Students are accountable for information and policies published in official Medical University documents, including the *Bulletin of the Medical University of South Carolina* and this *College of Nursing Student Handbook.*
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99 Jonathan Lucas Street MSC 160
Charleston · SC 29425-1600

Dear Nursing Student:

It is my great pleasure to welcome you to the Medical University of South Carolina, College of Nursing, a school with a long and distinguished history of preparing the finest professional nurses. As an institution of higher learning, the faculty and I are committed to helping you achieve your educational goals, whether they are at the baccalaureate, masters or doctoral level. The core values of scholarship, integrity, diversity and caring are embraced by the faculty, and a student-centered focus and futuristic orientation guide our efforts in working with you throughout your program of study.

You have chosen an exciting and dynamic time to enter or advance your commitment to nursing as a profession. The outstanding faculty and rich clinical experiences available to you in the College of Nursing will ensure your educational success. We believe that you will leave enriched and well prepared to address the challenges facing us as we strive to meet the health care needs of individuals, families, and communities.

Again, welcome and congratulations. As you initiate this phase of your lifelong journey of exploration and discovery, this handbook will serve as an essential guide and resource in your current educational endeavor. The faculty and administration are here to provide you with an engaging, stimulating, and supportive environment throughout your educational experience. Also know that my door is always open to you for a light exchange or a serious dialogue. I look forward to our intersecting paths of learning and growth in the days ahead.

Sincerely,

Gail W. Stuart, PhD, RN, FAAN
Dean
Distinguished University Professor

GWS:emj

*An equal opportunity employer, promoting workplace diversity.*
Section I:  
College of Nursing Overview

(Back To Table of Contents)

History
The College of Nursing of the Medical University of South Carolina had its origin in 1882 when the City Council of Charleston approved a request by the City Hospital for $2,000 to establish a “Training School for Nurses.” The school was opened in 1883 and continued until an earthquake destroyed the City Hospital in 1886. It was reestablished as “The Charleston Training School” in 1895. A two-year program of instruction was offered, with some lectures given by the Medical College faculty.

In 1916, the Board of Commissioners of the Roper Hospital proposed the incorporation of the Training School with the Medical College, and in 1919 the Roper Hospital Training School for Nurses became the School of Nursing of the Medical College of the State of South Carolina. Later the words “of the State” were deleted.

In September 1966, the school began the process of phasing out the three-year diploma program and establishing a four-year baccalaureate program. In 1969, when the State Legislature designated the Medical College as “The Medical University of South Carolina”, the school became one of the six colleges comprising the University.

In 1976, the College of Nursing began to offer a Master of Science in Nursing (MSN) program. In 1983 the College of Nursing celebrated one hundred years of nursing education and service to the citizens of South Carolina and the nation. The College of Nursing launched a Doctor of Philosophy (PhD) in Nursing in 2001, and a Doctor of Nursing Practice (DNP) Degree in 2009. In 2008, the College of Nursing celebrated 125 years of nursing education and excellence making it one of the oldest schools of nursing in the country.

The College of Nursing now offers programs of study leading to the Bachelor of Science in Nursing, the Master of Science in Nursing, the Doctor of Nursing Practice and the Doctor of Philosophy in Nursing Science. The baccalaureate program is campus-based, while all graduate programs are offered entirely online. The College houses a state-of-the-science clinical simulation laboratory and the Center for Community Health Partnerships. In addition, the College has a robust research portfolio and a number of faculty clinical practice sites.

Accreditation
The College of Nursing BSN and MSN programs are accredited by The Commission on Collegiate Nursing Education (CCNE) effective April 2010 to June 2020. The Doctor of Nursing Practice Program (DNP) is accredited effective October 2010 to June 2016. The Commission on Collegiate Nursing Education is a resource for the information regarding the Nursing program. More information may be found on the website at http://www.aacn.nche.edu/CCNE/reports/accprog.asp.
The Undergraduate Program is fully approved by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing, http://www.llr.state.sc.us/POL/Nursing/ 

The Pediatric Nurse Practitioner program is fully approved by the National Certification Board of Pediatric Nurse Practitioners and Nurses, http://www.pncb.org/ptistore/control/index

Nondiscrimination Policy Statement
The Medical University of South Carolina Nondiscrimination Policy can be here: http://academicdepartments.musc.edu/eeo/policies/non_discrimination.html.

Wherever in this College of Nursing Student Handbook the pronouns “she” or “her” are used, the same shall be interpreted to include members of both sexes.

MUSC College of Nursing Vision Statement
The Medical University of South Carolina College of Nursing will be nationally recognized for taking nurses to a higher level of excellence in education, research and practice through innovative programs that are responsive to current and emerging healthcare challenges.

MUSC College of Nursing Mission Statement
The College of Nursing supports the mission of the Medical University of South Carolina, an academic health science center. In an environment that is accountable, respectful, adaptive and innovative, the College is committed to
- Providing evidence-based nurse education in an interprofessional environment
- Developing, testing, and disseminating nursing knowledge in the health sciences
- Demonstrating excellence in nursing practice that embraces equity and culturally effective care to patients, families, and communities.

MUSC College of Nursing Core Values
Professionalism is represented by the adoption of core values as part of a nurse’s commitment to competency, consistency, compassion in practice, and the highest standards of care in the ethical conduct of nursing. The following are the core values shared by the faculty and reflected in the MUSC College of Nursing:
- **Scholarship**: Scholarship is the discovery, translation, application, integration, and transmission of knowledge that contributes to the development of evidence-based nursing.
- **Life-Long Learning**: Learning is a continuous, life-long process of involving, instructing, motivating, and changing students, faculty, staff, patients, and the community for the betterment of health and well being.
- **Diversity**: Diversity is the recognition and inclusion of human variation in the education and care of individuals, families, communities, and nations. Nurses strive for equity and cultural effectiveness in health service access, content, and quality of care to improve health outcomes.
- **Service**: Service is a commitment to participate in organizational activities and processes that benefit the college, university, health care institutions, communities, and the profession. Service is viewed as essential to developing, maintaining, and sustaining the
structure and relationships that are critical to the profession and that impact health care policy.

- **Caring**: Caring is central to the health and healing processes, and is intrinsic in the therapeutic nature of person-centered care. Caring is predicated upon mutual respect and treating all persons in a just and unbiased manner.

- **Empowerment**: Empowerment emerges as individuals develop the knowledge, attitudes, skills, and other resources they need to determine their own learning and health care needs. Empowerment is recognized by active participation and progressive responsibility in organizational activities, and through advocacy for actions directed at health policies, programs, and practices to secure the highest level of care, education, and research necessary for societal health and well-being.

- **Collaboration**: Collaboration involves effective interprofessional teamwork and relationships based on trust, respect, shared resources, a commitment to joint goals, and mutual satisfaction, in which nurses work with and learn from individuals, communities, and colleagues across professions to deliver safe, quality care.

- **Integrity**: Integrity refers to the quality of being honest and ethical and having the moral strength to do the right thing. The nurse incorporates this value in every aspect of one's personal and professional life, and in the care of patients.

**MUSC College of Nursing Philosophy** *(Back To Table of Contents)*

The College of Nursing, one of six health science colleges of the Medical University of South Carolina, is responsible for the education, research, and practice of nurses in an interprofessional health sciences environment. The philosophy of the College of Nursing embodies the concepts of nursing, health, person, and environment, within education, research, and practice. The faculty believes that the discipline of nursing is both an art and a science.

Nursing, interpersonal and caring in nature, encompasses the promotion of health, the prevention of disease and injury, and the diagnosis, support, and treatment of human responses to actual or potential health problems. The domain of nursing is based on the synthesis of biological, behavioral, social, cultural, and nursing sciences, with the focus on populations across the life span to maximize their potential for optimal health. As a practice discipline, nursing permits its members to enter and improve the lives of individuals, families, and communities for purposes of healing, learning, and adaptation. Nursing practice is dynamic because it grows continually through interpersonal connections with health care research, education, quality improvement, and advocacy. Operating within professional value systems and ethical frameworks, nurses work independently and collaboratively and assume accountability and responsibility for the delivery of evidence-based, cost effective nursing care. Nurses incorporate the concept of diversity in practice and in relations with the communities they serve and their fellow workers. Nurses realize human differences require continual investigation, learning, critical self-reflection, and change for people to achieve full access, inclusion, equity, and participation in human relations, education, and health care. Nurses recognize human communication as the mutual negotiation of ideas, meaning and understanding for health and human purposes. This mutual exchange can be influenced by social contexts, cultural beliefs, habitus, affiliations, and experiences.

Health is a dynamic state of being in which a person's biologic, developmental, and behavioral characteristics are maximized. Each human being possesses strengths and limitations resulting
from the interaction of environmental and genetic factors, which determine the person's biological and behavioral integrity. Health promotion is the science of helping people change their lifestyle within their sociocultural contexts and environmental conditions to move toward a state of optimal health. Health promotion is an interpersonal process and an intrapersonal product. As an interpersonal process, health promotion motivates persons and communities through the provision of education to adopt positive attitudes and behaviors that will assist persons in attaining their optimal health. As an intrapersonal product, health promotion assists persons and communities to incorporate knowledge, attitudes and behaviors that maintain wellness within the cultural frameworks and social conditions in which they make decisions.

Persons are holistic, social, and culturally diverse beings with integrated body, mind, and spirit, existing within the context of families, groups, and communities. Each person is unique, has dignity and self-worth, has the potential for change, and has the right to self-determination. A person has an inherent capacity to grow and develop throughout the life cycle. As unique individuals with different capacities and vulnerabilities, each person has the potential to affect their human responses and health outcomes. A person has the right to access, fair representation, equity, respect, and participation in health services.

Environments have an impact on the health, availability of services, and quality of care of individuals, families, groups, and communities. Environments include the natural, institutional, man-made, and physical arrangements in which a being operates. Each person and community exists within an ecological balance that influences human well-being, while at the same time human decision-making affects the health of environmental systems. Nursing interventions are directed toward creating, modifying, and enhancing environments to promote optimal health.

Learning is an active, life-long process of acquiring and integrating new information and insights that build upon previous knowledge. The faculty facilitates learning environments in which students assimilate and apply scientific and humanistic knowledge and experience, and develop self-awareness, self-direction, creativity, and critical thinking. Students are accountable and assume responsibility for their own learning by engaging in ongoing independent, self-directed learning. The faculty is responsible for providing a respectful environment conducive to learning and to serve as role models of professional nursing practice. The faculty believes that collaboration with other health care professionals, consumers, and communities is essential to teaching, learning and providing health care in a changing society.

Research, a systematic process of creating, evaluating, disseminating, translating, and utilizing knowledge, is critical to the development of nursing as a scientific discipline, and includes clinical research, epidemiology, public health, social science, health systems and outcomes research, and nursing education research. Nursing research develops knowledge to “build the scientific foundation for clinical practice; prevent disease and disability; manage and eliminate symptoms caused by illness and enhance end-of-life palliative care” (NINR, 2015). Nurses may engage in a variety of research approaches within health and human service and human science dimensions. The integration of research into practice involves the pursuit of quality improvement in practice to improve health outcomes, the use of evidence-based guidelines and the highest level of evidence, and a systematic approach to evaluate safety, behavior change, and quality of care. Research informs practice and practice informs research.
Nursing practice involves the care of patients, families and communities. Additionally, it is the clinical laboratory for student education, faculty enrichment, and clinical research. Nursing practice occurs within multiple settings in health care institutions and the community. It encompasses the care of individuals, families, groups, and communities across the lifespan. Nursing promotes wellness, prevents illness, restores health, and facilitates adaptive coping. Professional nurses provide services independently and in teams with other health care providers and consumers of health care. Academic faculty practice fosters improvement in information management, synthesis and application of knowledge, evidence-based outcomes and changes in nursing and health care services and policy.
Section II: Academic Programs

Undergraduate Education in Nursing
RN-BSN
Purpose
The purpose of this RN-BSN program is to prepare graduates for professional nursing roles such as care coordinators, clinical leaders, applicants for graduate study, and contributors to interprofessional health care teams. The overall goals are to educate professionals to integrate evidence-based clinical knowledge and research with effective communication and leadership skills in order to translate best clinical practice into care of individual patients, families, communities, and populations. Nurses educated at the bachelors level have been shown to enhance patient outcomes.

End of Program Objectives
At the end of the RN-BSN program, graduates will:
1. Demonstrate effective nursing skill in clinical practice and as a member of interprofessional teams by fostering open communication, respect and shared decision-making to achieve quality outcomes in patient care.
2. Synthesize data to make clinically-reasoned judgments about evidence-based interventions and evaluation of outcomes.
3. Demonstrate accountability for quality and safety for one’s own practice and delegated nursing care.
4. Demonstrate nursing’s role on the influence of policy on social determinants of health and lifestyle variations for interventions related to health equities, health promotion, risk reduction and disease prevention for individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare.
5. Use knowledge of organizations and systems leadership to design, manage, coordinate, collaborate and negotiate a plan of care with the patient/family, interprofessional health care team, and to allocate physical, fiscal and human resources.

BSN
Purpose
The purpose of the Bachelor of Science in Nursing (BSN) degree program is to prepare graduates for professional nursing practice in a variety of health care settings. The program focuses on the knowledge, skills, and values deemed essential for professional nursing practice in today’s multifaceted health care system. The goals of the BSN program include: attaining knowledge and skills to care for diverse patients and families across the health-illness continuum focusing on health promotion and risk reduction; practice evidence based nursing using a holistic, caring framework; use clinical/critical reasoning to address simple to complex situations while promoting safe/quality care; transform healthcare through interprofessional collaboration and leadership in the provision of care. The baccalaureate program also provides a foundation for graduate study in nursing.

The student who enters the nursing program is prepared for upper division course work and brings knowledge of the humanities and the natural and social sciences as a basis for study in the
nursing major. Students learn to apply concepts and principles to clinical practice and gain experience doing so with individuals, families, and populations in a variety of health care systems. Opportunities to practice nursing with persons of all ages, including those who are healthy as well as those who are experiencing health alterations. The leadership role of the nurse as a contributing member of the profession and the values and behaviors that reflect professional commitment to society are emphasized throughout the program.

**End of Program Objectives**
Upon completion of the BSN Program, the graduate should be able to:

1. Demonstrate the values of the College of Nursing including accountability and responsibility in the practice of patient centered care.
2. Integrate best current evidence, patient/family preferences, clinical knowledge and application of patient care technologies as the basis of clinical reasoning in nursing practice.
3. Demonstrate effective nursing skill in clinical practice and as a member of interprofessional teams by fostering open communication, respect and shared decision-making to achieve quality outcomes in patient care.
4. Synthesize data to make judgments about evidence-based interventions and the evaluation of outcomes.
5. Demonstrate accountability for quality and safety for one’s own practice and delegated nursing care.
6. Demonstrate nursing’s role on the influence of policy on the social determinants of health and lifestyle variations for interventions related to health promotion, risk reduction and disease prevention for individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare environments.
7. Apply knowledge of a liberal education, pharmacology, pathophysiology, assessment, genetic influences, management of symptoms and the physical, psychological, social, and spiritual responses of individuals and family/caregivers to disease and illness across the lifespan in order to maximize the quality of life and maintain optimal functioning.
8. Use technology effectively to manage information to improve communication, gain knowledge, support decision-making, and monitor outcomes of care processes.
9. Apply knowledge of ethics and ethical decision-making in nursing practice as well as professional conduct and relationships.
10. Analyze the influence of health care policy, finance and regulatory environments on the functioning of national and global healthcare systems while advocating on behalf of individuals, families, groups, communities and populations.
11. Use current knowledge, theory, and research to provide evidence-based nursing care in collaboration with individuals, families, groups, populations, and other health professional across the life span within the context of cultural diversity.
12. Use knowledge of organizations and systems leadership to design, manage, coordinate, collaborate and negotiate a plan of care with the patient/family, interprofessional health care team, and to allocate physical, fiscal and human resources.
13. Determine goals for lifelong learning and professional development.
Graduate Education in Nursing (Back To Table of Contents)

MSN

Purpose
The purpose of the Master of Science on Nursing (MSN) degree program is to prepare students for advanced professional practice roles in selected areas of clinical specialization. The program also provides a theoretical and practical foundation for doctoral study.

