the professional development guidelines noted above. The College of Nursing may refuse enrollment, discontinue enrollment, or refuse re-enrollment of any student who violates the state nursing practice regulations, or who, in the professional judgment of the faculty, exhibits a serious deficiency with respect to her or his maturity of judgment or conformity with the professional development guidelines.

DISMISSAL FROM THE COLLEGE OF NURSING

Undergraduate students may be dismissed from the College of Nursing when any of the following occur:

1. Students earn a final grade below 2.0 in any required nursing course.
2. Students withdraw from or earn a grade of incomplete in any required course in the Nursing major.
3. Students engage in any act which is a serious violation of the Criminal Code of Michigan or which seriously compromises the welfare or integrity of another person.
4. Students who experience physical, behavioral, psychological or other difficulties which interferes with his or her ability to meet academic objectives, professional standards and the Colleges published Technical Standards.

In order to progress from one semester to the next, a grade of 2.0 must be earned in each nursing course within a semester.

SUMMARY:   
Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors in addition to acquisition and application of knowledge. Therefore, in addition to the above items, to progress in the undergraduate major in the College of Nursing, the student must show evidence of continuing development in inter-personal relations and communication with clients, peers, faculty and other health care personnel; demonstrate sensitivity to the effect of his/her behavior on others; demonstrate responsible fulfillment of class and practicum obligations; provide safe nursing care in the practicum setting; and demonstrate honesty and integrity in all academic and professional matters. These expectations are reflected in the Professional Development Guidelines identified for each nursing clinical course. The student must meet each Professional Development Guideline or the student may receive a 0.0 for the practicum course.

The Undergraduate Program Committee is responsible for monitoring the academic and professional development of students as described in the MSU College of Nursing Faculty Bylaws. It is the responsibility of the Assistant Dean for Academic Affairs to inform the Undergraduate Program Committee of students deemed ineligible to continue in the nursing major due to academic or professional dismissal; the student names will then be forwarded to the Office of the Dean who will then notify the students of the decision in writing. Students will be referred to the Office of Student Affairs for major/career advising and counseling referral as appropriate. Students may review other major options within the university by visiting <http://www.reg.msu.edu/AcademicPrograms/> .

To be recommended for a Bachelor of Science degree, a student must meet the college requirements and those of the University listed in the Academic Programs publication at <http://www.reg.msu.edu/AcademicPrograms/>.

### Student Progress Reports

In order to facilitate academic review of students’ progression through the major, there are two methods of tracking academic performance.

**CON Student Progress Reports**

During each semester, Student Progress Reports are generated for students who are having difficulty meeting, or are not meeting, clinical or theory course objectives. These reports are for Nursing courses only.  
For students having difficulty meeting course objectives, the Student Progress Report is to be completed and signed by the faculty member(s) involved and discussed with the student. The student is to sign the report to indicate that he/she has read it. Any student having difficulty meeting course objectives MUST write specific plans for improvement on the report.

Student Progress Reports are reviewed by the Assistant Dean for Academic Affairs in order to provide for a systematic process of:

1. Evaluating and summarizing students’ academic performance.
2. Evaluating continued progress to make recommendations for:
   1. Assistance.
   2. Progression/Retention.
   3. Dismissal.

After a Student Progress Report is reviewed, the Assistant Dean for Academic Affairs may request a follow-up report at any time during the term.

**MSU Enhancing Academic Success Early (EASE)**

EASE is a system housed in the University Registrar’s office, and is used as a method of early warning to start the conversation between the faculty, student, and academic advisor at the first sign of trouble.

Students may receive EASE notifications from any course or instructor. Notifications are sent to students through the Registrar’s Confidential Message Board. Academic Advisors will also follow up with students about their progress in a class after an EASE report has been submitted.

### Voluntary Withdrawal from Nursing Sequence

Students seeking to withdraw from the College of Nursing sequence or MSU are strongly encouraged to meet with the Assistant Dean for Academic Affairs.

To voluntarily withdraw from the College of Nursing, a student must notify in writing, the Office of Student Affairs prior to withdrawing.

Students who voluntarily withdraw are required to formally request, in writing, permission to return and will be accommodated on a space availability basis.

After withdrawal, the student is responsible for declaring a new academic major and meeting with appropriate advising staff in the department or College of the new major.

### Policy for Reinstatement to Undergraduate Study

I. Any student seeking reinstatement to the College of Nursing must 1. Meet with the Assistant Dean for Academic Affairs and 2. Write a letter to the Associate Dean for Academic Affairs as directed by the following:

* Reason for withdrawal/dismissal
* Reason for seeking reinstatement to the Program
* How his/her situation has changed in the interim
* Which semester the student wishes to return
* Response to any recommendations that may have been made at the time of withdrawal/dismissal.
* Plan for progression through the program

II. The Office of Student Affairs will prepare information on the student’s past academic progress, status at the time of withdrawal and other pertinent data for presentation to the Assistant Dean for Academic Affairs.

III. Recommendations may include that the student:

1. Be reinstated.
2. Be denied reinstatement.
3. Be reinstated for a probationary period with specific conditions in writing.

IV. Reinstatement for students in the College of Nursing may include:

A. Reapplication to the College of Nursing.

B. Updating knowledge and skills as recommended by the Program Coordinator or appropriate faculty, which may include repeating courses.

C. Fulfillment of all current requirements for graduation.

D. Fulfill and update all custom compliance prior to returning

V. Final decision for reinstatement will be determined by the Associate Dean for Academic Affairs who will notify the student in writing of the final decision. Copies will be sent to the Director of Student Affairs.

VI. All final reinstatement decisions will be dependent on course space availability.

*Note for RNBSN Partnership Students:*  
*In the event an RNBSN Partnership Student is dismissed from her/his ADN program and subsequently dismissed from MSU CON, the student may request reinstatement to MSU CON following reinstatement to the ADN program and the successful completion of the course in which s/he “failed” in the ADN program.*

### Attendance Policy

The Michigan State University College of Nursing (CON) draws upon the American Nurses Association’s Foundations of Nursing documents to guide its values and beliefs about undergraduate nursing student attendance in classroom sessions, lab and clinical practicum experiences as follows:

* Scope and Standards of Practice: Students demonstrate accountability by attending classes and clinical experiences.
* Social Policy Statement: Students demonstrate autonomy interpreted as accepting responsibility for attending classes and clinical sessions to ensure learning the provision of quality nursing care.
* Code of Ethics for Nurses: Nursing faculty members have a responsibility to hold students accountable for attendance.

