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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“An equal opportunity employer, promoting workplace diversity
Dear Nursing Student:

On behalf of the faculty and staff, it is with great pleasure that I congratulate you on your acceptance as well as welcome you to the Medical University of South Carolina, College of Nursing. The College of Nursing has a long and distinguished history of preparing the finest professional nurses. As a well-respected institution of higher learning, the faculty and I are committed to helping you achieve your educational goals, whether they are at the undergraduate or graduate level. The core values of scholarship, integrity, diversity and caring are central tenets within our educational mission, embraced by the faculty, and which are student-centered and futuristic in orientation – these 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, provide unique opportunities to ensure your educational success and to provide you with the knowledge and skills to be a creative, competent, and compassionate graduate. You have been selected from a very competitive pool of applicants and we look forward to helping you be successful as you navigate your academic journey. We believe that you will leave enriched by the educational experiences and that these will well-prepare you to address the challenges nurses face in meeting the health care needs of individuals, families, communities, and society.

As you begin this phase of your lifelong journey of learning, exploration and discovery, this handbook contains essential information including policies and procedures, expectations of students, program of study details, and will serve as an essential guide and resource in your current educational endeavor. Each student is responsible for reading this handbook, understanding the content therein, and abiding by its policies and procedures. The faculty and staff are here to provide you with an engaging, stimulating, and supportive environment throughout your educational experience. My door is always open to you and I offer my best wishes for a productive and successful year!

Again, welcome and congratulations.

Sincerely,

Linda S. Weglicki, PhD, RN, Professor and Dean
College of Nursing Medical University of South Carolina
Section I: College of Nursing Overview

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 2026. The Doctor of Nursing Practice Program (DNP) is accredited effective October 2010 to June 2026. The Commission on Collegiate Nursing Education is a resource for the information regarding the Nursing program. More information may be found by viewing their 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. More information may be found by viewing their website at: 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. More information may be found by viewing their website at: http://www.pncb.org/ptistore/control/index

Nondiscrimination Policy Statement
The Medical University of South Carolina Nondiscrimination Policy can be located at: https://www.musc.edu/bulletin/

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:

1. Providing evidence-based nurse education in an interprofessional environment
2. Developing, testing, and disseminating nursing knowledge in the health sciences
3. 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
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, communities, and societies 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 improve 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
http://academicdepartments.musc.edu/nursing/academics/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 bachelor’s 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
http://academicdepartments.musc.edu/nursing/academics/undergraduate/

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.

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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 an 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**

**DNP**

Purpose
DNP-APRN Program: 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-APRN Tracks include:
- Adult-Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Nurse Practitioner
- Psychiatric Mental Health - Lifespan

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. Those competencies include:
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.

**DNP-NELI Program:** 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 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 focuses 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 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 communication skills, professional relationship management, and the promotion of diversity and professionalism. Additional didactic content provides the knowledge and skills nurse executives require to be successful. The executive practicum experiences 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 Master’s 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.

Post-BSN or MSN-DNP NELI programs include:
- Nurse Executive Leadership and Innovations

**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 HealthCare
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.

"An equal opportunity employer, promoting workplace diversity"
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 system’s 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.

**Overarching DNP End of Program Objectives**

*Upon completion of the DNP program, graduates will*

1. Demonstrate competence in an advanced nursing practice role with a specialized area of knowledge derived from a strong scientific foundation.
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.
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.
4. Improve population health outcomes by promoting and organizing interprofessional collaboration and teamwork skills.
5. Interpret health care policy to determine needed actions regarding financing, regulation, access to, and delivery of care.
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.

**PhD in Nursing Science**

[http://academicdepartments.musc.edu/nursing/academics/phd/](http://academicdepartments.musc.edu/nursing/academics/phd/)

The Ph.D. in Nursing Science program prepares graduates to pursue a career of externally funded research, scholarly publication, and professional leadership. The curriculum provides the opportunity to engage in collaborative learning with our faculty, who lead research on a variety of health issues and with diverse patient populations and communities. We recruit talented and diverse applicants who possess a research interest that matches our focus and the commitment to accomplishing the program milestones. The Ph.D. in Nursing Science program is designed to fast track students to graduation in as little as three years of full-time study or four years of part-time study. Typical career goals of our graduates include university faculty, researchers, and clinical and organizational leaders. Non-nurses with health-related experience or interests may also benefit from this terminal degree, and should seek advice from the program director about eligibility.