Master’s education in nursing is predicated on relevant baccalaureate education and professional practice, and builds upon this foundation, expanding it in three major areas: scope of practice, role behavior, and depth and breadth of knowledge and skills. Students focus on a specific area of clinical practice by critically assessing, planning, intervening and evaluating the health and illness experiences of clients (individuals, families, communities, and populations). Advanced practice roles include those of manager, educator, consultant, direct caregiver and leader. The student is prepared to be a knowledgeable consumer of research and to utilize research evidence-based methodology in practice.

Learning at the master’s level results from interactions among the student, teacher and environment. The student is an adult learner seeking to develop a specialized area of nursing expertise. Student characteristics include the ability to think conceptually, identify critical questions and issues related to a defined area of study, and employ creative and innovative solutions to problems identified based on theory. The teacher creates a learning environment that fosters independent, self-directed, life-long learning and serves as a role model for professional nursing practice. The purpose of the learning environment is to provide the student with the tools needed to acquire increased knowledge, which in turn influences the scope of practice and role behavior. In the process of knowledge development, the student synthesizes major theories and concepts from a variety of disciplines to formulate a unique individual nursing approach to advanced practice in a specialized area. Students consult and collaborate with a variety of people in other disciplines including those in the arts and sciences as well as those directly related to health care.

End of Program Objectives
The MUSC MSN Nurse Practitioner program enables students to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.
3. Apply methods, tools, performance measures, and standards related to quality to improve patient outcomes. Not sure how “as well as apply quality principles within an organization” fits here.
4. Demonstrate skill as a change agent within the practice setting to identify and resolve practice problems through the application of best evidence, and disseminate results.
5. Use technology effectively to manage information to improve communication, gain knowledge, support decision-making, and monitor outcomes of care processes.
6. Devise advocacy strategies to influence health and health care through policy revision or development at the system level.
7. Integrate skills of effective communication, collaboration and consultations when working with other health professionals to manage and coordinate care.
8. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services.
9. Integrate advanced nursing knowledge into practice to influence healthcare outcomes for individuals, populations, and/or systems.

DNP

Purpose
The DNP program at MUSC grew from the American Association of Colleges of Nursing (AACN) recommendation that all advanced practice registered nurse (APRNs) be prepared at the practice doctorate level by the year 2015. Graduates will practice in various primary care settings and public health agencies, as well as serve in organizational administrative and executive level leadership roles, become entrepreneur business owners, lead inter-collaborative healthcare teams, develop healthcare policy, and teach in institutions of higher learning. The practice-focused doctoral program in advanced practice registered nursing (APRN) awards the Master of Science on Nursing degree and the terminal degree of Doctor of Nursing Practice (DNP). The DNP-APRN includes primary care tracks in adult-gerontology, family and pediatrics. The purpose of the program is to prepare graduates to practice nursing at the highest clinical level. Master’s education in nursing is predicated on relevant baccalaureate education and professional practice, builds upon this foundation, and expands it in three major areas including scope of practice, role behavior, and depth and breadth of knowledge and skills. The DNP-APRN program builds upon the Master’s plan of education and provides added skills to improve health care outcomes by identifying needed change that addresses inequities and health disparities, searching for best evidence, and testing this evidence to improve community health and quality of life.

The practice-focused doctoral degree has two possible entry points: post-baccalaureate and post-masters. The post-masters DNP is NOT designed to educate the individual in a new clinical specialty area.

Post-BSN to DNP Tracks include:
- Adult-Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Nurse Executive Leadership and Innovations

Expected Competencies of a DNP-APRN Graduate
The competencies of a DNP-APRN graduate from MUSC follow the eight essentials of doctoral education for advanced practice in nursing as specified by the American Association of Colleges of Nursing:
1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. Advanced Nursing Practice

End of Program Objectives
Upon completion of the DNP-APRN program, graduates will:

1. Demonstrate competence in an advanced nursing practice role using a specialized area of knowledge derived from a strong scientific foundation.
2. Use analytical methods and a scholarly approach to improve quality and safety in health care systems through organizational leadership, systems thinking, and practice management acumen.
3. Implement continuous quality improvement in patient care providing leadership in practice and clinical decision-making through use of information systems and technology resources.
4. Demonstrate interprofessional collaboration and teamwork strategies in the improvement of population health outcomes.
5. Assess health care policy that determines the financing, regulation, access, and delivery of care.
6. Apply principles of health equity in the provision of care to eliminate health disparities.

A second DNP track prepares nursing experts as Nurse Executive(s) in Leadership and Innovations (NELI). Research and health care reform recommendations recognize the expansion of nursing roles and responsibilities. The proposed Nurse Executive Leadership and Innovations program meets the current recommendations of organizations such as the American Organization of Nurse Executives (AONE), American Association of Colleges of Nursing (AACN), and the Institute of Medicine’s (IOM) report for preparing executive nurse leaders to transform health care. The program will focus on providing nurses with the knowledge and skills to be executive leaders who are competent, intrapreneurial and can transform health care and outcomes in an ever-changing healthcare system. The AONE core competencies for the nurse executive have been threaded throughout the proposed curriculum and include knowledge of health care delivery systems and organizational environment that incorporates health care finance, policy development, and management skills, as well as advanced communications skills, professional relationship management, and the promotion of diversity and professionalism. Additional didactic content will provide the knowledge and skills nurse executives require to be successful. The executive practicum experiences will allow the nurse to refine the specialized skills, behaviors and attitudes in preparation for the advanced nurse executive role. The nurse executive-focused doctoral degree DNP program has two possible entry points, post-baccalaureate and post-masters. The BSN is required for the DNP-NELI track, but the masters degree may be a degree such as an MSN, MHA, or MBA, as these degrees address the administrative role graduates of the program will be prepared to assume.

Expected Competencies of a DNP-NELI Graduate
The competencies of a DNP-APRN graduate from MUSC follow the eight essentials of doctoral education for advanced practice in nursing as specified by the American Association of Colleges of Nursing:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. Advanced Nursing Practice in the executive role

End of program objectives

Upon completion of the DNP-NELI program, graduates will:

1. Demonstrate competence in the advanced executive nursing role using a specialized area of knowledge derived from a strong scientific foundation.
2. Use analytical methods and a scholarly approach to improve quality and safety in health care systems demonstrating organizational leadership, systems thinking, and managerial acumen.
3. Demonstrate leadership and management skills in the use of information systems and technology to organize and manage continuous quality improvement initiatives.
4. Demonstrate executive leadership skills when managing teams to promote interprofessional collaboration and teamwork to improve population health outcomes.
5. Interpret health care policy to determine support for the financing, regulation, access, and delivery of care.
6. Use a systems thinking approach to promote diversity and cultural competence in the workplace.

Following affirmation of the overall program mission, goals, and expected student outcomes, graduate faculty, analyzed the DNP APRN and NELI end of program objectives for clarity and congruence with the DNP Program mission, goals, and objectives and identified the overarching end of program objectives for the DNP Program. The overarching DNP End of Program Objectives for the APRN and NELI Tracks are listed in below.

<table>
<thead>
<tr>
<th>Overarching DNP End of Program Objectives</th>
</tr>
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<tbody>
<tr>
<td>Upon completion of the DNP program, graduates will:</td>
</tr>
<tr>
<td>1. Demonstrate competence in an advanced nursing practice role with a specialized area of knowledge derived from a strong scientific foundation.</td>
</tr>
<tr>
<td>2. Apply analytical methods, best evidence, systems thinking, and practice management acumen to improve quality and safety in health care at both the individual patient and systems level.</td>
</tr>
<tr>
<td>3. Use information systems and technology to implement sustainable, innovative strategies that address health care complexities resulting in continuous quality improvement in patient care, health care organizations, and related agencies.</td>
</tr>
<tr>
<td>4. Improve population health outcomes by promoting and organizing interprofessional collaboration and teamwork skills.</td>
</tr>
<tr>
<td>5. Interpret health care policy to determine needed actions regarding financing, regulation, access to, and delivery of care.</td>
</tr>
<tr>
<td>6. Apply principles of health equity in the provision and management of care to eliminate health disparities for patients and promote diversity and cultural competence in the workplace.</td>
</tr>
</tbody>
</table>
**PhD in Nursing Science**

**Purpose**
The Medical University of South Carolina College of Nursing’s PhD in Nursing Science program focuses on study of vulnerable populations. The PhD in Nursing Science program is designed to prepare graduates for a lifetime of intellectual inquiry that manifests itself in creative scholarship and research, often leading to careers in social, governmental, and health care organizations as well as traditional careers in university and college settings. The purpose of the PhD in Nursing Science program is to prepare independent researchers in the health sciences, to influence the quality of local, regional, national, and international health care.

**Objectives**
Students in the College of Nursing PhD in Nursing Science program acquire knowledge and skills to conduct research and are prepared to advance and refine nursing science as the basis for nursing practice, education, and administration.

The accelerated curriculum is designed to provide students with a core foundation in nursing theory development, research, and knowledge translation. The mentored research experience serves to strengthen skills in the conduct of disciplined inquiry. Program options build on the core foundation and allow students to develop an individualized program of study in conjunction with a faculty advisor. The goal of the curriculum is to prepare beginning researchers in a defined area of nursing science.

**End of program objectives**
The College of Nursing PhD Program enables students to:

1. Combine philosophical, theoretical, and conceptual foundations to guide the generation of new knowledge in health care.
2. Demonstrate expertise within an area of inquiry, identifying critical gaps in knowledge and reflecting a nursing and transdisciplinary perspective.
3. Devise theory-guided research to test, generate, and extend knowledge that informs health care systems, health policy, and the evidence base for practice.
4. Demonstrate proactive leadership related to a selected area of scholarship.
5. Integrate values consistent with integrity in science and professional nursing.
Section III:
Admission Policies and Requirements

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Admission Classifications
The Admission, Progression and Graduation Committee, in conjunction with ad hoc committees, acts on applications in accordance with the criteria and policies as stated and admits students to one of the categories described below:

- **Full Status**: Students meeting all admission criteria may be offered admission by the Admission, Progression and Graduation Committee.
- **Matriculated Student**: In order to be a matriculated student, one must complete the application, be accepted, pay the appropriate fee, and provide official transcripts from all previous college course work. Accepted students pay the matriculation fee to the Office of Enrollment Management.
- **Matriculation, Delayed**: An applicant who has been admitted to any of the admission categories may delay matriculation up to one year following admission. The request to delay admission must be made in writing to the Admission, Progression and Graduation Committee in care of the Office of Student Services. After one year without enrollment, reapplication to the program is necessary. Matriculation fee must be received prior to approval to defer.
- **Non-degree Status**: Non-degree students are defined as non-matriculated students, not wishing to obtain a degree. Non-degree students who wish to enroll in a graduate nursing course must hold a Bachelor of Science in Nursing Degree or health related degree depending upon the program. Fully matriculated students are given priority over non-degree seeking students, and course availability is at the discretion of the program director.
  - A maximum of nine semester hours may be earned in non-degree status. Non-degree students may enroll in non-clinical course work on a part-time basis when space is available. To enroll full-time, permission of the associate dean for academics is required.
  - Auditors and applicants not seeking a degree must complete a “Non-degree Student Application” form each semester for each course they wish to take, available from the Office of Student Services. Written permission of the instructor and the Associate Dean for Academics, College of Nursing, must be obtained for the application.

Admission Criteria
The Admission Criteria for the RN-BSN, BSN, MSN, DNP and PhD programs can be found on the College of Nursing website at [http://academicdepartments.musc.edu/nursing/prospective-students/](http://academicdepartments.musc.edu/nursing/prospective-students/).

Use of Degree Credentials for Doctoral students
There is no degree credential for doctoral candidacy. Although sometimes used, the DNP (c) or PhD(c) designation is not an accepted convention to indicate doctoral candidacy. A doctoral candidate should continue to use the degree initials that have been earned. It is appropriate to state that one is a doctoral candidate in text form, i.e., in the biographical information that accompanies a published article. It is acceptable to use the DNP or PhD only after one has successfully completed the degree.
Expected Student Expenses

Students may expect to incur the following additional expenses in addition to tuition and program fees: books and supplies, uniforms, various types of equipment (specific information provided to students by course and/or track coordinators), and travel to clinical sites. A car and travel may be necessary for some clinical agency placements.

Students seeking financial assistance are encouraged to contact the Office of Financial Aid upon acceptance into the program at http://www.musc.edu/em/financialmanagement/. The MUSC College of Nursing Schedule of Academic Charges is available at http://academicdepartments.musc.edu/nursing/administration/studentservices/tuition_fees.htm.

Minimum Skills for Eligibility to Participate in Educational Programs and Activities

The following skills are needed by applicants to all College of Nursing programs. Applicants and students should possess these abilities, or with the help of compensatory techniques and/or assistive devices, be able to demonstrate ability to become proficient. Students must be capable of successfully completing each required clinical rotation.

1. **Oral and writing ability with accuracy, clarity and efficiency.**
   
   **Examples:** attending; clarifying; coaching; facilitating; touching; establish rapport with patients, families, and peers; initiate health teaching and explain treatment procedures; read, write, speak, and comprehend English with sufficient skill to communicate effectively verbally and nonverbally; summarize data accurately; write or document legibly.

2. **Manual dexterity, gross and fine movements:**
   
   **Examples:** wrists, hands, fingers (thumb, index, and middle on both hands), arms, grasping, fingering, pinching, pushing, pulling, holding, extending, twisting (rotating), cutting, ability to maneuver in small spaces and from room to room, ability to respond to an emergency situation in a timely way.
   
   **Examples of required physical strength:** to support another person; to position another person; to transfer to/ambulate with walker, cane, crutches, bed, chair; to sit, stand, and walk for extended periods of time; to perform CPR; resuscitation; to lift at least 50 pounds; capable of reaching 18 inches above head; capable of pushing up to 200 pounds independently; able to stoop and bend without limitations.
   
   **Examples of required dexterity:** ability to use sterile techniques and universal precautions; ability to operate and maintain equipment (e.g., ventilator, electronic monitor, etc.); ability to obtain samples (specimens).
   
   **Examples of ability to measure:** body (height, weight, range, strength, etc.); vital signs; intake and output; outcomes, result (e.g., lab tests); psychological status (general); using a variety of monitoring modalities.

3. **Ability to see, hear and touch, smell and distinguish colors.**
   
   **Examples:**
   
   **Sight:** depth perception; distinguishing color; acuity (corrected to 20/40).
   
   **Auditory capacity:** in patient interactions; in sterile procedures; in team meetings; in electronic voice communication; auscultation of sounds.
   
   **Sensation:** palpation; distinguish smells; percussion; touch; temperature sensation.

4. **Ability to learn, think critically, analyze, solve problems, and reach judgments.**
   
   **Examples:** gather complete data in complex situations; identify cause effect
relationships; establish priorities among several tasks; identify safe alternatives; make decisions under varying degrees of stress; read and comprehend detailed charts, journals, books; perform arithmetic functions (addition, subtraction, multiplication, division, ratios, and simple algebra).

5. **Emotional stability and ability to accept responsibility and accountability.**
   
   **Examples:** ability to be assertive; ability to delegate; ability to function (consult, negotiate, share) as part of a team; ability to participate in role-playing activities; ability for self-perception and awareness.