In addition to the ANA documents, research supports a correlation between attendance and academic success.

Attendance Policy: The specific guidelines for attendance in the undergraduate program are as follows:

1. Classroom Attendance. Classroom attendance is expected. A student who is absent from class may not have an opportunity to make-up graded work and may have additional assignments to make-up missed class time. Attendance for on line courses constitutes logging into class and participating in course learning activities as set forth in the course syllabus.
2. Clinical and Lab Experience Attendance. Attendance at clinical practice and lab experiences is required, necessary to achieve learning outcomes, and will be monitored by course faculty. A student who is absent from clinical practice or lab experiences, will need to make-up graded work and may have additional assignments to make-up missed clinical time at the discretion of the faculty member. In addition, a student who comes to the clinical practice setting late or with deficiencies in understanding or knowledge will be removed from the clinical setting for that day and may be asked to complete additional assignments to achieve course objectives.
3. Unavoidable absences due to such events as an illness or family emergency, death in the family or severely ill family member sometimes occur. Students who are unavoidably absent from the classroom session or clinical or lab experiences are expected to notify his/her instructor and preceptor when applicable prior to session or experience so that alternate plans to achieve learning outcomes can be made. In the case of absences due to illnesses or injuries, a health care provider’s statement may be required for the student to return to the clinical setting.
4. Inclement weather rarely causes the university to close. When such an event does occur, classroom sessions or clinical and lab experiences are also cancelled and do not have to be made up.

When weather causes unsafe travel conditions, and the university remains open, clinical may be cancelled by the instructor with consultation from the Program Coordinator. In such cases, there may be additional assignments or clinical time required of the students.

### Course Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are required to be in compliance with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to CON Website).

Students will be considered out of compliance if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Affairs, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in any nursing (NUR) courses (with the exception of NUR 300) who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

References

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, Maryland. <http://tinyurl.com/codeofethics2015>

American Nurses Association (2015). *Nursing: Scope and Standards of Practice* (3nd Ed.). Silver Spring, Maryland. <http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant*. Silver Spring, Maryland. <http://tinyurl.com/socialpolicy2015>

Credé, M., Roch, S.G., & Kieszczynka, U.M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. Review of Educational Research, 80, 272-295. doi 10.3102/0034654310362998

### Honors Option in Nursing Courses

The Honors Option makes it possible to do honors work in any nursing course. An H-Option entails working with the professor to develop a project of interest to the student. A student may wish to complete an Honors Option in a class that is not already designated as Honors. If other non-honors college, high performance students are interested, with the consent and guidance of faculty, the student may undertake Honors-caliber study to receive Honors credit. Successful completion of an H Option contract in a course will earn an “H” designation for this course on the student’s transcript. However, the arrangement for H Option must be made between the student and the faculty member at the beginning of the semester (preferably by the first week). The faculty member may reject a request on the basis of its unsuitability for the student, or his/her lack of time to work with the student. The work to be done for the H Option must be above and beyond the usual course requirements. Such work may take the form of individual or small group study, or carrying out a project or investigation. The Honors Option Agreement Form is to be filled out for each participating student in conjunction with the faculty and submitted to the Director of Student Support Services no later than the end of the second week of the semester. [The Honors Option Agreement Form may be found here](http://honorscollege.msu.edu/honors-college/sites/default/files/content/h-o_agreement.pdf).

The Student must earn a minimum grade of 3.0 to receive the Honors designation.  
  
The Honors Option is not applicable to students enrolled in the Accelerated Second Degree Program.

### Independent Study

Independent Study permits a student to develop personal competencies through individualized experiences and study interest in a particular area. It allows exploration of an area in greater depth and/or from a different perspective than possible within the limits of required courses (The content must not be available through existing courses.). The student takes initiative for the selection of a topic, issue or problem, and assumes major responsibility for the associated planning, implementation and evaluation. The student seeks consultation and guidance from a faculty advisor selected by the student.

The College of Nursing offers NUR 490, Independent Study in Nursing, variable credit (1-4 cr.). In order to be eligible, a student must:

1. have a University grade point average of 2.5 or above and
2. Not exceed a total of 10 nursing credits in excess of those required in the curriculum.

The number of credits is based upon the scope of the topic, issue or problem, and the associated objectives. The following guideline should be utilized:

In general, two (2) hours per week of research (library or other sources) is equivalent to one (1) credit.

THE APPLICATION PROCEDURE

Prior to registration, the student must:

1. Select a topic, issue or problem related to nursing.
2. Tentatively determine the scope of the study and amount of time available to give it.
3. Discuss the proposed independent study topic, issue or problem with the selected faculty advisor.
4. Obtain approval of the faculty advisor for the following: Scope of project; Relatedness to nursing; Objectives; Number of credits; projected plan for guidance and evaluation.
5. 5. Complete the application for independent study through the Student-Instructor Forms menu on the [MSU Registrar’s website](https://reg.msu.edu/StuForms/StuInstr/Menu.aspx).

CRITERIA FOR EVALUATION

The faculty advisor for the independent study and student reflect the criteria for evaluation of the study via the Independent Study Form, a written contract, completed by them. The criteria include:

1. The definition of the study is clear and appropriate, i.e., the purpose and the scope.
2. The objectives reflect measurable outcomes, are revised as necessary, are consistent with the topic, issue or problem selected, and are attainable within the predetermined time for the study.
3. The approaches to be used to achieve the study outcomes are clearly stated.
4. The conduct of the study reflects self-direction and self-evaluation.

GRADING

The parameters for the grading are provided in the Application for Independent Study.

### Final Exams

Final exams are scheduled according to University policy (see [Michigan State University Schedule of Courses each semester](http://schedule.msu.edu/)). 