**Purpose**
The Ph.D. in Nursing Science program is based on essential competencies required for the beginning of independent research in nurse science. These include: theory application, research design and methods, data analysis, ethics, team science, the mentored conduct of research, leadership, policy, and knowledge translation and dissemination. After that, students embark on their dissertation research. During candidacy
students may enroll in electives that build on the core foundation to individualize the program: mentored teaching, mentored policy, ethics, and education electives

**End of program objectives**

*The Ph.D. in Nursing Science program enables students to*

1. Utilize philosophical, theoretical, and conceptual foundations to guide the generation of new knowledge in health care.
2. Develop expertise within an area of inquiry, identifying critical gaps in knowledge and reflecting a nursing and transdisciplinary perspective.
3. Conduct 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. Model values consistent with integrity in science and professional nursing.

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Section III: Admission Policies and Requirements

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.

Admission Criteria
The Admission Criteria for the RN-BSN, BSN, DNP and PhD programs can be found on the College of Nursing website at 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 Eligibility for Participation 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 of sight:** depth perception; distinguish color; visual acuity (corrected to 20/40).
   - **Examples of auditory capacity:** in patient interactions; in sterile procedures; in team meetings; in electronic voice communication; auscultation of sounds.
   - **Examples of 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.

** For any injury or illness that occurs while enrolled in the College of Nursing please refer to **Section V: Student Health Policies.**

Accommodations for Students with Disabilities

The Medical University of South Carolina ("MUSC" or the "University") is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in University programs or activities due to his or her disability. The University is
fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 and its amendments (the “ADA”) and the Rehabilitation Act of 1973 (“Section 504”) and to providing equal educational opportunities to otherwise qualified students with disabilities. Disability support services are available to otherwise qualified students with disabilities to ensure equal access to the University’s programs and services. Services may include making academic and/or non-academic accommodations for students.

Please review the section in the attached link which, on the CON website, for further information and contact Student Services with any questions:
http://academicdepartments.musc.edu/nursing/administration/studentservices/DisabilityPolicyandProcedure.htm and/or http://academicdepartments.musc.edu/vpfa/dei/ada/

**Criminal Background Checks**
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.
http://academicdepartments.musc.edu/provost/pdf/CrimBckgrdChkstudents04.pdf

**Drug Screening**
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 at the minimum for marijuana, cocaine, phencyclidine (PCP), opiates, amphetamines, barbiturates, benzodiazepines, methadone, propoxyphene, Quaaludes, and Ecstasy/MDA. The drug test is considered positive if any of these drugs are identified.
4. Students must bring a valid driver’s 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 Academics.

**Transfer Credit for Nursing Course(s)**

**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 (DNP)**
1. 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,
b) Name of the university/college where the course was taken, the semester and year, and grade earned;
c) The degree requirements the transfer credits are intended to satisfy, including course number, course title, and number of credits.
d) The course syllabus must accompany the petition.
e) 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
Select graduate credits taken at other universities or colleges will be considered for acceptance toward partial fulfillment of the requirements of the PhD in Nursing Science degree. At least 33% of semester credit hours applied toward a Medical University of South Carolina PhD 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 PhD Curriculum 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.
c) The course syllabus must accompany the petition.
d) A transcript listing the course and grade earned must be on file.

The petition then will be reviewed by the PhD Curriculum committee and the committee will 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. If the student fails to undertake the proper steps by completing the required petitioning process and paperwork, the coursework will not transfer.

Computer Requirements and Prerequisite Competencies
A laptop computer and scanning ability is required at the College of Nursing and must meet the College of
Nursing technology requirements. Follow the link for important information and instructions: 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

**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.

**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

**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. The student’s assigned MUSC e-mail address is the only recognized email for college/university communication.

**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 with this requirement will have their access blocked from all Moodle courses.
To find Moodle courses including the orientation course, students should log into https://musc.mrooms3.net/ 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 Orientation to answer questions. 
http://academicdepartments.musc.edu/nursing/administration/ntc/
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 and follow the policies and procedures set forth in the University Student Handbook at: http://www.musc.edu/studenthandbook and the

College of Nursing Student Handbook at: 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://academicdepartments.musc.edu/faculty_senate/handbook/Faculty%20Handbook%20April%202018.pdf. 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.