**Accommodations for Students with Disabilities**

The College of Nursing values diversity among students, which encompasses attracting talented students with disabilities who, if reasonably supported, can be successful in the program. Passage of the Americans with Disabilities Act (ADA) of 1990 provides the legal definitions and academic responsibilities in defining policies and implementing reasonable support for students with disabilities.

Students are not required to declare a disability upon application to the College of Nursing, and admission decisions do not take disabilities into consideration. However, all applicants interested in entering the profession of nursing must be aware of the minimum functions, standards, and competencies required for success in the programs. Upon admission, a student who discloses a disability (with certification) is assured of reasonable accommodation. Students who want to disclose a disability should contact the Office of Student Services, to seek guidance on the process and initiate a “Disability Accommodation Request” form.

Examples of reasonable accommodations include assisted learning methods, modified assessment and testing conditions, alterations in programs of study, personal counseling, and time management coaching. A student with a physical disability may require assistive devices or equipment adjustments in the classroom or clinical environments. The purchase of prosthetic devices is the responsibility of the student and/or the agency supporting the student. The University will assist the student with providing counseling, signers, note takers, and other learning facilitating services. Regardless of a disability and reasonable accommodations, a student must pass all course standards and master the essential clinical competencies. All students, with or without disabilities, are held accountable to the same minimum functions, standards, and competencies for successful program completion.

It is important to note that there may be physical, cognitive, or emotional impairments that cannot be surmounted with present day technology or therapies that will preclude success in the College of Nursing and the profession of nursing. The list of required skills considered essential to the College of Nursing programs are detailed in the previous section.

**Criminal Background Checks** *(Back To Table of Contents)*

Upon payment of the matriculation fee, each student in the College of Nursing will have a criminal record search completed.

If a criminal record is uncovered, the Associate Dean for Academics and Director of Student Services will advise the student of this. The student will be counseled as to whether the nature of the offense will jeopardize the student’s status in the program and of possible alternatives.
regarding completion of the educational program and potential for obtaining licensure. The student will have the opportunity to provide documentation regarding the offense.

After counseling with the student, the Associate Dean for Academics will prepare a summary statement that includes recommendations for the student’s progression status in the program. This summary will be kept on file in the office of the Associate Dean for Academics, separate from the student record.

**Drug Screening** *(Back To Table of Contents)*

Drug screening is required of all MUSC students prior to starting coursework. Any organization where a student completes clinical, quality improvement projects, and/or research projects may have other compliance requirements that the student must comply with in order to be allowed to perform the required student work. Thus, students selected for admission to MUSC College of Nursing are admitted pending a negative urine drug test. Admission will be denied for a student testing positive.

**Procedure for Pre-admission Drug Testing of CON Students**

1. Students selected for admission to the College of Nursing will be notified of the procedure for drug testing in their orientation materials.
2. Drug testing will be completed on campus at MUSC Employee Health unless due to distance, the student requests to have the testing done locally. Under these circumstances, the Office of Academics will request MUSC Risk Management to send information on completing the testing locally at a qualified laboratory. When a packet is sent, the student will receive paperwork with the location of the site for testing and the Chain of Custody form to be taken to the lab. A qualified laboratory using MUSC policy and procedures must conduct all testing.
3. The urine sample will be screened for marijuana, cocaine, phencyclidine (PCP), synthetic opiate, amphetamines, barbiturates, benzodiazepines, methadone, propoxyphene and methamphetamines. The drug test is considered positive if any of these drugs are identified.
4. Students must bring a valid drivers license and must not leave the building until the urine test is completed. If the test is not completed on the day of testing, it is considered an attempt and CANNOT be repeated. The test can take up to three hours for completion.
5. Drug testing must be completed prior to the start of classes.
6. MUSC Risk Management will report a positive drug screen to the office of the Associate Dean for Academics.
7. If a positive drug test is obtained, the student may request the original sample be retested at another designated lab at the student’s expense.
8. The College of Nursing will ensure confidentiality of results by releasing the information only to the student and required administrators.
9. Refusal by the student to submit to drug screening will result in denial of admission to the College of Nursing.
10. Any questions or concerns regarding pre-admission drug screening should be directed to the office of the Associate Dean for Academics.
Transfer Credit for Nursing Course(s)  
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**Undergraduate (RN-BSN)**

Course work completed in another baccalaureate program prior to enrollment in the College of Nursing RN-BSN program is not eligible for transfer.

**Undergraduate (BSN)**

1. Course work completed at an accredited baccalaureate program prior to enrollment in the College of Nursing may be eligible for transfer credit. To be considered, a grade of “C” or better must have been earned in the course work and been completed within the previous three years. An official transcript and copy of the course syllabus must be submitted to the College of Nursing Director of Student Services to determine course equivalency.

2. Transfer credit is not granted automatically and is restricted to didactic courses with no clinical component.

3. After acceptance to the College of Nursing and no later than the drop/add date of each semester of matriculation, the student must submit a transcript and course outline/syllabus of the course to be considered for transfer to the Office of Student Services, College of Nursing. The submitted materials will be reviewed by the appropriate course coordinator for College of Nursing course equivalence and a recommendation will be made to the Office of Academics. The student will be notified in writing of the decision and it is considered final.

4. The Office of Enrollment Management will be informed in writing regarding approved transfer course work. The course and credit hours will be added to the student’s MUSC transcript with a grade of “EX”. The previously earned grade will not be included in the MUSC GPA.

5. If the student fails to undertake the proper steps by completing the required paperwork, the grade will automatically be 0.0.

6. At least 33% of semester credit hours applied toward a Medical University of South Carolina undergraduate degree must be earned through instruction in residence at the University.

**Graduate (MSN/DNP)**  
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1. Selected graduate credits taken at other universities or colleges will be considered for acceptance toward partial fulfillment of the requirements of the Master of Science in Nursing or Doctor of Nursing Practice degree. At least 33% of semester credit hours applied toward a Medical University of South Carolina graduate degree must be earned through instruction as a matriculated student at the University. Only courses in which a grade of “B” or above (85 or greater) has been earned will be accepted for transfer. The courses must have been taken within five years of the date of matriculation. After acceptance to the College of Nursing and no later than the first semester of matriculation, the student must file a written petition requesting the transfer of course work to the Admission, Progression and Graduation Committee through the Office of Student Services. For each course, the petition should specify: (a) course number, course title, number of credits, name of the university/college where the course was taken, the semester and year, and grade earned; (b) the degree requirements the transfer credits are intended to satisfy, including course number, course title, and number of credits. The course syllabus must accompany the petition. A transcript listing the course and grade earned must be on file.
2. Transfer credit is not granted automatically and is restricted to didactic courses with no clinical component. If a transfer course is intended to replace an MUSC core, cognate, or population focus course, the petition must provide evidence that the course requested for transfer is equivalent to the College of Nursing required course.

3. The petition and materials will be reviewed by the appropriate course coordinator for equivalence to the appropriate College of Nursing course or acceptance as an elective. The course coordinator, as appropriate, will make a recommendation to the Admission, Progression and Graduation Committee. The student will be notified in writing of the Committee’s decision, which is considered final.

4. The Office of Enrollment Management will be informed in writing regarding approved transfer course work. They will add the course to the student’s transcript with a grade of “EX”. The student will not be charged for the course and the hours will not count for the GPA but for the overall program hours.

5. If the student fails to undertake the proper steps by completing the required paperwork, the coursework will not transfer.

**PhD**

PhD students are allowed to transfer nine didactic hours toward their degree hours. These must be approved by the Director of the PhD Program. At least 33% credits must be taken at MUSC to be eligible for graduation. Students must be accepted into the program and at that time, they may petition the PhD committee to accept coursework from other programs that may be equivalent to the courses offered at the College of Nursing. This coursework then will be reviewed by faculty teaching the course and the faculty make a decision regarding the equivalence of the coursework and number of credits accepted.

The Office of Enrollment Management will be informed in writing regarding approved transfer course work. They will add the course to the student’s transcript with a grade of “EX”. The student will not be charged for the course and the hours will not count for the GPA but for the overall program hours.

**Computer Requirements and Prerequisite Competencies**

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A laptop computer is required at the College of Nursing and must meet the College of Nursing technology requirements [http://academicdepartments.musc.edu/nursing/administration/ntc/minimum_computer.htm](http://academicdepartments.musc.edu/nursing/administration/ntc/minimum_computer.htm).

Writing tablets, iPads, and similar technology are not compatible with the software used in coursework evaluations. The MUSC campus supports both PC (Windows) and Macintosh systems and our multimedia content is optimized for Firefox and Internet Explorer.

Access to broadband (Cable or DSL) connections is necessary. Online students will need a VGA or better web camera, headset and microphone.

During enrollment in the College of Nursing (CON), students complete assignments that require computing skills. In order to be successful, students must seek extra training on weak computing skills before the start of the program.
During the program, students will be required to demonstrate use of:

- Electronic mail and the Internet
- Word processing including use of Microsoft Word, Excel and PowerPoint, managing files
- Conduct a library search
- Retrieve clinical information on a specific patient
- Use audiovisual materials in a presentation, presentation graphics
- Use a spreadsheet to enter and manipulate data
- A scanner, laptop, printer, and fax machine

**Internet access via computer for communication.** The nursing program is committed to dissemination of information through electronic media. Students must have access to a computer configured to use online network transmissions for electronic mail and the Internet. Students will be held accountable for information from faculty/staff disseminated via official MUSC e-mail.

**Moodle orientation.** Moodle is the learning management system used for both hybrid and online courses. Student orientation courses, one for undergraduate students and the other for graduate students, were created to help students learn the specific functions within Moodle that are necessary for success in the hybrid undergraduate or online graduate courses. Completion of the Moodle orientation course is required of all new CON students. The orientation course is available one month prior to classes starting. Students will complete the course prior to the published class start date. Students who do not comply will have their access blocked from all Moodle courses.

To find Moodle courses including the orientation course, students should log into [http://moodle.musc.edu](http://moodle.musc.edu) and sign in using the MUSC login and password. A link to Moodle can also be found on the CON website under Quick Links and on the MUSC Library home page. Staff from the Nursing Technology Center (NTC) will be available during Undergraduate and Graduate orientation or PhD Residency to answer questions.

**Software standards for the University.** Software standards ensure access for students, residents, fellows, and faculty to the University’s education and information resources, as well as enhance communications and sharing of documents. The software standards are defined by the University Education Infrastructure Committee. Many software programs and mobile applications are available through the CON Library website located here: [http://musc.libguides.com/nursing](http://musc.libguides.com/nursing)

**Minimum Computer Standards**
Although users may choose other software applications, they will not be supported. Please visit this link for required software and hardware applications:
[http://academicdepartments.musc.edu/nursing/administration/ntc/minimum_computer.htm](http://academicdepartments.musc.edu/nursing/administration/ntc/minimum_computer.htm)
Section IV:  
College of Nursing and University Policies & Guidelines  
(Back To Table of Contents)

CON and University Handbooks
When a student is accepted into the College, she/he accepts not only the published university academic regulations, but also all information found in any College of Nursing communication (e.g. email, Lifelines, website, etc.). Each student assumes responsibility for one’s actions. The student is expected to respect constituted authority, protect private property, and exhibit conduct becoming to a student of the Medical University and the profession of nursing. This implies respect for the rights of others and freedom from control by any person other than recognized authority in accordance with established rules and regulations.

Students are responsible to have knowledge of the policies and procedures set forth in the University Student Handbook at [http://www.musc.edu/studenthandbook](http://www.musc.edu/studenthandbook) and the College of Nursing Student Handbook at [https://academicdepartments.musc.edu/nursing/intranet/student/index.htm](https://academicdepartments.musc.edu/nursing/intranet/student/index.htm).

Further, students engaged in research at the University are responsible for maintaining the integrity of all research projects in accordance with the policies, rules, and guidelines of the University, found outlined in the Medical University Faculty Handbook at [http://www.musc.edu/facsen/](http://www.musc.edu/facsen/). In addition, if tangible products are produced from these research endeavors, students must comply with the Intellectual Property policy of the University as it is described in the Faculty Handbook.

Academic policies apply to all MUSC students and may be found in the Bulletin of the Medical University of South Carolina in the Academic Policies section. The online Bulletin will be updated on a regular and/or urgent basis. The current Web version of the Bulletin is available at this address: [http://www.musc.edu/bulletin](http://www.musc.edu/bulletin).

PhD Policies and Guidelines
Further policies and guidelines specific to the PhD program can be found at [http://academicdepartments.musc.edu/nursing/academics/phd/phd-handbook.htm](http://academicdepartments.musc.edu/nursing/academics/phd/phd-handbook.htm).

DNP Practice Improvement Project Guidelines
All DNP students must complete a Practice Improvement Project. The proposal and the final project must be defended in person on campus on designated days determined by faculty. The student’s defense of the Practice Improvement Project proposal serves as the primary component of the qualifying examination for the DNP program. The Practice Improvement Project Guidelines contain specific information about this project and can be found at [http://academicdepartments.musc.edu/nursing/intranet/graduate/residency.htm](http://academicdepartments.musc.edu/nursing/intranet/graduate/residency.htm).
DNP Residency Guidelines
The clinical residency provides an opportunity to integrate the role of the DNP in a comprehensive real-world context that includes utilization of leadership, consultation, advocacy and collaboration competencies. Individual experiences will be developed by the student and approved by the clinical faculty or Residency Coordinator. Students are jointly supervised by the clinical faculty and the clinical preceptor. The residency course represents a synthesis practicum with a clinical advisor/mentor in either the student’s advanced practice specialization or practice/administration focus or both. Further details are outlines in DNP Residency Guidelines found at http://academicdepartments.musc.edu/nursing/intranet/graduate/residency.htm

Code of Conduct
Enrolled students are held responsible for all aspects of the MUSC Code of Conduct available at http://academicdepartments.musc.edu/uco/code Conduct.htm

Honor Code
Enrolled students are held accountable for all aspects of the current Student Honor Code. A copy of the Student Honor Code can be found at http://academicdepartments.musc.edu/esl/studentprograms/honorcode/honorcode.html

Confidentiality Policy
Students have the responsibility to maintain confidentiality in all areas of their professional practice. The right of the client to confidentiality will be honored through the following: 1) all discussions involving a client and their care will be conducted discreetly, confidentially, and respectfully and 2) client identity will not be revealed in written materials or verbal presentations. This is in accord with the HIPAA Privacy Rule (1996) that sets standards for protection of the privacy of patient’s health information. Breach of confidentiality with respect to information about clients is a violation of the MUSC Honor Code.

HIV/AIDS Policy for Students and Faculty
The College of Nursing supports the position held by numerous professional nursing organizations including the American Nurses Association, the National League for Nursing, the Association for Nurses in AIDS Care, and the Oncology Nursing Society regarding students and faculty who are HIV+ or who have AIDS. Additionally, the College of Nursing HIV/AIDS policy is congruent with that of the Medical University of South Carolina and the Centers for Disease Control.

In accordance with the HIV/AIDS policy statement of the American Nursing Association, inquiry into HIV status is not a part of the student, faculty, or staff application process at the Medical University of South Carolina, College of Nursing. Qualified applicants cannot, and will not, be denied admission to the College of Nursing or denied faculty appointment on the basis of HIV status. The Americans with Disabilities Act (ADA) makes it illegal to discriminate against individuals with HIV/AIDS.

Testing for HIV status is voluntary for all students, faculty, and staff in the College of Nursing and it is the choice of the individual to disclose HIV status to anyone. Strict confidentiality of an individual's disclosure of HIV seropositivity is observed and no reference to the HIV+ status is
kept in any student, faculty, or staff record in the College of Nursing unless authorized, in writing, by the individual.