### Procedures for Administering Examinations

1. Seating for exams will be assigned by the course instructor.  
   Ideally, students should be seated with at least one vacant seat between each student and a vacant seat directly in front and in back of one another.
2. Attendance will be verified by the faculty at the beginning of the examination either by voice acknowledgement, by student sign in, by picture ID, MSU exam cover sheets or a combination of the aforementioned.
3. Students may take a pen/pencil to their seat. Items such as book bags, any electronic devices (including cell phones), coats, hats, food, and drinks must be left at the front of the room or at a place where student access will not be questioned. Nonprogrammable calculators may be used at the discretion of the faculty.
4. A minimum of 2 proctors will be present for each exam. Proctors will circulate during the exam.
5. Students arriving late for the exam will not be allowed to open/access their exam until after all initial directions are given and questions answered.
6. Students must download the exam before arriving at class on exam day.  
   Students who require the use of a College of Nursing laptop for exams must reserve one ahead of time with the Academic Technology Coordinator and make arrangements to download the exam before arriving at class on exam day.
7. Students arriving late will be given neither additional instructions nor a time extension to complete the exam.
8. Students may leave the exam room ONLY when their exam is completed.  
   In classes where both an individual and group exams are given, students must remain seated with computer closed between completion of his/her individual exam and the beginning of the group exam.
9. No food or beverage shall be within access of students during the exam.
10. No hats shall be worn during an exam.
11. No talking is allowed during an exam.
12. During the exam faculty will answer questions pertaining to any typos or other exam mechanics that were not announced at the beginning of the exam. Faculty will not answer inquiries related to content or clarification of exam questions.
13. Students are responsible for protecting the integrity of their own exam.
14. Students are responsible for avoiding behaviors that raise suspicion of cheating, such as talking, signaling, and looking at another student’s exam.
15. Review of examinations shall not occur during class time. Faculty may provide exam reviews outside of class time or by appointment.  
    Protection of the integrity of the exam is as paramount during exam reviews as it is during administration of the exam. Backpacks, book bags, electronic devices (including cell phones), paper (other than the exam feedback sheet) pens, coats, and books must all be stowed in an area away from student seating during the review. Students may look at the exam and ask questions of faculty, but may not make any notes or any record of the exam.
16. It is expected that students will take course examinations on the scheduled date and time. Students who miss a scheduled exam, may receive a 0.0 for that exam unless there are extraordinary circumstances (as judged by the Course Coordinator) which warrant the administration of a make-up examination.  
    If a student is unable to take an exam on the scheduled date due to illness, a health provider’s note will be required.
17. It is expected that the student will not share the content of the exam with anyone else, either now or in the future as the exam is the property of MSU CON

**TARDINESS**  
If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

**ABSENCES**  
Students must notify course faculty of any absence prior to the start of the exam

**EXCUSED ABSENCE**

1. Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation).
2. Any absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

**UNEXCUSED ABSENCE**  
No make-up exam will be scheduled. Student will receive a zero grade.

**MAKE-UP EXAMS (for excused absences only)**

1. Students must contact the faculty member to schedule the makeup examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
2. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

### ATI Policy

DESCRIPTION OF ATI  
Assessment Technologies Institute® (ATI) offers an assessment driven review program   
designed to enhance student success on the NCLEX-RN. MSU’s College of Nursing integrates ATI as a comprehensive assessment and review program for traditional and accelerated option nursing students. The comprehensive program offers multiple assessment and remediation activities. These include, but are not limited to, NurseLogic®, practice testing, and proctored testing. ATI information and resources are available by visiting their website at [www.atitesting.com](http://nursing.msu.edu/BSN%20Handbook/www.atitesting.com).

OBTAINING AND PURCHASING ATI MATERIALS   
Students are responsible for fees associated with ATI assessments and learning materials accessible through the ATI website [www.atitesting.com](http://nursing.msu.edu/BSN%20Handbook/www.atitesting.com). Fees are apportioned by semester. Information about ATI, including the amount and sequence of each semester payment, will be presented via email at the beginning of each semester.  This will explain how students set up a personal account with ATI and submit their first semester payment online. Academic Instructional Support Services will have responsibility for disseminating payment codes to students.

PROCESS FOR COMPLETEING PRACTICE AND PROCTORED ASSESSMENTS  
Pre-licensure undergraduate students will be required to complete the proctored ATI assessment exams that are required in the following nursing courses: NUR 322, 371, 436, 437, 445, 460, 471, and 481 in order to pass each course.

If a student successfully passes the course with a 75% or greater in theory and passes the clinical practice component (as applicable) AND achieves a Level II or higher score on the proctored ATI Content exam, an additional 2% will be added to the student’s final grade in the course.   
  
Since the ATI comprehensive predictor does not utilize level-based scoring, the score required for the 2% extra credit is an individual score of 65% or higher. Students not achieving this score on the comprehensive exam will be required to complete remediation as directed by course faculty.

Student ATI assessment results lower than those outlined in this policy will have no effect on the course grade – no points will be added or subtracted and as long as the student completed the proctored exam they will be credited for meeting this requirement. The only exception is NUR 481 in which students take the Comprehensive Predictor Exam; those not achieving a satisfactory score on the comprehensive exam will have to complete a remediation assignment.

### SafeMedicate® for Traditional and Accelerated Option BSN Students

**Description of SafeMedicate®**

SafeMedicate® is a unique e-learning solution for developing and assessing competence for safe drug calculations. Medication error remains an unfortunate feature of 21st century healthcare that all too frequently results in needless patient harm. Over 15 years ago the Institute of Medicine (IOM) first reported on the number of deaths associated with medication processes in all healthcare disciplines. Despite new processes this remains a crucial issue in providing safe care. As nurses we must assume responsibility to accurately complete all aspects of the medication processes in the clinical area.  
SafeMedicate® is a unique e-learning solution that addresses this problem by supporting the development and assessment of competence for safe medication practice. The program includes content for learning processes, practice assessments, and graded assessments.

**Obtaining and Purchasing SafeMedicate®**

Students are responsible for fees associated with the purchase of SafeMedicate®. This replaces the textbook that was previously required.  
**Traditional** students will purchase a three year license in their NUR 2 semester (done in NUR 205: Introduction to Professional Nursing). Information on how to purchase SafeMedicate® will be posted on D2L.  
**Accelerated Option Students** will purchase a two year license in their NUR 2/3 semester (done in NUR 205: Introduction to Professional Nursing). Information on how to purchase SafeMedicate® will be posted on D2L.