PhD Policies and Guidelines
The dissertation is the culmination of a Candidate’s independent research and is the capstone to the PhD program. To maintain Candidacy status, the candidate must be continuously enrolled in NRPHD 990 Dissertation at the minimum rate of 3 credits/semester.

Further polices and guidelines specific to the PhD program can be found at http://academicdepartments.musc.edu/nursing/academics/phd/phd-handbook.htm

DNP Scholarly 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
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

Professional Boundaries Policy
It is essential that students and faculty maintain professional boundaries at all times. Student communication with faculty members should be done via email (musc.edu, or Moodle e-mail accounts). Exceptions can be made for students to contact faculty by cell phone in specific instances such as on a clinical day. Texting can only be used between students and faculty for specific situations, e.g. illness, emergencies, etc. Faculty will respond but the text, phone call or in person meeting will be documented and sent to the student via email.

While students are in the program, faculty and students are not to engage on any mutual social media sites (e.g. Facebook, Twitter, etc.). Students can use Yammer, the MUSC approved social media vehicle for internal group communications, to create class groups. Should a student seek an exclusive networking friend relationship with a faculty member, the faculty member will decline this request. If a faculty member wishes to network with students, the forum will allow all students access to join. In addition, faculty members will not meet with an individual student outside of campus or clinical settings for social purposes unless it is a university or college sanctioned event. Once students graduate they are welcome to contact faculty as colleagues via social media or other means.

To help the student determine whether something is a potential boundary violation, or could be perceived as a boundary violation, relationships between students and faculty should be examined for the following behaviors (NCSBN, 2012):

- Excessive self-disclosure on the part of the student or faculty member
- Addressing students or allowing students to address the faculty member in an unprofessional manner
- Secretive behavior
- “Super Faculty” behavior
- Singled-out student treatment or student attention to the faculty member
- Selective communication
- Flirtations
- “You and me against the world” behavior
- Failure to protect the student
In the event that there is concern that a faculty member or student has crossed professional boundaries, this will be investigated. If it is found that this has occurred, appropriate disciplinary action will be taken. 

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.

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/bulletin/Honor-Code/ 

Academic Integrity Policy
All instances of plagiarism, cheating, unauthorized group work, multiple submission of academic work, falsification of results, tampering with academic records or materials, deceit, attempts to violate the Honor Code, or failure to report a known violation of the Honor Code will be referred to the University Honor Council.

Students are instructed to use TurnItIn to determine originality in writing prior to submitting the assignment as a learning support tool to assist students in better writing and citing of sources. Faculty may also 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, will be referred to the MUSC University Honor Council for further evaluation by faculty and student peers. 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. Examples of conduct adversely affecting integrity of academic work includes: plagiarism, cheating, unauthorized group work, multiple submission without authorization, falsification, tampering with academic records or materials, deceit, attempt, and failure to report a suspected violation. This list is not all encompassing.
2. Suspected violations must be reported in writing to the Honor Council.
3. Honor Council notifies student in question within two working days of appointment of a Chair for the Reasonable Cause Conference.
4. Faculty Advisor notifies the Dean of the student in question that a suspected violation has been reported.
5. Council evaluates evidence at Reasonable Cause Conference and decides if sufficient evidence exists to proceed to a Formal Hearing. If insufficient evidence exists, the matter will be dismissed. If sufficient evidence exists, a Formal Hearing will be scheduled.
6. A Formal Hearing is normally scheduled within 10 business days after the student in question is notified in writing that there is sufficient evidence of a possible honor code violation to proceed.
7. Should the student in question be found in violation of the Honor Code, he or she will have the right to appeal in writing to the President of the Honor Council within 7 calendar days of written notice of the outcome of the Formal Hearing.

8. Following transmittal of the Appeal Panel decision, the student may file a petition for a Select Panel Review by delivering a written request to the Provost within one week. Select panel reviews will only be conducted under extraordinary circumstances.