The American Nurses Association states that, “a nurse or nursing student who believes themselves to be at risk has an ethical responsibility to know their HIV status. Practitioners who perform 'exposure prone' procedures should know their HIV antibody status.”

Students shall have the opportunity to provide care to people who are HIV+ or who have AIDS. In accordance with the American Nurses Association, students may not refuse to care for a person who is HIV+ unless the patient would be placed in jeopardy because of an illness or condition of the student. If students who are HIV+ would be placed at risk for infection due to their compromised immune status, faculty will develop alternative clinical assignments. Students and faculty members who have reason to believe they have been exposed to HIV in the clinical setting are to immediately follow the MUSC procedure established for possible exposure by reporting the exposure to the Student or the Employee Health Service offices of MUSC.

**Academic Integrity Policy**
All instances of academic dishonesty, misrepresentation, or plagiarism as defined by the Honor Code will be referred to the College of Nursing Honor Council.

Faculty conduct random checks of student work through plagiarism detection programs used by the University. Plagiarism of a portion of any assignment, either written or verbal, may result in the grade of zero being given for the entire assignment or the entire course. Additionally, the faculty member or student may refer the event to the College of Nursing Honor Council for further action. Suspension or dismissal from the university is an option provided for by the University’s Honor Code for cases of academic misconduct.

**Honor Council process:**
1. Academic dishonesty, misrepresentation, or plagiarism is suspected; and the course faculty or a fellow student provides evidence.
2. Course faculty or student informs Program Director.
3. Program Director informs Associate Dean for Academics.
4. Program Director and course faculty write letter to Honor Council.
5. Honor Council notifies student under suspicion within 48 hours and Notification Conference is scheduled.
6. Honor Council evaluates evidence at Notification Conference and decides if Formal Hearing will convene.
7. Formal Hearing is scheduled within 10 business days and the student under suspicion is notified in writing that there is sufficient evidence of an honor code violation to proceed.
8. A recommendation is made to the Dean of the College of Nursing for appropriate action if the student is found guilty.
9. The student has the right to appeal to the Dean of the College of Nursing within 10 business days of the Formal Hearing. If an appeal is submitted to the Dean, the Dean will notify the Honor Council President and accused student in writing as to the final decision of the appeal.

More information about plagiarism and how to cite sources can be found here: [http://www.library.musc.edu/page.php?id=1348](http://www.library.musc.edu/page.php?id=1348).
Intellectual Property Policy Regarding Coursework
College of Nursing syllabus and related course materials are intended for the use of students registered and enrolled in the curriculum of the College of Nursing of the Medical University of South Carolina and the affiliated faculty. The learning experiences that occur within the coursework are considered the intellectual property of the designated faculty authors and presenters. Students may not audio or video record or screenshot lectures or classes without permission from the faculty leading the course (and guest speakers, when applicable). When permission is granted, students may keep recordings only for personal use and may not post any content or recording on the Internet, or otherwise distribute the content. Students who need lectures recorded for disability-related reasons should contact the Director of Student Services. Copyright violations are illegal, are considered a breach in professionalism and will be reported to the Associate Dean for Academics.

Standards of Conduct for the Treatment of Trainees
MUSC strives to impart the values and collegial attitudes and behaviors in interactions among members of the University community. MUSC prohibits attitudes or behaviors towards students, residents, and fellows that are unfavorable to the development of mutual respect. The University has established Standards of Conduct for Treatment of Trainees which are published in the MUSC Student Handbook at http://academicdepartments.musc.edu/esl/studentprograms/studenthandbook/Policies/student_pol/standardsofconduct.html. The Standards of Conduct policy provides examples of misconduct and outlines procedures trainees can use to address mistreatment.

Student Arrest Policy
Should a student be arrested or formally charged with any infraction of the law other than minor traffic violations and misdemeanors, the offending student shall report such violation or changes to his or her respective Dean within two university/college business days of the offense. The Dean will determine an appropriate action and grant the student an opportunity to be heard. After consultation of the Dean with the Provost, the decision of the Dean will be final.

Professionalism Policy (Back To Table of Contents)
Definitions:
Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, in the academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the College of Nursing.
Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Uncivil behaviors (Refer to Civility policy)
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to or not following College of Nursing policies and guidelines
- Presenting false information regarding clinical or course work
- Tardiness to clinic or not notifying clinical faculty or preceptor of change in clinical schedule
- Inappropriate comments written in documents that impugn faculty, staff, or students of the College of Nursing
- Non-constructive criticism addressed to an individual in such a way at to intimidate, belittle or suggest incompetence
- Imposition on faculty, CON staff, preceptors, clinic staff, or fellow students of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

**Civility**

*Code of Ethics: Provision 1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems. (ANA, 2001, p.7.)*

Civility consists of professional behaviors defined by the American Nurses Association’s Code of Ethics. These behaviors are expected of both students and faculty members and include politeness, courtesy and respect in interpersonal interactions. Conduct of civil communication applies to clinical, laboratory, classroom and online settings. Examples of civility are respectfully listening in class to a classmate’s question of the instructor and responding to classmate’s post with respect. Examples of incivility include verbal, nonverbal, or written communication that is disrespectful; as well as inattentiveness and lateness. Other uncivil behaviors are texting, reading emails, speaking on cell phones, being disruptive, and using the computer for non-class purposes such as posting on social media sites during an educational/clinical session. Civility is an expectation in all MUSC College of Nursing sessions and an expected behavior MUSC graduates will continue into professional practice. *(Back To Table of Contents)*

**Policies Regarding Unprofessional, Disruptive and/or Incivil Behaviors**

Unprofessional, disruptive and/or incivil behavior demonstrated by a College of Nursing faculty or staff member directed towards another faculty, staff, patient, or student will be managed as defined in the Human Resources Policy 45, Disciplinary Actions.  
[http://www.musc.edu/hrm2/policies/policy45.html](http://www.musc.edu/hrm2/policies/policy45.html)

Unprofessional, disruptive and/or incivil behavior demonstrated by a College of Nursing student
towards another student, patient, faculty, or staff not included in the above will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her immediate supervisor.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should use the procedures as referred to in the University Bulletin under the discussion of Honor Council: [http://academicdepartments.musc.edu/esl/studentprograms/honorcode/honorcode.html](http://academicdepartments.musc.edu/esl/studentprograms/honorcode/honorcode.html)

The following will occur:

a. Disciplinary actions, consisting of oral and written reprimands, probation, suspensions, or dismissal may be imposed by the Honor Council in as direct proportion as possible to the identified offense.

b. Any disciplinary action of the Honor Council shall be considered as a constructive process for the purpose of correcting inappropriate professional behavior. Therefore, in most instances, disciplinary actions should consist of the least severe action to accomplish this purpose.

c. Progressive discipline starts with a reprimand, either written or oral, with or without probation. The next step can fail of a course, suspension, and finally expulsion. *Serious offenses may result in immediate suspension or expulsion.* The disciplinary action of the Honor Council is administered on a uniform basis within the College, however, each offense is considered on a case by case basis. All recommendations of the Honor Council are adhered as described in the University Bulletin: [http://academicdepartments.musc.edu/esl/bulletin/index.htm](http://academicdepartments.musc.edu/esl/bulletin/index.htm)

d. If the behavior is repeated, and not deemed as an Honor Code violation, the complainant should document the issue with the Program Director of the enrolled student. The Program Director will collect all information regarding the incident. The Program Director will meet all parties involved and act as a mediator to resolve the problem and correct the behavior. A written contract defining the inappropriate behavior and plan for correcting behavior will be given to the student and documented as received by having the student sign the contract.

e. If the incident is resolved with satisfactory outcome, the process ends.

f. If the dispute remains unresolved or unprofessional behavior continues, the Associate Dean for Academics will make recommendations for further action, including dismissal, to the Dean.

**Workplace Violence**

MUSC has a Zero Tolerance to Workplace Violence policy that applies to faculty, staff and students and can be found at [http://www.musc.edu/hrm2/policies/policy40.html](http://www.musc.edu/hrm2/policies/policy40.html).

**CON Complaint Procedure**

The University respects and protects the diverse interests of all students, faculty, and employees and promotes a philosophy of mutual respect. The University is committed to providing students with a quality learning experience in an environment where constructive feedback is encouraged and complaints are effectively addressed. It is the intent of the University to provide an open, fair, and accessible process, which encourages the prompt resolution of complaints/issues,
encountered by MUSC students. The University recognizes that in spite of every effort to make the MUSC experience a positive one, students may have concerns or complaints; and, therefore, a process is in place to ensure these concerns are addressed both fairly and efficiently. The MUSC policy can be found at http://academicdepartments.musc.edu/esl/bulletin/acad_policies/scc/ and the CON Policy can be found at http://academicdepartments.musc.edu/nursing/intranet/student/index.htm under CON Student Complaint Procedure.

Petitions for Variance from College of Nursing Policies
The Admission, Progression and Graduation (APG) Committee reviews petitions from students who seek exceptions to any College of Nursing academic policy or regulation. A written request for an exception must be submitted to the Committee in care of the Office of Student Services with supporting rationale or documentation. The petition will be reviewed at the following APG Committee meeting. The student will receive a letter from the Committee regarding the decision on the petition. A copy of the petition and the Committee’s reply is placed in the student’s academic record.

International Travel Policy
While studying at MUSC, students may want to consider an international service/mission trip with an outside medical group, research and/or educational opportunity(s). MUSC has an International Travel Policy through the MUSC Center for Global Health that students are responsible to review and understand.

College of Nursing Requirements:
For all international travel, the proposed itinerary and goals of the trip must be submitted by the student to the appropriate course faculty (education, research, or practice course depending upon the proposed trip objectives). The itinerary will be reviewed for consideration as an education, research, and/or practice experience in advance of the trip. Further guidelines regarding international work may be located on the CON website in the student’s particular nursing program and the student is responsible for reviewing these guidelines, e.g. MSN/DNP program have specific guidelines for graduate nurse practitioner students.

Once course faculty have agreed the proposed trip meets course objectives and the country is determined to not be under travel restriction, the student must communicate with the Associate Dean for Academics. The Associate Dean for Academics will review the proposed trip and refer the student to the Center for Global Health.

MUSC Center for Global Health Requirements:
MUSC Center for Global Health Website: http://globalhealth.musc.edu/students

1. *MUSC General International Travel Waiver:* Students are required to submit a completed MUSC International Travel Waiver at least two weeks prior to departure accepting responsibility for his/her own travel, and acknowledging and assuming responsibility for all risk and liability. Dates of travel are entered in the departure/return dates field. This is important for insurance purposes. This form requires a signature from the Associate Dean for Research or specific Program Director.
2. **MUSC Health, Safety and Security Individual Plan**: When bringing the waiver for signature you must bring your:
   a. **MUSC Health, Safety and Security Plan**, students are required to submit the plan prior to departure.
   b. Copy of student passport
      (Your waiver will **not** be signed unless both items are submitted at the same time.)

3. **Student Health**: Students will make an appointment with Student Health to be seen at least 8 weeks prior to scheduled departure to ensure enough time for travel counseling and evaluate required immunizations. Student Health travel information is located at the website below:
   http://academicdepartments.musc.edu/esl/studenthealth/student_resources/travel.html

4. **Register travel itinerary with International SOS**: All students traveling abroad for University-related purposes are required to register their travel itinerary (departure and return) with International SOS before the expected departure. Registration provides information that will enable the University to activate intervention services on the traveler’s behalf in the event of a health emergency, natural disaster, or a crisis of civil or political unrest in a foreign location that requires assistance or evacuation. Travelers are encouraged to carry the International SOS membership card with them at all times during their travel.

   International SOS Travel Registry:

5. Any student considering international travel as an MUSC student **should not** pay or purchase any travel fees until the student’s proposal for international travel is approved by the Center for Global Health.

**Travel Restricted Country:**
If a country is under travel restriction by the U.S. State Department, the student may petition the Center for Global Health using the following protocols as detailed on the website:

1. No student shall be required to participate in an educational, clinical or research activity under MUSC auspices in a country for which the State Department has issued a Travel Warning.
2. Any student who wishes to travel under university auspices to a country on the U.S. Department of State’s **Travel Warning List is required** to submit a petition for travel approval from the International Travel Oversight Committee (ITOC). The petition can be found here.
3. The ITOC is a joint faculty-administrative advisory committee to review security and safety conditions associated with MUSC international travel. Petitions must be submitted at least three months in advance of the proposed travel date. The committee’s recommendation will depend on the academic value of the travel to the student’s curriculum, as well as on the current security and health conditions in the particular country. Decisions from the ITOC will be final.
4. If the petition is approved, the student will need to sign the **High Risk Travel Waiver** accepting responsibility for his/her travel and submit that to the Center for Global Health.
and register his travel with International SOS.

*If the petition is denied and the student chooses to participate in non-university sponsored travel abroad, they must take a leave of absence from the University to do so, which means they cannot be registered for any university credits during this period and are not eligible for financial aid from the University. Failure to comply with this policy can result in disciplinary actions. Any student who chooses to travel after denial of a petition does so voluntarily and is acting outside the control and responsibility of the University.

**Helpful websites:**
Download a Fact Sheet for your destination country from one of the following:
http://travel.state.gov/
http://studentsabroad.state.gov/

**Additional resources:**
http://globalhealth.musc.edu/external-travel-resources
http://globalhealth.musc.edu/pre-departure-tips
Section V: Student Compliance

Students must remain 100% compliant in regards to the items listed below. Students will not be permitted to attend campus classes and/or access online classes or attend clinical if the following items are not on file. It will be the responsibility of the student to arrange for any missed class or clinical time at the convenience of the course faculty and clinical preceptor. Missed classwork may result in a “0”. Any questions or concerns about this policy should be addressed to the Office of Student Services. Directions on how to upload required forms are found at the link below:
http://academicdepartments.musc.edu/nursing/administration/studentservices/handbook.htm under Immunization and Certifications upload information.

At any time during the program, if you complete clinical coursework, quality improvement and/or research projects in any type of healthcare facility or public/private organization, you are required to complete the compliance requirements of that organization in addition to any MUSC compliance requirements for the particular student work.

CON Handbook Form
All new College of Nursing Students must sign the CON Handbook prior to enrolling in courses. This form can be found at http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/Handbookform.pdf and should be uploaded into the online compliance management system.

Severe Weather Form
In the event of a weather emergency a one stop web resource has been created for faculty, staff, and students. The page contains policies and procedures and links to outside resources. This page also has a weather information board which is an up-to-date posting of storm status. It will tell all employees and students whether they must report to work or class. Finally, this page has links to the library and weather pages. These pages offer storm tracking, weather bulletins, satellite images and radar. This page can be found at: http://weather.library.musc.edu/ or in the event of a storm by clicking the “red weather emergency info button.” The Severe Weather Plan can also be viewed on the MUSC home page under the “Emergency Information” link http://academicdepartments.musc.edu/vpfa/operations/Risk_Management/emergency/Severe_Weather_Plan_CY14.pdf

All new College of Nursing Students must a complete Severe Weather Form prior to enrolling in courses program. This form can be found at http://academicdepartments.musc.edu/nursing/intranet/student/index.htm and should be uploaded into the online compliance management system.

Basic Life Support (BLS) Certification
All RNBSN, ABSN, MSN and DNP students must have a current BLS Certification while enrolled at the College of Nursing. To ensure appropriate level of safe care and professional
responsibility to clinical sites, all College of Nursing students must be BLS certified as a Health Care Provider through the American Heart Association (AHA). Courses can be scheduled through the students’ local American Heart Association organization. The AHA does provide an alternate method to classroom BLS. The student registers for BLS Part 1 from www.onlineaha.org. Once the course is completed, the participant must schedule a skills check-off with an authorized AHA BLS Instructor. The only AHA equivalent organization accepted is through the Military Training Network.