**Process for Completing Foundation Numeracy; Authentic Diagnostic Assessments (ADA) and Authentic Assessments (AA)**

The SafeMedicate® Foundation Numeracy Assessment (FNA) is a one-time assessment that tests students’ ability to do basic arithmetic. This assessment will be given in NUR 205: Introduction to Professional Nursing and will be part of the course grade (see NUR 205: Introduction to Professional Nursing Syllabus for more information).

Authentic Diagnostic Assessments (ADAs) and Authentic Assessments (AAs) will be given throughout the nursing curriculum. These assessments will be part of the course grade (see specific courses for more information).

## Clinical Experience Policies

### Clinical Placements

Student clinical placements are arranged by the CON clinical placement coordinator in collaboration with CON faculty. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. Student clinical placement assignments may not be exchanged between students.

There are many external factors that affect the complexity of securing clinical placements (e.g. other nursing programs, medical students, residents, and implementations of electronic documentation systems). Therefore, the clinical placement process is an established framework to facilitate appropriate clinical sites that will meet the course and program objectives as well as ensure the strongest preparation possible for students across the program.

Students identifying extenuating circumstances that could affect their clinical assignment are required to submit a description of their specific circumstance by a specified timeframe prior to the course. Not all requests for assignment considerations can be honored.

Students may not be mentored by a relative/partner or in the clinical unit or department in which the student is currently employed. Other departments or units within the same agency are acceptable.

FEES

Students are responsible for any associated agency/system placement costs, and specific agency compliance requirements that may require additional time prior to entering clinical (e.g., additional background checks, electronic medical record (EHR) training).

### Travel Requirements and Personal Safety

Clinical experiences are provided in a variety of settings throughout the state.  Students are responsible to make all travel arrangements necessary to complete the degree requirements.  This includes travel arrangements and transportation to and from clinical agencies. Parking provisions vary from agency-to-agency. Students are required to follow agency policies regarding parking.

**Guidelines to Enhance Personal Safety**

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

**Travel Using Public Transportation**

* Follow the recommended route when traveling by bus or subway.
* Know the directions to the clinical site prior to leaving home.
* Travel in groups, never alone.
* Have your clinical faculty member’s telephone number in your cell phone in case you become lost.
* Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
* Always walk with one arm free.
* Walk with confidence. Use eye contact when looking at others.
* Do not openly display technology when traveling, e.g. laptops, I-Pads, MP3 player, or I-phones.
* Do not talk on your phone or text while walking. Do not have earbuds in use.
* Be aware of your surroundings; do not engage in excessive conversation.
* Avoid isolated areas.
* Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
* Communicate any safety concerns to your clinical instructor or any faculty member immediately.

**Travel Using Personal Vehicle**

* Obtain directions to site prior to the first clinical day.
* Test drive your vehicle to the clinical site and calculate estimated travel time.
* Check with your clinical instructor about the availability for parking prior to deciding to drive.
* If street parking is the only option, park in view of the clinic site.
* Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
* Keep your doors locked at all times while in vehicle.
* Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
* Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.
* Do not carry a purse; keep money and valuables in a pocket.
* Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
* When returning to your car, have keys in hand when leaving the clinical site.
* Do not drive down dead-end streets which makes turning around difficult.
* Do not drive down alleys with debris or glass which may cause flat tires.
* Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.

### Invasive Procedure Guidelines

Students will not perform invasive procedure (i.e. blood draw, injection) on other students for practice.

### Student Clinical Attire Policy

Students must comply with approved clinical attire requirements as a part of safety and professional expectations. Students are responsible for all costs associated with purchase of uniforms.

The following items are required of students in all clinical settings:

1. Michigan State University College of Nursing Identification badge or identification badge required by the clinical organization;
2. A plain white shirt may be worn under the uniform if desired;
3. Uniforms must be clean, wrinkle free and fit appropriately;
4. Required equipment includes a watch with second hand and a stethoscope with diaphragm and bell function;
5. Fingernails must be short and trimmed; no nail polish or artificial nails may be worn;
6. Jewelry is restricted to a watch, plain wedding band and one small post in each ear (no tragus jewelry); no other visible body piercings are permitted;
7. Undergarments are required and must not be visible through the uniform;
8. Hair must be clean and odor free and of a natural hue; barrettes, hair combs and headbands may be worn if in neutral colors (black, brown, or beige); beards and mustaches are acceptable if neatly trimmed, otherwise males are expected to be clean shaven;
9. Religious head garments such as hijab and yarmulke must be of neutral color and without patterns;
10. Visible body tattoos are not permitted;
11. No perfume or cologne

The following are additional requirements for students providing direct care in **acute care settings** with the exception for behavioral inpatient units:

1. Green surgical scrubs with the College of Nursing logo;
2. White hosiery/socks;
3. Hair must be pulled off the collar;
4. Black or White, clean, leather upper professional shoes (with white shoelaces when applicable). Cloth type shoes (e.g., “Keds”) are not permissible. The shoes must be closed toe and closed heel, and must meet safety standards required by clinical facility/site guidelines;
5. Neither shoes nor scrubs are to be worn outside of the assigned clinical setting;
6. A white lab coat with CON logo may be required in some settings as determined by the clinical instructor and/or agency requirements;
7. No perfume or cologne

The following are additional requirements for students while in **community health and in behavioral health clinical settings**:

1. Green polo shirt with CON logo;
2. Khaki or black slacks or trousers; no jeans, capris or stretch / skinny pants; jeans and other modifications may be approved by the clinical instructor for unique, one-time clinical experiences;
3. Socks or hose;
4. Shoes must be closed toe and closed heel with a maximum of 1” heel. Athletic shoes are permitted;
5. Hair must be off the collar in some clinical settings as directed by the clinical instructor;
6. Jewelry may include an engagement ring;
7. A white lab coat may be required in some settings as determined by the clinical instructor and/or clinical agency requirements;
8. No perfume or cologne

Modifications or additions to the policies above may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical setting.

Approved by UPC November 6, 2009

### Mobile Device Policy - LAC

The expectations for the handling of mobile devices possessed by learners participating in events at the LAC are as follows:

1. Mobile devices are defined, but not limited to, cellular phones, smartphones, tablets, iPads and personal data assistants (PDAs).
2. It is strongly recommended that learners be informed by faculty, curriculum assistants and/or other college staff to leave mobile devices outside the LAC (e.g. home, vehicle, etc.).
3. Upon arriving at the LAC, learners will be instructed to turn off mobile devices and leave in designated area.
   1. Learners will not be permitted to maintain possession of mobile devices during the event.
   2. If a learner is not in compliance, they will be dismissed from the event and lead faculty and/or contact will be notified immediately.
4. The LAC or respective college will not assume responsibility for loss or damage of any mobile device.
5. Lead faculty shall have the prerogative of allowing mobile devices and will inform the LAC Facilitator/Educator of such during the event planning process.