New students should provide documentation of their certification prior to enrolling in courses. Continuing students should provide documentation at the time of recertification. Students will receive electronic notification 30 days prior to their CPR expiration date that recertification is due. Documentation should be uploaded into the online compliance management system. A student who does not upload current BLS certification will not be able to attend class, log in to online coursework or attend clinical.

**Licencure Requirements for RN-BSN, MSN, DNP**

All RN-BSN, MSN and DNP students must have a current active RN license uploaded into the online compliance management system. Any student performing clinicals in South Carolina is **required** to provide evidence of an active South Carolina licensure to the MUSC Office of Student Services, unless they are in an eligible compact state.

If, at any time, the board of nursing issues a disciplinary sanction, current licensure restriction (including but not limited to suspension, revocation, probation, practice restrictions or other actions) or pending board action against the student, the student must notify the Associate Dean for Academics immediately.

**CATTs (Computerized Annual Training and Tracking System)**

All College of Nursing students must complete required CATTs modules upon acceptance into the program and each year thereafter while enrolled at the College of Nursing. Students will be sent an email with the link to CATTs at www.musc.edu/catts when it is time to complete the assigned modules. If CATTs modules are not completed, students will be unable to attend class, log in to online courses, or attend clinical.

**Student Health Policies**

Students are expected to abide by established health services policies of the Medical University and must be in compliance with Student Health Service requirements which can be found at http://academicdepartments.musc.edu/esl/studenthealth/

Students are expected to abide by established health policies of the College of Nursing and Medical University regarding potential allergies, exposures and/or injuries that may occur during campus and/or clinical experiences. If any such incident occurs, the faculty and student(s) must complete the required documentation and return to the appropriate Program Director and CON Compliance Officer. The policies and incident report links are located here: http://www.musc.edu/nursing/policies
Section VI:
Academic Coursework Guidelines and Policies
(Back To Table of Contents)

Plans of Study
All matriculated students must have a current plan of study on file prior to registration for any class. A plan of study is a contract between the student and College of Nursing. Students are expected to participate and attend classes throughout the semester. Life events such as vacations and weddings should be planned outside of the semester. If a student elects to schedule such an event, participation and assignments are expected to be on time per the course syllabus.

The plans of study can be found on the College of Nursing website at http://academicdepartments.musc.edu/nursing/academics/under each academic program. As an accelerated program, only full-time plans of study are offered in the BSN program. The MSN, DNP, and PhD program offer full-time and part-time plans of study. Any deviations from the plan of study may jeopardize program completion and must be approved by the director of the specific program.

Full and Part-time Financial Aid Guidelines
The following part-time and full-time classifications are guidelines from the MUSC Office of Financial Aid in regards to students’ eligibility for financial aid.

Undergraduate (RN-BSN) Students
Full time is considered 12 or more semester hours in the fall, 10 or more semester hours in the spring, and 8 or more semester hours in the summer.

Undergraduate (BSN) Students
Full-time is considered 12 or more semester hours in the fall, spring and summer. Less than 6 Semester hours in the fall, spring, and summer is considered less than part-time status and results in students being ineligible for financial aid, including personal loans.

Graduate (MSN/DNP) and PhD Students
Full-time is considered 9 or more semester hours in the fall and spring and 7 or more semester hours in the summer. Less than 5 semester hours in the fall and spring and less than 4 semester hours in the summer is considered less than part-time status and results in students being ineligible for financial aid, including personal loans.

Attendance and Participation Policy
1. Students are expected to attend all regularly scheduled classes and seminars. For on campus courses, students may not miss more than three classes per course. Students missing an excess of three campus classes in a course will be automatically dropped and this may result in a failing grade for the course. For online courses, students are expected to check their courses on a routine basis at least three times per week.
2. Participation is a requirement for attendance. A student who does not participate in a class for three consecutive weeks will automatically be dropped from the course and this may result in a failing grade for the course. Participation is defined as your presence in class,
including online, and active participation as evidenced by class participation and discussion regarding the class topic.

3. In case of absence from class or seminar, it is the student’s responsibility to obtain announcements, handouts, lecture objectives, etc. from a fellow student.

4. Children are not permitted in class.

5. All students must attend and/or log into each course they are registered for by the 5th business day of the semester. Students failing to attend and/or log into a course within five working days from the official start date of the College of Nursing semester will be dropped from the course.

**Evaluations: Examinations, Tests, & Quizzes**

1. Students are expected to take all evaluations at the scheduled time. During tests, students will place their book bags and any electronic/battery powered equipment (e.g. cellular phone, watches, iPads, MP3/4 players, etc.) in a designated area in the back of the classroom or they will receive a zero on the quiz/test/examination.

2. A student late for an evaluation will automatically have five (5) points based on a scale of 100 deducted from the total score. The definition for late to an evaluation is the beginning distribution of exam booklets by faculty in class or release of the electronic password for access to online testing or designated time window to open the evaluation. If a student in an online course does not complete the test/quiz by the due date/time, this may result in a failing grade or loss of points.

3. If a student is unable to take an evaluation at the scheduled time and would like consideration for extenuating circumstances, the student must discuss it with the course coordinator prior to scheduled test time. If unable to reach the course coordinator, students are to email and/or leave a message with the course coordinator prior to the test.

4. If an online student experiences a technological problem during the test/quiz and is unable to complete the assignment, the student must notify the course coordinator immediately. If the student cannot reach the course coordinator by phone, then the student must email the course coordinator.

5. If the student is given the option to reschedule the evaluation, it is the student’s responsibility to schedule a make-up the evaluation within 1 week of the scheduled evaluation date or the student will receive a grade of zero.

6. If at any point, there is faculty concern that cheating is occurring, the faculty member may refer the event to the College of Nursing Honor Council for further action. Suspension or dismissal from the university may occur as per the University’s Honor Code for cases of academic misconduct.

7. Faculty has the prerogative to:
   a. Determine whether a make-up evaluation will be given.
   b. Establish the date and time of any make-up evaluation.
   c. Administer an alternative form of the evaluation.

**ATI and NCLEX-RN Preparation Policies for Undergraduate (BSN) students**

A four-semester plan has been developed to prepare the undergraduate (BSN) students for success in each nursing specialty course and the NCLEX-RN licensing exam. The plan can be found at [http://academicdepartments.musc.edu/nursing/intranet/student/index.htm](http://academicdepartments.musc.edu/nursing/intranet/student/index.htm) under BSN
Written Work

1. Written work should be submitted to the appropriate faculty member per instructions in the course syllabus. A copy of all written work submitted to faculty should be kept by students.
2. All required written assignments will be considered late if received by faculty after the assigned due date and time.
3. Five points will be subtracted from the assigned grade for each day an assignment is late, based on a scale of 100. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member. The student must submit all written course requirements in order to receive a course grade.

Student Grievance Guidelines
Student concerns or complaints about the Undergraduate or Graduate Programs should be handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issues(s) cannot be resolved through the procedures below, a formal grievance may be files as described in the University Bulletin.

Issues involving a course, such as the quality of instruction and fairness and equity in awarding grades should use the following procedures:

1. If the issue(s) concerns of a single course, the student(s) should make an appointment with the course instructor and/or course coordinator and attempt to come to an amicable resolution.
2. If the issue cannot be settled at the course level, an appointment should be made to discuss the issue(s) with the appropriate Program Director.
3. If the issue cannot be settled with the Program Director, an appointment should be made with the Associate Dean for Academics.
4. If previous discussions do not resolve the issue, an appointment should be made with the Dean of the College of Nursing.

Issues involving the Undergraduate or Graduate Programs such as curriculum, sequencing and scheduling of courses should begin with step 2 above.

Changing Program Foci for MSN/DNP
A nurse practitioner student who wishes to change population foci after admission has been granted must petition the Director of the MSN/DNP Program. There is no guarantee that any student will be permitted to change population foci and approval is made on a space available basis. Students desiring to change population foci must meet all prerequisites of the new
population foci regardless of other courses completed and changes must be made before clinical courses begin. Students cannot change between APRN foci and the Nurse Executive program.

**Adding Courses for Nurse Educator (NE) Certification**
Graduate Students who wish to sit for the National League of Nursing (NLN) NE certification*, are required to take three education courses (NURSM 615, NURSM 703 and NURSM 713). The student is required to meet with his/her advisor to add these courses to the plan of study. NURSM 703 Instructional Processes must be taken as the first course and is offered in the spring followed by NURSM 615 Methodologies of Online Teaching in the summer, and NURSM 713 Curriculum Development and Design in the fall. Students are eligible to take NRPHD 800 Mentored Teaching once NURSM 703 and NURSM 615 are completed to explore the role of the educator with a faculty member.

*To be able to sit for NLN NE certification, two years or more of full-time employment in the academic faculty role within the past five years is required. The student is responsible for reviewing the NLN requirements and meeting them to sit for certification after graduation.

**Cell Phones & Electronic Devices** *(Back To Table of Contents)*
To create an environment that is most conducive to learning, all College of Nursing faculty, staff and students are to place their phones and electronic devices on the silent mode at all times.

**Balancing Education and Work Responsibilities**
Many students find it necessary to work while enrolled in school to help defray living and educational expenses. The nursing curriculum is demanding and requires preparation and study time in addition to scheduled classes and clinical experiences. Full time coursework averages 40 hours of student time per week. Students who try to balance work loads greater than 20 hours per week and a full-time academic load often place themselves at risk for academic failure and may need to adjust their plan of study.

Certain practicum experiences involve intensive clinical work and requires the student’s full time and attention. Practicum cannot be front- or back-loaded during the semester. Students should plan for such experiences in advance and it is highly recommended that students reduce or eliminate entirely other work commitments during these intensive practicum experiences.

**Clinical Attendance and Absence Policy:**
1. **Clinical, laboratory and Learning Intensives hours are mandatory and 100% attendance to all scheduled experiences is expected of every student.** Exceptions regarding student attendance due to extenuating circumstances will be made at the discretion of course faculty.
2. **Clinical hours are mandatory,** however, when the student cannot attend the clinical session, the student must:
   a. **Call the assigned unit or clinic; preceptor or clinical faculty member or course coordinator at least one hour prior to the start of the clinical session.**
   b. For undergraduate students, any missed clinical/laboratory hours must be made up by the end of the semester. Depending on the timing and amount of missed clinical, a student may be charged for the cost of clinical preceptor supervision during the
The graduate student will have to negotiate with the preceptor to schedule the make-up. If the preceptor is unable to agree to this, the student will need to negotiate with the course coordinator as to how to make up the clinical hours. This may require coming to campus to make up the clinical hours missed.

3. Students are required to be on time to all clinical, laboratory, and Learning Intensives sessions. If the student is going to be late they are expected to call the assigned site as soon as possible. **Timeliness is considered a professional nursing behavior.**

4. The College of Nursing believes that failure to attend or arrive on time for clinical is unsafe and unprofessional practice. The first occurrence will result in a verbal warning. A second occurrence will result in a formal Academic/Professional Warning Form being given. The third occurrence will require that the student is dismissed from the clinical agency for that day. The student will be required to make up the missed hours at their expense. If a student is absent from or late three times to a clinical or laboratory assignment, the student may be withdrawn from the course and grading will occur according to CON Policy.

5. Students should not bring a large number of personal items to the clinical settings, as space is limited and unsecured.

6. For graduate clinical rotations, the preceptor must see all patients seen by the student. If the preceptor is absent from work, students should not assume responsibility for patient care unless assigned to another preceptor.

7. In extenuating circumstances, if a student fails to meet all clinical or laboratory hours for the course by the end of the final examination period, the student will receive a grade of “I” (Incomplete). Please see more information about Incomplete grades in Section VII.

8. MSN/DNP students create a clinical calendar that is a contract between the student, preceptor, and clinical faculty that indicates the student’s clinical schedule for the semester. This ensures the student will complete the required clinical hours during the semester. Weekly clinical hours are required for learning purposes. Students cannot start clinical hours in advance of the opening of the course, and must complete all clinical hours before the end of the semester (this date will be shared by the course faculty at the beginning of the semester). **No clinical experiences can occur in between semesters.**

**Clinical Guidelines for Undergraduate (RN-BSN) Students**

The practice related experience in this program is designed to assist the student to integrate new practice related knowledge and skills that will transition them from the Associate Degree or diploma to the baccalaureate level of proficiency. There is one clinical course each semester with a focus on one of the following: gerontology, community/public health, and leadership/quality improvement. The clinical hours must be documented and will consist of a project that may include either virtual or live work. The three projects will make up the overall capstone of the program.

1. Students will focus on organization/systems understanding, leadership development, evidence-based practice and quality improvement, information management and integration of technologies into practice, interprofessional collaboration and communication, comprehensive assessment, and clinical prevention and population health.

2. Students will work with an interprofessional team in a health care setting to identify gaps in care and implement a quality improvement strategy that is evidenced-based.

3. Students will have the opportunity for indirect care that will allow them to provide
education, write or update policies or improve communication across units or utilizing technology.

Clinical Evaluations

Undergraduate RN-BSN
Clinical performance is evaluated/graded by the assigned clinical faculty using the rubric guidelines for the project. Faculty evaluation of clinical performance is mandatory in order to pass a clinical course.

Undergraduate (BSN)
Students may request a copy of their clinical evaluation at the completion of each clinical course.

Evaluation Criteria
1. The student must have a satisfactory performance in each essential clinical behavior or objective by the last clinical day or the student will fail the course.
2. If the student’s performance is unsatisfactory for any given clinical day, the instructor will initiate an informal conference with the student.
3. Should the student’s performance continue to be unsatisfactory for a subsequent clinical day, the instructor will formulate a written plan explaining to the student deficient areas and behaviors necessary to correct these deficient areas. The coordinator of the course will be a participant in this conference and a copy of the written plan will be placed in the student’s record.
4. If the conditions of the written plan are not met by the student by the last clinical day, the student’s clinical performance will be unsatisfactory. The student will receive a “0” for the course.
5. At any time during the semester if a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe and/or professional level of practice, the clinical instructor, in consultation with the course coordinator, may assign a course grade of “0”. In such case, the student will be ineligible to continue in the course.

Graduate (MSN/DNP)
Midterm and Final clinical evaluations are completed online by the student’s clinical preceptor. The preceptor reviews the evaluations with the student and both acknowledge the evaluation has been reviewed via Typhon. Faculty review student performance with the designated student preceptor at the beginning, mid-term and end of the semester. Clinical faculty review all evaluations in Typhon. The evaluations are downloaded from Typhon after each semester and stored electronically. Evaluations are mandatory and students will not pass a clinical course without an evaluation completed and submitted by the preceptor.

Professional Dress Code
In recognition of the educational and professional environment of the Medical University of South Carolina (MUSC), all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. All students enrolled in the College of Nursing must project the professional image of nursing when engaged in learning experiences.

Failure to comply with the CON dress code will result in potential dismissal from the class lecture, preplanning activities, and any specified clinical and/or administrative experience. The
student will receive an unsatisfactory for that day for failure to comply with the dress code. If there is a repeated classroom or clinical violations, the student will receive an Academic/Professional Warning for unprofessional behaviors. Any violation by the student after the Academic/Professional Warning will result in dismissal from the course

Specific guidelines follow:

1. **Uniform:** When involved in nursing practice in hospital settings, undergraduate students must wear a white uniform. All uniforms should be neat, clean, without wrinkles and properly fitting with appropriate undergarments. During specific clinical rotations, the undergraduate student may be allowed to modify their uniform (khaki pants with navy blue polo or a long or short sleeved white tee shirt under the standard top for warmth). The student is to remove any outerwear i.e., fleece or jersey knit jackets prior to initiating care. The lab coat may be worn in some clinical for added warmth. For graduate students general professional clothes are appropriate dress. In some cases, graduate students may need to follow dress codes that are appropriate and designated for specific sites.