### Health and Immunization Policy

In order to help you protect yourselves and to protect, as much as possible, the patients you will be serving, students are required to provide documentation of vaccinations or immunity to various infectious agents.  College of Nursing students are required to supply some health maintenance information prior to enrollment in the program and keep health maintenance records current until graduation from Michigan State University, College of Nursing.

## Support Services

### Student Parking

Students may register their vehicle and obtain a commuter lot parking permit application from the Department of Police and Public Safety which can be found at [www.police.msu.edu](http://nursing.msu.edu/BSN%20Handbook/www.police.msu.edu) . Your permit privileges are not valid until your permit is properly affixed to your windshield. To register your vehicle you must present a current student ID, a valid driver’s license and your vehicle registration. For additional questions, please refer to the DPPS office.

### Student Listserv

The College of Nursing undergraduate student listserve was created to provide a means of disseminating information of interest or importance to students in a timely, accessible, and cost efficient manner.  The listserve is the primary and most immediate source of communication and announcements. Students are enrolled in the College of Nursing undergraduate listserve by the College of Nursing. A student remains a part of the undergraduate listserv until graduation from the program. 

### Office of Student Affairs

The MSU College of Nursing is committed to providing a quality nursing program for capable and motivated students from a range of ethnic, cultural, and economic backgrounds.  Support programs provide opportunities to strengthen student achievement through academic counseling and advising, career and financial planning, and peer and professional interaction.  For specific information or assistance regarding Supportive Services in Nursing, contact Student Affairs 517-353-4827. Or visit the first floor of the Bott Building.

### Counseling Services

Individual and group counseling services are offered by the MSU Counseling Center for assisting students with a wide range of immediate concerns and long range plans. Educational career planning, personal social adjustment concerns, and deeper emotional problems are among the areas for which professional counseling services are provided. A full range of interest, aptitude, and personality tests are available, and a well-equipped occupational information library is maintained.

Student Services Building Room 207; 517-355-8270

### Resources and Facilities

ACCESS TO HEALTH COMPLEX BUILDINGS  
Hours for access to the Life Sciences Building, Fee Hall, and the Clinical Center are posted on the outer doors; generally, all buildings are locked in the evenings and on weekends unless you are participating in a prearranged class or event.

TELEPHONE CALLS  
Incoming emergency calls may be routed through the College of Nursing (517-353-4827).

TAPING OF CLASS SESSIONS  
Permission of the instructor must be obtained prior to taping any class sessions.

STUDENT COMMONS  
The Student Commons will be located in C115, first floor of the Bott Building for Nursing Education and Research. Please clean up after yourselves. It is your responsibility to keep this room clean.

SMOKING POLICY  
As per MSU's tobacco-free ordinance, smoking is prohibited anywhere at MSU.

### Travel Abroad

All CON  students  traveling internationally on official university business must provide contact information about where and how they can be reached in case of an emergency while abroad to be input into the MSU International Travelers Database before they leave the U.S.  Health, safety and security concerns can all be reviewed on the [Office of Study Abroad website](http://studyabroad.isp.msu.edu/safety/).  The [Office of International Health and Safety](http://oihs.isp.msu.edu/study-abroad/) also has a wealth of information on traveling abroad.

### Ceremonies, Honors, and Awards

COMMENCEMENT & CONVOCATION

“Commencement” and “Convocation” refers to the formal ceremonies during which graduating students are recognized.

Three ceremonies are held each year.

SPRING (MAY): Students who have completed degree requirements by the end of the spring semester are honored at two events, the University Convocation and the College of Nursing Commencement and Pinning Ceremony held in early May.

SUMMER (AUGUST): Students who have completed degree requirements by the end of summer semester are honored at the College of Nursing Convocation and Pinning Ceremony held in early August.

FALL (DECEMBER): Students who have completed degree requirements by the end of the fall semester are honored at two events, the University Convocation and the College of Nursing Commencement and Pinning Ceremony held in mid-December.   
  
Nursing Pins are purchased through Terryberry. The order form is available on the Terryberry Website.  
  
HONORS

Students must earn a minimum of 50 semester credits at MSU to be eligible for graduation with honor or with high honors. To confirm grade point averages for the semester in which you graduate and how graduation honors are calculated, please see [Registrar's Office Graduation Honors website](http://www.reg.msu.edu/ROInfo/GradHonor/GraduationHonors.asp).

For students who are graduating With Honor or With High Honor, the Office of Student Affairs will contact you a few weeks prior to commencement ceremonies to invite you to pick up a gold honor cord.

AWARDS

The College of Nursing recognizes student award recipient’s at each graduation ceremony. All BSN programs have an Outstanding Student award that is based on academic leadership, scholarship, and clinical practice. Students are nominated by faculty and other students and a candidate is selected by a faculty awards committee.

All BSN programs also have a Spirit Award, which recognizes the student who has inspired her classmates and fostered positive energy.  Students are nominated by their fellow classmates and the candidate with the most nominations is selected.

The awardee will receive notification and recognition at the College of Nursing Pinning Ceremony or designated event.

## Awards and Scholarships: Scholarship Information

Students in the College of Nursing are eligible for a broad range of student funding and scholarships, including the following:

COLLEGE OF NURSING SCHOLARSHIPS

All applicants must be admitted and/or enrolled in the College of Nursing in good standing in the undergraduate program. Monies are awarded in the spring semester for application to the following fall semester tuition. Application deadline is March 1.

Scholarships are open to all nursing students who meet the eligibility requirements described for each award in the [MSU College of Nursing scholarship listing](http://nursing.msu.edu/Students/Scholarships/Scholarships%20Listing.htm). Students receive electronic notices via the student undergraduate listserv regarding application availability. Selection criteria vary for individual scholarships but may include academic achievement, financial need, leadership, and extracurricular involvement.

Scholarship recipients will be notified in May. Only students selected as scholarship recipients will be notified.

EXTERNAL FUNDING SOURCES  
Students are encouraged to search the following sources for nursing scholarships:

[This site contains information on the Nursing Education Loan Repayment Program and the Nursing Scholarship Program](http://www.hrsa.gov/loanscholarships/repayment/nursing/)

[This site contains a broad, national nursing scholarship search engine](http://www.discovernursing.com/scholarship-search)

[The National Student Nurses Association sponsor various national scholarships](http://www.nsna.org/)

[A national financial aid tools and free scholarship search engine](http://fastweb.com/)

## Student Professional Activities

### Nursing Student Association

The Nursing Student Association (NSA) is the only national organization for students of nursing. The purpose of NSA is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns; and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.

NSA does this by influencing the educational process; promoting and encouraging participation in community affairs and activities; influencing health care through involvement in legislative activities, representing students to the consumer, to institutions and other organizations; promoting and encouraging student participation in interdisciplinary activities and recruitment efforts regardless of a person’s race, color, creed, life style, sex, national origin, age or economic status; and promoting collaborative relationships with other nursing and health organizations.

The Michigan State University College of Nursing has an active local chapter of NSA, entitled Nursing Student Association. The local chapter meets approximately three times per semester and is open to both pre-nursing and nursing students. The chapter is involved in many activities, including community service projects, legislation and continuing education. Nursing students assume the leadership of the association and plan activities according to members’ needs.

For further information on NSA, contact the College of Nursing Office of Student Affairs.

### Sigma Theta Tau, Alpha Psi Chapter

Sigma Theta Tau, Inc. is the only National Honor Society of Nursing in the United States. Constituent chapters are established in collegiate schools of nursing accredited by AACN CCNE. Sigma Theta Tau, Inc. is professional rather than social, and its purposes and functions may be compared to other honor societies, such as Alpha Omega Alpha in Medicine, Pi Lambda Theta in Education and Phi Beta Kappa in Liberal Arts.

An important project at the national and local level is the promotion of nursing research. This is carried on by the Research Committee, which also grants sums of money to finance scholarly projects and conference attendance. Graduate Students are eligible for induction into the National Honor Society-Sigma Theta Tau.

ALPHA PSI CHAPTER

Plans for a Chapter at Michigan State University were started as early as 1962; a charter was granted and the Chapter was installed in 1970. Chapter activities have included educational meetings which are open to nurses, other health professionals and members of the general public; social meetings for its membership; and service projects. Alpha Psi recognizes student achievement with an annual graduate student award and participates in the annual Greater Lansing Area Research Day. Additional information can be found at <http://www.nursingsociety.org/>.   
  
Alpha Psi - Eligibility Requirements

CRITERIA FOR MEMBERSHIP (Traditional Undergraduates)

* have completed ½ of the nursing curriculum;
* achieve academic excellence of a 3.0 or higher
* rank in the upper 35 percentile of the graduating class;
* Meet the expectation of academic integrity.

CRITERIA FOR MEMBERSHIP (Registered Nurses)

* have completed ½ of the nursing curriculum;
* have completed 12 credit hours at current school
* achieve academic excellence of a 3.0 or higher
* rank in the upper 35 percentile of the graduating class;
* Meet the expectation of academic integrity.

Membership is by invitation only. [More information about Sigma Theta Tau International](http://thecircle.nursingsociety.org/AlphaPsiChapter/Home/).

### Standing Committees with Student Representation

The standing committees in the College of Nursing with baccalaureate student representation are:

1. The Student Advisory Council.
2. The Undergraduate Program Committee.

## Forms

[Injury/Property Damage Report](https://rmi.msu.edu/_assets/rmidocuments/InjuryPropertyDamageReport.pdf) - Used to report student accidents occurring while the student is engaged in classroom, laboratory or other types of academic activities

[Health Care Occurrence Report Involving a Patient](http://nursing.msu.edu/Images_Docs/Student_Images/docs/Occurence_Report_involving_patient.docx) - Use for reporting any patient occurrence involving a student or faculty supervising student experiences.

[Health Professions Students Exposure Report](http://www.uphys.msu.edu/files/attachment/12/original/report_z.pdf) - Used to report student exposure to Tuberculosis, Blood Borne Pathogens and Zoonotic Disease.

## Appendix

**Student Grievance and Hearing Procedures**The Academic Freedom for Students at Michigan State University (AFR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the College of Nursing has established the following College Hearing Board procedures for adjudicating academic grievances and complaints. (See AFR Article 6 and 7; GSRR 5.4.1.)

**I. JURISDICTION OF THE COLLEGE OF NURSING HEARING BOARD:**

1. The College Hearing Board serves as the initial Hearing Board for:
   1. Academic grievance hearings for undergraduate students who seek redress for alleged violations of academic rights and professional standards, including the right to a “good faith judgment of performance.” (See AFR 2.III.B, 6.II.A and 7.I.B)
   2. Undergraduate students in the College who are accused of academic misconduct (academic dishonesty, violating professional standards or falsifying admission and academic records) and the Dean of the student’s college seeks to impose sanctions in addition to, or other than, a penalty grade. The students, after meeting with the Associate Provost for Undergraduate Education, may opt for a hearing before the College Hearing Board. (See AFR 6.II.A. (3).)
   3. Cases in which the Associate Provost for Undergraduate Education selects the Hearing Board to hear a case of ambiguous jurisdiction. (See AFR 6.II.A and 7.III.)
2. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (AFR 2.II.A-D.)

**II. COMPOSITION OF THE COLLEGE HEARING BOARD:**

1. The College shall constitute a College Hearing Board pool no later than the end of the tenth week of the spring semester. College Hearing Board members shall be selected from the Undergraduate Program Committee (UPC). UPC members are selected in accordance with the College bylaws. UPC faculty members may serve a maximum of two consecutive terms; student members serve one-year terms beginning fall semester. Faculty alternates to the College Hearing Board will be selected from the remaining members of UPC; student alternates will be selected according to the procedures established by the Student Advisory Council. If needed, additional alternates will be appointed by the faculty College Advisory Council (See AFR 6.II.B, C, and D.)
2. For hearings involving undergraduate students, the College Hearing Board shall include the Chair of the Undergraduate Program Committee (UPC), or a designee, and two faculty and two students currently serving on UPC.
3. The Chair of the College Hearing Board shall be a Hearing Board member with faculty rank. All members of the College Hearing Board shall have a vote, except the Chair, who shall vote only in the event of a tie. (See AFR 6.II.C.)
4. The College will train hearing board members about these procedures and the applicable sections of the AFR. (See AFR 7.IV.C.)