2. **Shoes:** While wearing the undergraduate uniform, shoes should be white and clean. Non-canvas footwear with an enclosed toe and heel are required, no heels higher than 2½ inches. The shoes can be any style of white professional or all-white athletic shoes worn exclusively in the clinical setting. In other settings, (psychiatric, community health, day care), appropriate attire will be designated by Course Faculty in accordance with agency policies. Both undergraduate and graduate students are expected to wear closed-toe and closed-heel shoes.

3. **Lab Jacket/Lab Coat:** Undergraduate students are required to own a white long sleeve lab jacket (hip length) with tailored hemline with the MUSC College of Nursing, in blue embroidery, over the breast pocket is worn in designated settings (preplanning activities and the health assessment/skills lab). Graduate students wear a white, long sleeve lab coat, if required in the clinical setting, and their College of Nursing ID badge.

4. **In designated settings,** students may be required to change to scrubs and/or gowns. In this event, the undergraduate uniform should be worn to and from the clinical setting (professional clothes and lab jacket are not permitted). When the graduate student is in the clinical area for direct patient contact or other clinical or administrative learning experiences, they must be dressed appropriately for their professional role and the specific clinical site. During class lecture, preplanning activities and specified clinical and administrative experiences, professional clothes must be worn. Clothing must be neat, clean, in good repair, appropriate length skirts (knee) or trousers, professional shoes and collared shirts for men. Jeans in good repair are permitted in classroom only.

5. **Unacceptable** attire is interpreted by patients/families as unprofessional and inappropriate and includes: shorts, mini-skirts, visible cleavage, frayed or camouflaged clothing, hats, caps or other head wear (unless for medical/religious reasons) sunglasses, fish net stockings, see-through clothing, crop tops and other bare midriff tops that expose chest, back or midsection are not allowed.

6. **No chewing gum or tobacco:** Neither of these products are allowed during clinical experiences, pre-planning, or specified clinical and administrative experiences. Smoke odors embedded in clothing are as offensive as smoking.

7. **Tattoo:** A tattoo must be covered during a clinical experience. The student must consult with the Course Coordinator if the uniform, opaque hosiery or other cover up is unable to provide adequate coverage.
8. **Hair**: Hair must be off the shoulders, or pulled back. It is to be neat, clean and maintained so as not to contaminate the patient or the caregiver. Extreme hair colors, hairstyles and hair ornaments should not be worn in a professional health care setting. Beards and mustaches must be well groomed and kept clean.

9. **Nails**: Nails must be kept short enough so they do not extend beyond the fingertips. Clear or light colored nail polish may be worn, as long as it is neat and without designs. There are institutions that do not allow nail polish, and the clinical faculty will advise students of the specific agency policy. Artificial nails harbor yeast and bacteria and are not allowed.

10. **Jewelry** must be conservative and kept to a minimum. Visible pierced body jewelry is limited to one stud style earring (less than ½ inch) in each ear lobe. Visible body piercing including tongue stud/ring, clear nasal stud or brow jewelry is to be removed prior to patient care and not worn while in uniform. It is not acceptable to cover these areas with flesh-covered materials. A wristwatch may be worn in some clinical areas. An official South Carolina Student Nurse’s Association, Sigma Theta Tau or original nursing school pin may be worn. **Fragrance**: Non-scented make up and hair products may be worn. No perfumes or colognes are permitted. Lotions and deodorants must be limited to those bearing a light scent.

11. **Identification**: The following identification must be worn in every clinical setting
   a) For all students: **MUSC Student ID Badge**.
   b) For all students: An **Institutional ID Badge** in any health care agency, which requires one and provides it.

**Community Health Clinical Attire Dress Code:**

**Undergraduate (BSN/RN-BSN) Students**

Students are required to dress in clothing that adheres to the College of Nursing and guidelines of the agencies that students are in. Appropriate clothing consists of a collared and sleeved shirt/blouse and black, navy, or khaki slacks, or knee length or longer skirt. Students will wear closed toes and closed heeled shoes, flats or low heels, clean white or black tennis shoes for safety reasons. Scrubs are only appropriate in home health and only if required by the agency preceptor. Students may only wear pants that are full length, no shorts or capri style pants. No skin tight or revealing clothing. Jewelry should be kept to a minimum, as expensive or excessive jewelry is disruptive to patient care.  

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**Medication Administration: Undergraduate (BSN) Students**

This policy has been written to more clearly describe those activities for which the student is to be held accountable and to delineate the degree of supervision needed by individual students. All students must pass the medication administration examination prior to administering medication during clinical. All students must be supervised in all types of medication administration. In select situations, the instructor or designated clinical instructor may determine that knowledge and proficiency in medication administration has been demonstrated and, therefore, supervision may be decreased. Nursing students must be cognizant of the fact that they are personally and legally responsible for their actions, including the administration of medications. The nursing instructor is responsible for making assignments appropriate to the student’s level of knowledge and experience and for assuring adequate supervision of the student. It is the student’s responsibility to seek and obtain this supervision. Institutions utilized by MUSC College of Nursing may have additional requirements related to medication administration to which students...
and faculty will adhere.

**Student responsibilities in giving medications at all levels of the curriculum.**
In the process of giving medications to patients each student must:
1. Notify the faculty before giving the medication unless otherwise instructed
2. Refuse to take verbal orders for medications
3. Check the accuracy and currency of the medication sheet, care plan, or kardex against the physician’s order at the time of administration
4. Be able to state indications, actions, usual dosage, route of administration, precautions and nursing implications for every medication to be administered by the student and/or for every medication the student’s assigned patients receive
5. Refuse to give any medication that is not properly labeled or is outdated as indicated by the expiration date
6. Adhere to the prescribed technique for administering medications as advised by the College of Nursing, including attention to the right: patient, medication, time, dose, route, referral, and right to be educated
7. Promptly document that the medication has been administered.
8. Adhere to hospital and governmental policies for proper documentation and signature for narcotic and controlled drugs
9. Request assistance in giving medications to patients who are disoriented, hyperactive or otherwise uncooperative, or where there is reason to question one’s ability to administer medication safely

**Staff nurse responsibilities in the administration of medications by nursing students.**
The clinical faculty is responsible for being available to supervise the preparation and administration of all medications by students during clinical laboratory practice. The institutions/agencies used for clinical practice may designate, in their agreement with the MUSC College of Nursing, certain nurses or classifications of nurses (i.e., designated RN) who may assume some responsibility for supervising students in the clinical area. If an instructor cannot be accessible, she may arrange for one of those designated registered nurses to supervise a student or a group of students. The RN staff member is under no obligation to assume the responsibility for supervising a student and should do so only if she/he is comfortable with the student’s knowledge of medication, its actions, side affects, nursing implications, dosage, and appropriate route of administration. If there is any doubt regarding a student’s competency to administer medications, the nurse should notify the designated RN and not allow the student to give the drug. When an RN staff member agrees to supervise a student or group of students, she should be cognizant that she also assumes legal responsibility and liability for the supervision of the preparation and administration of the medication.

**Clinical Guidelines for Graduate (MSN/DNP) students**
Clinical experiences are an important part of the learning experience for MSN/DNP students. The Guidelines for Clinical NP Experience is provided for students to understand the clinical placement process, learning expectations, and experiences. Students should also refer to the Graduate Clinical Education Intranet site for clinical resources and information.
**Mandatory Campus Visits**

**MSN/DNP Students**

The MSN/DNP program begins with a mandatory orientation that occurs in July before the fall semester begins. Certain MSN/DNP courses require mandatory campus visits towards the end of the semester. These are called Learning Intensives and consist of 2-3 days of specialized learning content, similar to a professional conference, as well as competency examinations to build and evaluate student learning during specific coursework. Post-BSN students will have to travel to campus during NRDNP 856, 864, 865, and 866. Please refer to the posted program plans of study to determine if and when these classes are scheduled. Learning Intensives cannot be re-scheduled. If you miss your scheduled competency examination you will not pass the course.

Attendance at Learning Intensives requires advanced planning and dates are provided by the end of the previous semester. In extenuating circumstances (e.g. death of family member, unexpected serious illness), the student must notify the course instructor and Program Director immediately if they cannot attend the scheduled Learning Intensives. If able, the student will participate by use of Adobe Connect or Fuze so lectures and group work can be achieved. In addition, to complete the Learning Intensives information missed by the student, faculty may require other written assignments. The competency examination must be completed in order to pass the course. One make-up competency examination day will be scheduled at the end of the semester based upon the schedule and availability of the faculty, patient actors, and facilities needed; and the student should expect an overnight stay at minimum in Charleston. Until the Learning Intensives coursework is complete, students may be given an incomplete in the course and must follow the CON policy regarding this in Section VII of the CON Handbook. Learning Intensives that are missed or cannot be completed may require the student to withdraw from or fail the course.

The DNP plan of study also requires mandatory two to three day on campus attendance for the Project Proposal as part of NRDNP 862 Practice Inquiry and IRB coursework and prior to the NRDNP 890 Residency. Following the completion of the project in NRDNP 890, the DNP students are required to attend a two to three day on campus attendance for presentation of the final DNP projects.

**PhD Students**

It is mandatory that all incoming College of Nursing PhD students attend the one week Residency Week prior to the first fall semester and a second visit prior to the second fall semester. There are two to three additional Learning Intensives for the PhD students requiring a 2-3 day campus visit for specialized learning content, similar to a professional conference, as well as competency examinations to build and evaluate student learning during specific coursework. Learning Intensives cannot be re-scheduled. If you miss your scheduled competency examination you will not pass the course. Attendance at Learning Intensives requires advanced planning and dates are provided by the end of the previous semester. In extenuating circumstances (e.g. death of family member, unexpected serious illness), the student must notify the course instructor and Program Director immediately if they cannot attend the scheduled
Learning Intensives. If able, the student will participate by use of Adobe Connect or Fuze so lectures and group work can be achieved. In addition, to complete the Learning Intensives information missed by the student, faculty may require other written assignments. The competency examination must be completed in order to pass the course. One make-up competency examination day will be scheduled at the end of the semester based upon the schedule and availability of the faculty and facilities needed; and the student should expect an overnight stay at minimum in Charleston. Until the Learning Intensives coursework is complete, students may be given an incomplete in the course and must follow the CON policy regarding this in Section VII of the CON Handbook. Learning Intensives that are missed or cannot be completed may require the student to withdraw from or fail the course.

All PhD students must complete the online Core Clinical Research Training (CCRT) course. The course is on a rolling basis and students have 8 weeks to complete the course from their first log in date. The link for CCRT information is located here: http://academicdepartments.musc.edu/sctr/education_training/ccrt/index.htm

Students are also required to have completed the basic CITI training prior to the start the CCRT course for the PhD program* and during designated coursework for the DNP program; and complete a pre-course survey. The link for CITI information is located here: http://academicdepartments.musc.edu/citi/

* PhD students will be expected to complete the CITI training in Human Subjects and Biomedical Research (http://academicdepartments.musc.edu/citi/) before they engage in any research activities for coursework or for their dissertation research. The increasing movement toward translational science with basic scientists requires the student to complete both certifications. PhD students must file their completion report both with the Administrator of the PhD program and the MUSC Research Integrity Officer (address available through the Administrator). The Responsible Conduct of Research will be covered in PhD coursework and resources can be found at the DHHS Office of Research Integrity website: http://ori.hhs.gov/

Procedure for Obtaining Student Grant Funding
Students are encouraged to consider applying for grant funding in order to assist with practice inquiry and/or research during enrollment. The following procedure must be followed if a student is considering such funding opportunity:

1. Review grant opportunity with faculty course coordinator and advisor as soon as they are aware of the potential opportunity.
2. If the student is given support to proceed with the grant opportunity, then the student will notify the Grants Administrator and Grants Coordinator in the Office of Research at the College of Nursing.
3. The student will provide the Office of Research with the RFA/Funding opportunity/call for proposals.
4. The student will submit all grant documents as soon as possible and no later than 7 days prior to the due date of the application. If the student is unable to meet the deadline, the grant cannot be processed.
Section VII:
Academic Progression

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Grading Policy
All courses, except those dropped during the drop/add period, are recorded on the student's permanent record. Grades for courses taken under cross-registration policies at the following institutions (Charleston Southern University, the College of Charleston, The Citadel, and Trident Technical College) will be recorded according to the host institution's grading system.

Courses accepted for transfer from other schools carry no grade; credit hours will be recorded as credit earned only. Variable course credit must be established prior to registration and approved by the Course Coordinator/Program Director. However, credit hours will be counted only once to determine eligibility for the degree. Rank in class is calculated according to the overall grade point average within the college of the student’s enrollment.

Merit grades are assigned on an interval scale ranging from 0 to 4 points (see below). Faculty use the raw score (the percentage of correct answers) to grade examinations. Merit grades are assigned according to the table shown below. Each college curriculum committee may approve a grade reporting system of honors/pass/fail for specific courses.

Rounding of Grades
The calculation of a grade will be based on rounding a score ranging from number + 0.5 below the number to + .49 above the number to the common whole number. (Example: A grade of 75 = 74.5 through 75.49; 74 = 73.5 through 74.49, etc.)
Grading Scale
The College of Nursing grade scale (congruent with the Medical University of South Carolina Grading System) is as shown below:

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<th>Raw Score</th>
<th>Alphabetic</th>
<th>Merit Grade</th>
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<tr>
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<td>94</td>
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<tr>
<td>80</td>
<td>C</td>
<td>2.5</td>
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<tr>
<td>79</td>
<td>C</td>
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<tr>
<td>78</td>
<td>C</td>
<td>2.3</td>
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<tr>
<td>76</td>
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</tr>
<tr>
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<tr>
<td>&lt;69</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>
Dean's List
At the end of fall, spring, and summer semesters, the Dean's List is compiled. It consists of the names of all undergraduate students registered for a full time plan of study who earned a GPA of 3.5 or better for the semester.

Registration
The Office of Student Services will register students for their courses according to their plan of study on the preregistration dates determined by the Office of Enrollment Management. It is the student’s responsibility to verify they are registered for the appropriate courses by viewing the schedule posted in WebAdvisor. If there is a discrepancy, students should notify CON Student Services so changes can be made.

Progression
For detailed explanation of grades, please refer to The Bulletin at http://academicdepartments.musc.edu/esl/bulletin/acad_policies/grading.html

Undergraduate (RN-BSN/BSN) Program
1. A student must earn a grade of 2.0 in each program required course. A student earning a grade of less than 2.0 or “WF”, “WP”, “WR”, or “WD” must repeat the course. If a student earns less than 2.0 or “WF”, “WP”, “WR” or “WD” in a second program required course, the student is dismissed from the program and is ineligible for readmission into the College of Nursing. A program required course can be repeated one time only.
2. Courses must be completed in the prescribed sequence and within 1 ½ times the plan of study.
3. A student must achieve an average grade of 75% on all tests/examinations in order to successfully complete nursing courses. If less than a 75% average on tests/examinations is earned, the course grade will be computed on the basis of tests/examinations only (i.e., grades earned on papers, projects, etc., will not be computed in the final course grade.) If a 75% average on tests/examinations is earned, all course requirements will be computed into the final course grade.
4. For BSN students only: When a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe level of practice, the clinical instructor, in consultation with the course coordinator, may assign a course grade of “0.0” at any time during the semester. In such case, the student will fail the course regardless of the didactic grade.

Graduate (MSN/DNP) program
1. A student must earn a grade of 3.0 in each program required course. A student earning a grade of less than 3.0 or “WD” or “WP” or “WF” or “WR” must repeat the course. A course can be repeated one time only. If a student earns a grade of less than 3.0 in a course, the student is placed on academic probation for one semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester to remain in the program. The student must successfully complete the course in which a grade below 3.0 was earned. Failure to do so will result in dismissal from the program and the student is ineligible for readmission into the College of Nursing. If a student earns less than 3.0 or
“WF”, "WP", "WR" or "WD" in a second program required course, the student is dismissed from the program and is ineligible for readmission into the College of Nursing.

2. A student must receive a passing grade in the clinical portion of a combined clinical-didactic/seminar course in order to pass the course, regardless of the didactic/seminar grade.

3. When a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe level of practice, the clinical instructor, in consultation with the course coordinator, may assign a course grade of “0.0” at any time during the semester. In such case, the student will fail the course regardless of the didactic grade.

**PhD Progression**

A student must earn a grade of 3.0 in each program required course. A student earning a grade of less than 3.0 or “WD” or “WP” or “WF” or “WR” must repeat the course. A course can be repeated *one time only*. If a student earns a grade of less than 3.0 in a course, the student is placed on academic probation for one semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester to remain in the program. The student must successfully complete the course in which a grade below 3.0 was earned. Failure to do so will result in dismissal from the program and the student is ineligible for readmission into the College of Nursing. If a student earns less than 3.0 or “WF”, "WP", "WR" or "WD" in a second program required course, the student is dismissed from the program and is ineligible for readmission into the College of Nursing.

**Incomplete Grade** *(Back To Table of Contents)*

An “Incomplete” (IN) is awarded when all requirements of a course have not been completed by the end of the semester due to circumstances beyond the student’s control. When the IN is given in a course that is a pre-/or co-requisite to a course in which the student enrolls in the following semester, the student has until the end of the drop/add period of the following semester to complete the work and have the IN changed to a merit grade. Students who fail to have the incomplete changed by drop/add will have to drop the pre-/ or co-requisite course(s). If the student fails to remove the IN within these time limits, the IN will be converted to a merit grade of 0.0. The Director of Student Services and Program Director must approve any extension. Incomplete grades will not be extended into a term in which the student is not enrolled in other coursework.”

**Academic/Professionalism Warnings**

An Academic/Professionalism Warning will be issued when a student’s performance puts them in jeopardy for failing the course or plan of study and can occur at any time during the semester. Students registered in the College of Nursing will receive written warnings of unsatisfactory or borderline performance in any didactic/seminar and/or clinical nursing course from the course faculty/coordinator. The “Academic/Professionalism Warning Form” indicates recommendations for improvement and students are encouraged to add or assist in the creation of the improvement plan. The form must be signed by the student and returned to the course faculty/coordinator. If a student chooses to not sign the academic warning, they are still responsible for the information and improvement plan. A copy is placed in a central file in the Office of Student Services. The Program Director and the administrator to the Associate Dean for Academics are notified of the Academic/Professionalism Warning. Course faculty/coordinator will follow-up with the student
two weeks after the warning is issued and every two weeks thereafter until the improvement plan is completed using an Academic/Professionalism Follow-up Form to document the student’s ongoing or completion of work. *If a student receives a second Professional Warning during the plan of study, the student will be referred to the Program Director to develop a performance improvement plan with expectations of what needs to be accomplished to be successful in the course.* Please refer to the Professionalism Policy.

**Dropping a Course**

After the drop period, a student may withdraw from a course if permission is obtained in writing from the course instructor, the student’s faculty advisor and/or the Program Director. However, withdrawal from a course for any reason (academic, personal, health, etc.) regardless of the grade assigned (i.e., Withdraw/Passing, Withdraw/Failing, Withdrawal) constitutes one attempt in the course. A second attempt to take the same course will exhaust a student’s repeat option and lead to dismissal from the College of Nursing.

**Tuition Related to Dropping a Course:**

The following are the tuition reimbursement guidelines for students who drop a course after the official first day of classes for the University, not the College of Nursing: *Fall and Spring semesters* - 90% tuition reimbursement if course(s) dropped within the first week of the University start date; 75% tuition reimbursement within the 2nd week; 50% tuition reimbursement within the third week, and no tuition reimbursement after the fourth week. *Summer Semester* - 75% tuition reimbursement if course(s) dropped within the first week of the University start date, and no tuition refund after the first week. Fees will not be reimbursed. Students should consult with the Office of Financial Aid to see how their aid may be affected. A student making a second attempt at a course in any semester is not eligible for financial aid for that course.

**Graduate Trainee/Grant/Scholarship Issues Related to Dropping a Course:**

Graduate students receiving a traineeship, grant, or scholarship with required minimum credit hours for the award must meet with the Associate Dean of Academics regarding payback obligations if the minimum requirement is not met.

**Leave of Absence** *(Back To Table of Contents)*

A leave of absence may be granted by the Program Director and Director of Student Services upon request by the student. “University Withdrawal/Leave of Absence” forms are available online. The leave will begin immediately and will apply to the semester(s) for which it is granted. After the specified time, the student will be readmitted automatically to the College. If the student does not return before the leave of absence expires, the student will be withdrawn from the College. **Only one leave of absence, up to one year in length, will be granted during a program of study.**

For students considering a leave of absence or withdrawal, prior to completion of appropriate university paperwork, the student must meet with the Office of Financial Aid to ensure understanding of the student’s financial obligations to the university.

The College of Nursing is not obligated to hold a student slot open for students who do not return at the end of the designated time frame leave of absence agreement (1 year). The student is
accountable to maintain communication with the Program Director and the Office of Student Services regarding any changes in plans during the leave time period.

Students returning from any leave of absence may be required to adjust the plan of study based upon new program requirement. Students returning from a leave of absence may not have immediate access to some courses, primarily because of student clinical placements and faculty-student ratios. Students who are unable to return after a one-year leave of absence will be withdrawn from the program and would need to re-apply for admission.

**Procedure:**
Students who request a leave of absence (LOA) from the program must adhere to the following procedures:
1. Make an appointment with the Program Director to discuss reasons for the leave of absence.
2. Review and sign the “University Withdrawal/Leave of Absence” form completed by the Office of Student Services.
3. All medical leave of absences require a letter from the health care provider outlining the need for accommodation. Upon return from a medical leave of absence, the student must provide documentation from the health care provider approving the student’s return to the College of Nursing. These letters must be submitted to the Office of Student Services.

**Withdrawal from the Program** *(Back To Table of Contents)*
When withdrawing from the program, the student notifies the Program Director and reviews and signs the “University Withdrawal/Leave of Absence” form and a “Request for Course Add and/or Drop” forms completed by the Office of Student Services. These completed forms are then forwarded to the Associate Dean for Academics for final approval and then placed in the student’s academic record.

**Dismissal from the Program**
A student who is dismissed from the program is ineligible for readmission into the College of Nursing. The Program Director will make a recommendation to the Associate Dean for Academics of the College of Nursing that a student be dismissed from the program if the student:

*For All Programs* - Additional circumstances that may result in dismissal from the program include non-payment of fees, academic or professional misconduct, failure to return after a leave of absence (LOA) expires, and loss of license to practice as an RN.

**Undergraduate (RN-BSN/BSN)** - has a GPA that indicates the student will not be able to meet the 2.0 grade requirement for graduation or has failed two program required courses. Note: A student must receive a passing grade on both the theory and the clinical portions of a course in order to pass the program OR does not complete requirements for BSN degree within 1.5 times the length of the plan of study.

**Graduate (MSN/DNP)** - has a GPA that indicates the student will not be able to meet the 3.0 grade requirement for graduation or has failed two program required courses OR does not complete requirements for the MSN or DNP degree within 1.5 times the length of the plan of study.
**PhD**: The PhD Program Committee will recommend to the Director of the PhD Program that a student be dismissed from the program if the student has a GPA that indicates the student will not be able to meet the 3.0 grade requirement for graduation or has failed two program required courses **OR** does not complete requirements for the degree within 1.5 times the length of the plan of study after initial registration for the doctoral program.

**Re-admission after Voluntary Withdrawal**

Any student who withdraws from the program of study at the College of Nursing voluntarily and then would like to return should submit a new application for admission to the MUSC Office of Enrollment Management. The new application should include a typewritten letter stating the circumstance that resulted in the student’s withdrawing from the program and reason(s) that readmission to the program is justified.

**Challenge an Undergraduate (BSN only) Nursing Course(s)**

It is the belief of the faculty that knowledge may be gained in a variety of ways including educational preparation, work experience, and/or life experience. Furthermore, the faculty believes that students who have a body of knowledge should be provided the opportunity to demonstrate their knowledge. Therefore, opportunities to challenge nursing courses, with the exception of clinical/laboratory courses, may be offered to qualified students.

The challenge of an undergraduate nursing course consists of evaluation procedures to establish credit for the entire course. A portion of a course (e.g. theory or clinical) cannot be challenged.

A challenged course must be passed with a grade of “C” (2.0) or better. The challenge of a course may not be repeated. All prerequisites for the course must be completed in order to be eligible to challenge the course.

1. At least 33 percent of semester credit hours applied toward a Medical University undergraduate degree must be earned through instruction in residence at the University.
2. The evaluation of the theoretical portion of the course must be completed at a satisfactory level before the evaluation of the clinical portion of the course can take place.
3. Students must be matriculated to the College of Nursing before submitting the “Student Petition Form” (available in the Office of Student Services to challenge a nursing course).
4. Students must make appointments with their respective academic advisors to be counseled relative to: (a) the appropriate course coordinator to contact regarding the challenge, (b) the eligibility criteria for challenging the particular course, and (c) the application process and form for challenging the course.
5. Students must complete the “Student Petition Form” and submit it to the Director of Student Services on or before the date specified for the course. These dates will be posted in the Office of Student Services, College of Nursing. The Director of Student Services will forward the petition to the course coordinator. The petition must be received by the last day of drop/add.
6. The course coordinator will make an assessment of the student’s application to determine that the student has met the criteria and has a reasonable chance of success in challenging the course.
7. The course faculty is responsible for developing the criteria for challenge of a course.
8. Evaluation procedures which may be included in the challenge of a course are: (a) the completion of all unit examinations or a cumulative final examination with a grade of 75% or above (b) the completion of written assignments or other projects with a passing grade, and (c) in the case of a clinical course, the completion of a clinical evaluation (actual, simulated, or case study) in which the utilization of the nursing process is demonstrated.
9. Upon successful completion of the challenge, the student will receive a grade of “XC” for the course that will be recorded on the student’s transcript and does not affect his/her grade point average (GPA). If the student is unsuccessful, enrollment in the course in the current or a subsequent semester must occur.

**Challenge an Undergraduate (RN-BSN) Nursing Course(s)**
Challenge by exam is not an option for the RN-BSN program. Students must take all courses in program according to the plan of study.
Section VIII: Graduation Policies
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Graduation Requirements

All Students
In addition to meeting academic requirements for graduation, all students are required to submit a degree application and are expected to attend College of Nursing Convocation and MUSC Commencement ceremonies. Permission to graduate in absentia must be requested in writing to the Dean of the College of Nursing.

All graduation requirements must be completed prior to participation in convocation and graduation. Candidates for graduation are voted on by faculty and forwarded to the Board of Trustees for final approval.

Undergraduate (RN-BSN) Students: Requirements for graduation and for the award of the Bachelor of Science in Nursing (RN-BSN) degree are as follows:
1. Completion of 120 semester credit hours, including 30 sh of prerequisite courses with a grade of “C” or above; 60 sh of validated pre-licensure coursework; and 30 sh of MUSC RN-BSN program coursework.
2. Completion of RN-BSN coursework at MUSC with a minimum grade of 2.0 and a minimum cumulative GPA of 2.0.

Undergraduate (BSN) Students: Requirements for graduation and for the award of the Bachelor of Science in Nursing (BSN) degree are as follows:
1. Completion of a minimum of 121 semester credit hours, including 60 sh of prescribed prerequisite courses with a grade of “C” or above from a regionally accredited college or university and 61 sh of prescribed upper division course work within three years of initial enrollment in the College of Nursing.
2. Completion of the nursing and general education courses prescribed by the faculty
3. Completion of nursing courses with a minimum grade of 2.0 in each course
4. Attainment of a minimum cumulative GPA of 2.0.
5. Completion of at least 33% of semester credit hours in residence at MUSC College of Nursing.
6. It is the student’s responsibility to assure that all prerequisite and upper division requirements are met. The College of Nursing appoints a faculty advisor for each student to assist the student with program planning and tracking of prerequisites and upper division requirements. However, the responsibility for assuring that all requirements are met rests solely with the student.

Graduate (MSN/DNP) Students:
1. To qualify for the Master of Science in Nursing (MSN) or Doctorate of Nursing Practice (DNP) degree, candidates must meet all scholastic requirements and complete all specified courses in their prescribed program of study with a minimum cumulative GPA of 3.0.
2. Courses must be completed in the prescribed sequence and within 1.5 years times the length of the program.
3. Students are also required to complete the Exit Survey in order to graduate.
4. **It is the student’s responsibility to assure that all requirements for graduation are met.**

**DNP students must also:**
1. Completion and Presentation of the Practice Improvement Project Proposal
2. Final Poster Presentation
3. Submission of Paper for Publication: This paper submission is required as evidence of completion of the Practice Improvement Project

**PhD Students:**
1. To qualify for the PhD in Nursing Science degree, candidates must meet all scholastic requirements and complete all specified courses in their prescribed program of study with a minimum cumulative GPA of 3.0.
2. Courses must be completed in the prescribed sequence and within 1.5 years times the length of the program.
3. Students are also required to schedule and complete the Exit Survey interview with the Program Director in order to graduate. Interviews require 30 minutes or less and occur by phone or video-conferencing.
4. **It is the student’s responsibility to assure that all requirements for graduation are met.**

**Exit Surveys**
All College of Nursing students must complete an Exit Survey before graduation.

**Additional Graduation Expenses for Students**
In the last semester, there are additional expenses related to graduation such as: graduation regalia, NCLEX-RN State Board Licensure examination, certification examinations and nursing license fees.

**NCLEX-RN Exam**
Upon successful completion of the program requirements and upon recommendation by the faculty, Accelerated BSN graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) leading to the registered nurse (RN) license to practice nursing. There is a four-semester plan designed to facilitate first time success on the NCLEX-RN exam. This plan includes required practice and End of Course proctored exams in the clinical courses. The plan also provides for CAE referrals, test review resources, curriculum exams and diagnostic assessment of readiness to write the NCLEX-RN exam. The detailed plan is located in course materials.

Undergraduate students will complete their application to take the NCLEX-RN licensure examination (those graduates who plan to take the exam in South Carolina). Students will be notified in advance of the dates and are expected to complete these activities within the established period. It is the student’s responsibility to notify the director of student services where they plan to take the NCLEX-RN licensure examination.
Eligibility for Licensure with Prior Criminal Conviction
Students who have a previous criminal conviction may not be allowed to sit for the State Board of Nursing exam (NCLEX) even if they complete the degree in nursing. Contact the South Carolina Board of Nursing for additional information prior to application to the Medical University of South Carolina College of Nursing.

Graduate Program Certification Examinations
National certification is required for licensure, reimbursement, and professional qualification as an advanced practice registered nurse (APRN). It is expected that all graduates will take the appropriate national certification examination.

A-GNP and FNP Students
A-G NP/FNP students are eligible to take the certification examination offered by the American Nurses Credentialing Center (ANCC) or the Academy of Nurse Practitioners Certification Program (AANPCP) upon graduation. Specific information concerning these examinations may be obtained at www.nursingworld.org for ANNC and at www.aanpcert.org for the AANPCP examination.