**III. REFERRAL TO COLLEGE HEARING BOARD:**

1. Grievance Hearing
   1. Undergraduate students who believe a member of the College has violated their academic rights should first attempt to resolve the dispute through informal discussions with the party. Students who are dissatisfied with the outcome should consult with the Associate Dean for Academic Affairs. Students who remain dissatisfied with the outcome should consult with the Dean of the College, or designee. At any time in the grievance process, students may consult with the University Ombudsman. (See AFR 7.III.A, 7.IV.H.)
   2. Students who remain dissatisfied with the results of these discussions may then file a written request for an academic grievance hearing with the Dean of the College, or designee. (See AFR 7.III.A.)
   3. The deadline for submitting the written request for a hearing is the middle of the semester following the alleged violation (excluding summer). If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the College Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may still proceed. (See AFR 7.III.C.)
   4. A written request for an academic grievance hearing must (1) specify the alleged violation(s) of academic rights (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. (See AFR 7.III.B and C, AFR footnote 35.)
2. Ambiguous Jurisdiction  
   In cases of ambiguous jurisdiction, the Associate Provost for Undergraduate Education will select the appropriate Hearing Board for hearings involving undergraduate students. Anonymous grievances will not be accepted. (See AFR 7.III.B.)
3. Disciplinary Hearings  
   For complaints that involve allegations of academic misconduct (academic dishonesty, violations of professional standards, or falsifying academic and admission records), the complainant (instructor) or the Dean of the College, or designee, may request an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade. Undergraduate students may request an administrative hearing before the Associate Provost for Undergraduate Education or a hearing before the College Hearing Board. However, if the student’s Dean, or designee, calls for an academic disciplinary hearing, the student has 10 class days to request an academic grievance hearing to contest the allegation in the unit in which the misconduct occurred. Disciplinary hearings are held in abeyance until the conclusion of the grievance hearing, including appeals. (See AFR 7.V. See also Integrity of Scholarship and Grades policy.)

If a disciplinary hearing by either the Associate Provost for Undergraduate Education or the College Hearing Board is pending the outcome of a grievance hearing by an undergraduate student before the University Academic Integrity Hearing Board (UAIHB), and the UAIHB finds for the instructor, the academic disciplinary hearing would proceed promptly, pending an appeal, if any, within 5 class days, by the undergraduate student to the University Academic Appeal Board (UAAB). If the UAAB finds for the student, the academic disciplinary hearing would be dismissed, pending an appeal, if any, by the instructor to the UAAB. (See AFR 7.V and 7.VII.)

**IV. PRE-HEARING PROCEDURES**

1. After receiving a student’s written request for a hearing, the appropriate unit administrator will promptly refer the grievance to the Chair of the Hearing Board. (See AFR 7.IV.D.1.)
2. Within 5 class days, the Chair of the Hearing Board will:
   1. Forward the request for a hearing to the respondent;
   2. Send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification;
   3. Rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College; and (See AFR 7.IV.D.)
   4. Send the Hearing Board members a copy of the request for a hearing and send all parties a copy of these procedures.
3. Within 5 class days of being established, the Hearing Board shall review the request, and after considering all submitted information, the Hearing Board will:
   1. Accept the request, in full or in part, and promptly schedule a hearing.
   2. Reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
   3. Invite the two parties to meet with the College Hearing Board in an informal session to try to resolve the matter. (Such a meeting does not preclude a later hearing.)  
      (See AFR 7.IV.D.4 and AFR footnote 35.)
4. If the College Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date and schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary.
5. At least 5 class days before the scheduled hearing, the Chair of the College Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent’s reply; and (4) the names of the College Hearing Board members after any challenges. An anonymous grievance will not be accepted. (See AFR 7.IV.D.5.)
6. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the College Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The Chair may grant or deny the request. The Chair will promptly forward the names given by the complainant to the respondent and vice versa. (See AFR 7.IV.D.6.)
7. The Chair of the Hearing Board may accept written statements from either party’s witnesses at least 3 class days before the hearing. (See AFR 7.IV.D.10)
8. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the College Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the College Hearing Board at least 3 class days before the scheduled hearing. (See AFR 7.IV.D.9.)
9. Either party to the grievance hearing may request a postponement of the hearing. The College Hearing Board may either grant or deny the request. (See AFR 7.IV.D.8.)
10. At its discretion, the College Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the College Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
11. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The College Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See AFR 7.IV.D.13.)
12. Members of the College Hearing Board are expected to respect the confidentiality of the hearing process. (AFR 7.IV.D.13 and 7.IV.F.)

**V. HEARING PROCEDURES:**The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the College Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
   * In academic grievance hearings in which a student alleges a violation of academic rights, the student bears the burden of proof.
   * In academic disciplinary hearings, the Hearing Board is asked only to determine if sanctions in addition to, or other than, a penalty grade are warranted.
   * All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a “preponderance of the evidence.”  
     (See AFR 7.IV.D.14 and AFR footnote 37. For various definitions, see AFR Article 11.)
2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See AFR 7.IV.D.11.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may postpone the hearing, hear the case in the respondent’s absence, or dismiss the case. (See AFR 7.IV.D.11.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See AFR 7.III.C.)
5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See AFR 7.IV.D.16.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant’s case, including the redress sought. The Chair then recognizes questions directed at the complainant by the College Hearing Board, the respondent and the respondent’s advisor, if any.
7. Presentation by the Complainant’s Witnesses: The Chair recognizes the complainant’s witnesses, if any, to present, without interruption, any statement relevant to the complainant’s case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the respondent and the respondent’s advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent’s case. The Chair then recognizes questions directed at the respondent by the College Hearing Board, the complainant and the complainant’s advisor, if any.
9. Presentation by the Respondent’s Witnesses: The Chair recognizes the respondent’s witnesses, if any, to present, without interruption, any statement relevant to the respondent’s case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the complainant and the complainant’s advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent’s witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant’s witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The College Hearing Board asks questions of any of the participants in the hearing.

**VI. POST-HEARING PROCEDURES**

1. Deliberation:  
   After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting.
2. Decision:
   1. In grievance (non-disciplinary) hearings involving undergraduate students, in which the College Hearing Board serves as the initial hearing body, and based on a “preponderance of the evidence,” a majority of the Board finds that a violation of the student’s academic rights has occurred and that redress is possible, it shall direct the Dean, or designee, to implement an appropriate remedy, in consultation with the Hearing Board. If the College Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Dean, or designee. (See AFR 7.IV.D and E.)
   2. In disciplinary hearings involving academic misconduct by undergraduate students in which the College Hearing Board and, based on a “preponderance of the evidence,” finds that disciplinary action in addition to, or other than, a penalty grade is warranted, the College Hearing Board shall recommend to the Dean an appropriate sanction. If the Hearing Board recommends no sanctions in addition to, or other than a penalty grade, are warranted, the Chair of the Hearing Board shall so inform the Dean, or designee. (See AFR 6.II.D and 7.VI.)
3. Written Report:   
   The Chair of the College Hearing Board shall prepare a written report of the Hearing Board’s findings, including redress for the complainant, if applicable, or sanctions, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, which support the College Hearing Board’s decision. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision. The Chair shall forward copies to the parties involved, the responsible administrators, and the University Ombudsman. All recipients must respect the confidentiality of the report and of the hearing board’s deliberations resulting in a decision. (See AFR 7.IV.E and F.)

**VII. APPEAL OF COLLEGE HEARING BOARD DECISION:**

1. In hearings involving undergraduate students, either party may appeal the decision of the College Hearing Board to the University Academic Appeal Board in cases involving (1) academic grievances alleging violations of student rights, or (2) alleged violations of regulations involving academic misconduct (academic dishonesty, violations of professional standards or falsification of admission and academic records) that were referred initially to the College Hearing Board for disciplinary action. (See AFR 6.IV.A and 7.VII.)
2. All appeals must be in writing, signed and submitted to the Chair of the University Academic Appeal Board within 5 class days of the College Hearing Board’s decision. While under appeal, the original decision of the College Hearing Board will be held in abeyance. (See AFR 7.VII.A.)
3. A request for an appeal of a College Hearing Board decision to the University Academic Appeal Board must allege that the Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the College Hearing Board, including the appropriateness of the sanctions, were not supported by the “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See AFR 7.VII.A and B.)

**VIII. RECONSIDERATION:**If new evidence should arise, either party to a hearing may request the College Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the College Hearing Board to review the new material and render a decision on a new hearing. (See AFR 7.IV.G.) *Approved by Undergraduate Program Committee, January 7, 2011*

## Frequently Accessed Policies

### Attendance Policy

The Michigan State University College of Nursing (CON) draws upon the American Nurses Association’s Foundations of Nursing documents to guide its values and beliefs about undergraduate nursing student attendance in classroom sessions, lab and clinical practicum experiences as follows:

* Scope and Standards of Practice: Students demonstrate accountability by attending classes and clinical experiences.
* Social Policy Statement: Students demonstrate autonomy interpreted as accepting responsibility for attending classes and clinical sessions to ensure learning the provision of quality nursing care.
* Code of Ethics for Nurses: Nursing faculty members have a responsibility to hold students accountable for attendance.

In addition to the ANA documents, research supports a correlation between attendance and academic success.

Attendance Policy: The specific guidelines for attendance in the undergraduate program are as follows:

1. Classroom Attendance. Classroom attendance is expected. A student who is absent from class may not have an opportunity to make-up graded work and may have additional assignments to make-up missed class time. Attendance for on line courses constitutes logging into class and participating in course learning activities as set forth in the course syllabus.
2. Clinical and Lab Experience Attendance. Attendance at clinical practice and lab experiences is required, necessary to achieve learning outcomes, and will be monitored by course faculty. A student who is absent from clinical practice or lab experiences, will need to make-up graded work and may have additional assignments to make-up missed clinical time at the discretion of the faculty member. In addition, a student who comes to the clinical practice setting late or with deficiencies in understanding or knowledge will be removed from the clinical setting for that day and may be asked to complete additional assignments to achieve course objectives.
3. Unavoidable absences due to such events as an illness or family emergency, death in the family or severely ill family member sometimes occur. Students who are unavoidably absent from the classroom session or clinical or lab experiences are expected to notify his/her instructor and preceptor when applicable prior to session or experience so that alternate plans to achieve learning outcomes can be made. In the case of absences due to illnesses or injuries, a health care provider’s statement may be required for the student to return to the clinical setting.
4. Inclement weather rarely causes the university to close. When such an event does occur, classroom sessions or clinical and lab experiences are also cancelled and do not have to be made up.

When weather causes unsafe travel conditions, and the university remains open, clinical may be cancelled by the instructor with consultation from the Program Coordinator. In such cases, there may be additional assignments or clinical time required of the students.

References

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, Maryland. <http://tinyurl.com/codeofethics2015>

American Nurses Association (2015). *Nursing: Scope and Standards of Practice* (3nd Ed.). Silver Spring, Maryland. <http://tinyurl.com/scopeandstandards2015>

American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant*. Silver Spring, Maryland. <http://tinyurl.com/socialpolicy2015>

Credé, M., Roch, S.G., & Kieszczynka, U.M. (2010). Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics. Review of Educational Research, 80, 272-295. doi 10.3102/0034654310362998

### Off-Campus Proctored Exam Policy

To protect the integrity of exams and to facilitate an optimal test taking environment for students, the following policy applies:

1. Off-campus site proctored exams may be arranged by students who live greater than 100 miles from campus or are in a fully online program (i.e.: CNS or RN to BSN).
2. Off-campus site exams are allowed at designated testing centers only. Designated testing centers are sites at which testing is routinely administered by personnel whose job description includes proctoring tests. All off-campus sites and proctors are subject to CON approval.
3. The site must have computers with a word processing program such as MS Word, capacity to connect to the internet, and a connected printer. There must also be an available fax machine.
4. Students will not be allowed to use their personal computers to write a proctored exam, or personal external drives to save electronic copies of the exam. When use of a computer or external drive is required for an exam, the computer and/or external drive must be the property of the testing site.
5. All electronic copies of exam questions or answers must be deleted from computers and external drives at the conclusion of the exam.
6. All hard copies of exam instructions, questions, answers, and students’ notes, must be returned to the test administrator at the conclusion of the exam.