PNP Students
PNP students are strongly encouraged to take the certification examination offered by the Pediatric Nursing Certification Board (PNCB) upon graduation. Specific information concerning this examination may be obtained at www.pncb.org. If preferred, graduates may take the national certification examination offered by the American Nurses Credentialing Center (ANCC). Specific information concerning these examinations may be obtained at www.nursingworld.org.

Nurse Educator- Certification Requirements
Upon completion of the required nurse educator courses students meet the education requirement of nine credit hours of graduate level education courses for the National League for Nursing (NLN) Certified Nurse Educator (CNE) Examination. Additionally, the student applicant must complete 2 years or more of full-time employment in the academic faculty role prior to applying for the certification exam. Additional requirements for eligibility are available at http://www.nln.org/

Licensure of Advanced Practice Nurses in South Carolina
If students plan to work in South Carolina upon graduation, the student should obtain current procedures and forms from the South Carolina Department of Labor, Licensing, and Regulation Board of Nursing at http://www.llr.state.sc.us/POL/Nursing/

If a student plans to work in any other state, the student should contact the APRN regulatory board for that state.
Section IX:
College of Nursing Facilities & Services

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**Wireless Access**
Wireless network access is available in the College of Nursing and in most locations throughout the MUSC campus.

**E-Mail**
All College of Nursing students are assigned an MUSC e-mail address upon enrollment. These e-mail messages may be retrieved from any campus or appropriately equipped home computer. Students are responsible for any message sent to them by email by faculty or staff and should check e-mails daily. Mail will only be sent to a MUSC e-mail address. Email accounts are kept for 60 days after graduation.

**Advisement**
Each entering student is academically advised by the Program Director with the assistance of the Program Coordinator and the Director of Student Services. The Program Director provides guidance in registration and developing a plan of study, and monitors the student’s progress. The advisor, along with faculty, mentors the student, and provides advice and academic support as needed. Students should contact the Program Director or Coordinator with any questions at any time including the registration period each semester. The Program Director or Coordinator will work with the student if there is any request to modify the program of study. The Program Director and Coordinator will have open office hours when students are on campus for advisement needs.

**Office of Student Services** (Back To Table of Contents)
The College of Nursing Office of Student Services can be contacted at 843-792-8515. This office assists with recruitment, admission, and progression of students. It is the primary point of contact for prospective and current students seeking information about the College of Nursing and Medical University of South Carolina resources. In addition, this office provides oversight of federal grant awards and other scholarships.

Forms for registration, courses add/drop, and requests for university withdrawal/leave of absence are available through this office. Students seeking information about the Admission, Progression, and Graduation Committee and variances from policy should also contact this office. Students submitting their nursing license and CPR validation forms should also contact this office, as it coordinates all compliance for students.

Information about College of Nursing scholarships can be found online at [http://academicdepartments.musc.edu/nursing/administration/studentservices/financial-aid-scholarships.htm](http://academicdepartments.musc.edu/nursing/administration/studentservices/financial-aid-scholarships.htm)

Also part of the Office of Student Services is the Clinical Education Coordinator, responsible for site affiliation agreements and site placement assistance. The Office of Student Services is also
responsible for informing students about requirements for graduation, preparing official forms for BSN students seeking licensure as a registered nurse, as well as MSN/DNP students seeking licensure as advanced practice registered nurses.

Emergency Contact
Students should not provide any College of Nursing telephone number for routine emergency contacts (e.g., sick child). Students may inform a close relative or friend to contact the College of Nursing in case of a true emergency.

Dissemination of Information to Students
Communication of changes in College documents and publications is disseminated in a variety of methods. First, a mass email is sent to all CON students by the Associate Dean for Academics. Second, policy changes are published in eCONnections, the CON monthly electronic newsletter. Information of interest to undergraduate students is posted in the student lounge. Additional student information can be found on screens throughout the College. Specific course information is located online in the assigned Moodle course.

College of Nursing Projected Calendar
The College of Nursing calendar is available at the following Website:
http://academicdepartments.musc.edu/nursing/administration/studentservices/schedules.htm

Faculty and Staff Listing
Faculty Directory at: http://academicdepartments.musc.edu/nursing/administration/faculty/
Staff Directory at http://academicdepartments.musc.edu/nursing/administration/staff/

College of Nursing Student Booklist
The booklist is available to students one month prior to classes beginning at this link:

The Matthews MUSC Bookstore is located on the MUSC campus at 158 Ashley Ave. You can access the Matthews MUSC Bookstore on-line at this website: http://webmedbooks.com/musc/default.aspx, or by calling 843-792-1900.

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Section X: University Facilities & Campus Resources

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The University Student Handbook contains a complete list of available Student Resources. http://academicdepartments.musc.edu/studenthandbook/

Campus Safety
The Department of Public Safety provides for the safety and welfare of the students, faculty, and staff through protection, preventive measures, enforcement of rules, regulations and laws, traffic regulation, and supervision of University property.

Students may contact the department at 792-4196 for security/escort service. In emergency cases, students may contact the department for transportation to Student Health Services if no other transportation is available.

Counseling and Psychological Services (CAPS)
This service provides an integral component of professional development by addressing the personal issues of university students. The professional staff offers services that include individual counseling, educational and study skill development, couples and group counseling, and referral for other services as needed. Services are available to full-time students who are actively enrolled in semester course work and part-time students who have paid the student services fee. Students’ rights to confidentiality are strictly safeguarded. The office is located at 30 Bee Street. For more information, call 792-4930 or check their website at http://academicdepartments.musc.edu/esl/caps/

Enrollment Management
The Office of Enrollment Management process admission applications, manages matriculation, handles registration and academic records (grade recording and transcripts), schedules classrooms, prepares the Bulletin of the Medical University of South Carolina, conducts degree audits for graduation, and manages commencement. The office is located at 45 Courtenay Drive, the phone number is 792-5396. For more information, please visit: http://www.musc.edu/em/.

Financial Assistance
The Medical University of South Carolina may provide financial assistance to any qualified student who would otherwise be unable to attend college because of lack of funds. Financial Aid is available through loans, scholarships, grants, veteran's benefits, social security benefits, college work-study program's institutional employment, vocational rehabilitation, and other sources.

All financial assistance forms are administered through the University Office for Financial Aid. The Financial Aid Office is located on the third floor of the Harper Student Center (corner of Doughty Street and Courtenay Drive). The mailing address is: Office of Financial Aid, Medical University of South Carolina, 45 Courtenay Drive, P.O. Box 250176, Charleston, SC 29425. The telephone numbers are 792-2536 or 792-2537. Further information on financial assistance may be found in the Bulletin of the Medical University of South Carolina, or at their website: http://academicdepartments.musc.edu/esl/em/fin_aid/
University Bursar’s Office
Students should consult with the University Bursars Office (Student Accounting) regarding payment of tuition and fees at 
http://academicdepartments.musc.edu/vpfa/finance/controller/studentaccounting/

Harper Student Center
The Harper Student Center, located at the corner of Doughty Street and Courtenay Drive, is available to all full-time students and to part-time students who pay the optional Student Services fee. The Offices of Financial Aid, Student Programs and Activities, Student Health, Off-Campus Housing, and CAPS are located in the Student Center. The Harper Student Center also provides a fully equipped and staffed fitness center and offers classes in aerobics, dance, and other wellness activities. For more information-visit the website at: http://www.musc.edu/hsc/

Learning Skills Activities/Assistance
Several activities are held throughout the year which focus on helping students develop or improve their learning skills, including study skills, test-taking strategies, and writing abilities. Announcements of these sessions are posted on the College's electronic bulletin boards and the library website: http://www.library.musc.edu/.

Library
The MUSC Library/Learning Resource Center is located in the Administration/Library Building on the second, third, and fourth floors. The main circulation desk is on the second floor and the telephone number is 792-2371 or for more information visits http://www.library.musc.edu/.

MUSC Healthcare Simulation Center
The MUSC Healthcare Simulation Center is utilized as the skills and health assessment laboratory in addition to being a site for clinical equivalent simulated learning. This state of the art facility provides the student with opportunities to learn and practice skills related to health assessment and nursing practice. The students manage care for a variety of manikins programmed to mimic patient needs. The setting is fully equipped with state of the art tools and equipment to facilitate learning.

Office of Diversity
The Office of Diversity seeks to increase minority applications at the Medical University of South Carolina through formal and informal outreach programs. The Office is also involved in helping enrolled students make the transition from undergraduate to a graduate-level institution, recognizing the special problems encountered by minorities in a major institution. For information on services offered by the Office of Diversity visit the website at:
http://www.musc.edu/diversity/definition.html

Photocopy Services
There are three copy machines located in the MUSC Library for which copy cards can be purchased at the main desk. Computer printing in the Library is available, please see the library website for more information: http://www.library.musc.edu/
Professional Liability Insurance
The Medical University of South Carolina maintains professional liability insurance for all fully matriculated and duly enrolled students. **This insurance covers students only while in the student role and for the enrolled course.** Pre-licensure students who practice outside the scope of the student role may jeopardize their future eligibility to become licensed as a registered nurse. Students employed in an agency should refer to assumed responsibility for activities which they are not legally licensed to perform, such as medication administration, initiating IV therapy, charge nurse duties, etc. **The Medical University and the College of Nursing assume no responsibility for activities which students undertake as an employee of an agency or as a volunteer.**

Please note that some clinical sites for nurse practitioner students require students to carry more liability insurance than the amount that the Medical University of South Carolina provides through the South Carolina Budget and Control Board. Students in clinical sites that are requiring additional insurance will be expected to pay the difference. The Nurses Service Organization provides professional liability insurance options through their website at http://www.nso.com/professional-liability-insurance/nurse-coverage.jsp?refID=iiWW2PPi&gclid=CjwKEAiAmuCnBRCLi4D7nMWqp1USJABcT4dfPzQd
vYzh0kZOSg1m2Ff1NNEc3HcDEYsNhJQfu69PqxoC2Wnw_wcB

Reserved Parking for Students
Students in the BSN program can apply for parking. For further information check the Parking Management website at:

Students in the online MSN/DNP and PhD program who are required to visit campus for scheduled program activities will be offered a parking pass for the Hagood Parking Lot. Information will be communicated with students at the time of the scheduled visit.

Student Health Services
Student Health Services, located at 30-A Bee Street, provides ambulatory health care to all University students. Services include outpatient treatment for acute and chronic illnesses, preventive health care, and health education. Services are available to all full-time students who are actively enrolled in semester course work and part-time students who have paid the studentservices fee. **All free services end on the day that you take your last exam for the semester.** For more information, call 792-3664 or visit the website at: http://www.musc.edu/studenthealth/

The Center for Academic Excellence
The Center for Academic Excellence, located at the second floor of the Education building. The Writing Center, offers academic support through one-on-one course-specific instruction, study group sessions, and critical thinking/study/test-taking skills workshops to students in all six colleges at MUSC. With an assigned course-specific instructor, students can discuss key concepts, extract important information from the text, review class notes, prepare for exams, and compose essays or papers assigned in the course syllabus. In study group sessions or workshops, students can learn skills for improving time management, taking notes more effectively.
remembering what they read in the textbook, and preparing for exams more efficiently. For more information, call 792-6390 or visit the website at: https://www.musc.edu/esl/cae/

The Writing Center
The Writing Center is located on the second floor of the Education building. The Writing Center offers assistance in writing through use of constructive dialogue and one-on-one collaboration. Computers and educational materials, as well as trained personnel experienced in teaching composition and rhetoric, are available at no charge to all MUSC students. Macintosh and IBM computers are available for student use. For more information, call 792-6390 or see the website at: http://academicdepartments.musc.edu/esl/writingcenter/
Section XI: Student Life

College of Nursing Student Organization Officers and Committee Representatives

The Committee Representatives for the Student Government Association, Student Nurses' Association, Multicultural Student Nurses Association and Honor Council can be found on the College of Nursing website at http://academicdepartments.musc.edu/nursing/administration/studentservices/organizations.htm

College of Nursing Faculty Committees with Student Representation

Student Representatives for the Diversity & Inclusion Committee, Doctoral Program Committee Evaluation and Program, Effectiveness Committee, Graduate Program Committee, and Undergraduate Program Committee can be found on the College of Nursing website at http://academicdepartments.musc.edu/nursing/administration/studentservices/organizations.htm

Student Organizations and Bylaws

See University Wide Student Organizations and College Related Student Organizations in University Student Handbook at: http://academicdepartments.musc.edu/esl/studentprograms/studenthandbook/Organizations/

Student Government Association (MUSC and CON)

The MUSC Student Government Association represents students in all of the six colleges: Dental Medicine, Health Professions, Graduate Studies, Medicine, Nursing, and Pharmacy. The Student Government Association works to integrate student opinion into University planning and policymaking. SGA members represent MUSC students on most university wide committees and the president represents students at semimonthly meetings of the University Board of Trustees. Members of the MUSC Student Government Association work on the behalf of the students by performing the following services:

1. Facilitating the exchange of information and ideas between the six colleges and all students attending the Medical University of South Carolina.
2. Serving as a liaison between MUSC students and the University administration to represent student opinions, needs, interests, and disseminating and promoting the exchange of information from the administration to students.
3. Taking action to increase the quality of student services and academic programs to further enhance the education of MUSC students.
4. Planning and executing a variety of social, cultural, and recreational events to promote fellowship, personal growth, and interaction with MUSC students and the University community.
5. Maintaining a budget, within the allocated funds, to most effectively serve the MUSC student body.

The College of Nursing Student Government has the same purpose, but at the college level. The Constitution and bylaws can be found at: http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/SGAConstitutionandBylaws.pdf
For complete Student Nursing Association Bylaws go to:
http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/StudentNursesAssociationofSCByLaws.pdf

Sigma Theta Tau International (ΣΘΤ)
Gamma Omicron Chapter at Large of Sigma Theta Tau International Honor Society of Nursing was established at MUSC in 1978. For membership requirements please visit
http://www.nursingsociety.org/Membership/ApplyNow/Pages/mem_criteria.aspx

Student Awards
Student awards and scholarships can be found on the College of Nursing website at
http://academicdepartments.musc.edu/nursing/administration/studentservices/financial-aid-scholarships.htm

Student Professional Leadership
Nursing students enrolled in any of the MUSC College of Nursing programs are expected to demonstrate professional leadership activities as part of their learning experience. Professional leadership is defined as active participation and progressive responsibility in organized activities related to nursing, health care, or education. This implies more than membership in organizations and students are expected to serve on committees, seek elected office, participate in scholarly activities, or take active roles on task forces.

Examples of Professional Leadership Activities:
- Serve as elected officer (president, president-elect, secretary, treasurer, etc.) of student organizations such as Graduate Student Association, Student Nurses Association, etc.
- Serve as elected officer for professional organizations such as American Association of Critical Care Nurses (AACN), American Nurses Association (ANA), American Organization of Nurse Executives (AONE), etc.
- Serve as committee member or chair of the above organizations.
- Selected and participate in the Presidential Scholars program.
- Selected and participate in Research Honors Practicum or other college or university educational honors programs.
- Selected for induction in the Nursing Honor Society, Sigma Theta Tau.
- Act as student liaison to faculty undergraduate or graduate program committees or other College of Nursing or University committees.
- Present posters or lectures at local, regional, national, or international conferences.
- Contribute to ongoing faculty/staff initiated research and scholarly publication of findings.
- Participate in curriculum development, class lectures, or other educations activities beyond individual course requirements.
- Engage in policy development or political activities designed to support specific health or nursing initiatives, laws, regulations, etc.
- Facilitate or implement clinically oriented programs or services to underserved communities beyond course requirements, such as volunteer at rural clinical, medical missionary work in an impoverished country, support disaster relief work, etc.

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