More information/references about plagiarism and how to cite sources can be found here:
https://musc.libguides.com/apa
https://musc.libguides.com/refworks
http://musc.libguides.com/c.php?g=376357&p=2555066

**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 Standards of Conduct policy provides examples of misconduct and outlines procedures trainees can use to address mistreatment. The University has established Standards of Conduct for Treatment of Trainees which are published in the MUSC Student Handbook at:  http://academicdepartments.musc.edu/provost/pdf/treatment-of-students-policy_2018.pdf

**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**

**Unprofessional or Disruptive Behavior**
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:**
- Lack of timely response to communication from faculty or staff within 48 hours
- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Uncivil behaviors (Refer to Civility policy)
- Physical assault or threat thereof
- Bullying or intimidating behaviors
- Refusal to cooperate with others
- 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/practicum or not notifying clinical/practicum faculty or preceptor of change in clinical/practicum 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 atypical, burdensome or idiosyncratic requirements
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

**Civility**

*Code of Ethics: Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person. (ANA, 2015, p.1.)*

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. Civility is an expectation in all MUSC College of Nursing sessions and an expected behavior MUSC graduates will continue into professional practice.

**Examples of civility include:**
- Respectfully listening in class to a classmate’s question of the instructor
- Responding to classmate’s post with respect

**Examples of incivility include:**
- Verbal, nonverbal, or written communication that is disrespectful
- Inattentiveness and tardiness
- Texting, reading emails, speaking on cell phones during class and/or instruction
- Being disruptive
- Using the computer for non-class purposes such as posting on social media sites during an educational/clinical session
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://horseshoe.musc.edu/~media/files/hr-files/univ-files/policies/policy45.pdf?la=en (must use log-in and password when accessing link)

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 also deemed as an Honor Code violation, the complainant should use the procedures as referred to in the University Bulletin under the discussion of University Honor Code & Council: http://academicdepartments.musc.edu/esl/bulletin/Honor-Code/index.html

3. For issues not referred to the University Honor Council, 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.
   a. If the incident is resolved with satisfactory outcome, the process ends.
   b. If the dispute remains unresolved or unprofessional behavior continues, the Executive Associate Dean for Academics will meet with the parties involved.
   c. If the dispute remains unresolved or unprofessional behavior continues, the Dean will meet with the parties involved.

Workplace Violence

MUSC has a Zero Tolerance to Workplace Violence policy which applies to faculty, staff and students and can be found at http://horseshoe.musc.edu/~media/files/hr-files/univ-files/policies/policy40.pdf?la=en

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/bulletin_policies/scc/ and the CON Policy can be found at http://academicdepartments.musc.edu/esl/bulletin/bulletin_policies/scc/college_concerns.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](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.
   a. 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.)

2. **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://academicdepts.musc.edu/esl/studenthealth/student_resources/travel.html](http://academicdepts.musc.edu/esl/studenthealth/student_resources/travel.html)

3. **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: [https://www.internationalsos.com/MasterPortal/default.aspx?membnum=11BCAS084634](https://www.internationalsos.com/MasterPortal/default.aspx?membnum=11BCAS084634)

4. 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, Restricted Regions Travel Petition -Student, 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.
5. 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://travel.state.gov/)
- [http://studentsabroad.state.gov/](http://studentsabroad.state.gov/)

**Additional resources:**
- [http://globalhealth.musc.edu/external-travel-resources](http://globalhealth.musc.edu/external-travel-resources)
- [http://globalhealth.musc.edu/health-safety-resources](http://globalhealth.musc.edu/health-safety-resources)

**Social Media Guidelines**
For students who wish to communicate with fellow students in their cohort or program, the Medical University of South Carolina (MUSC) social media policy endorses the use of Yammer. Per MUSC the use of other social media platforms, such as Facebook, for closed groups are not allowed based on security concerns.

MUSC’s approved social media platform is Yammer for all internal communication is located here:
- [https://www.yammer.com/musc.edu/](https://www.yammer.com/musc.edu/)

MUSC’s social media guidelines can be found here:
- [http://academicdepartments.musc.edu/dentistry/about/MUSC%20social%20media%20guidelines%202018.pdf](http://academicdepartments.musc.edu/dentistry/about/MUSC%20social%20media%20guidelines%202018.pdf)

The guidelines cover:
1. Responsibilities regarding the use of social media as an MUSC employee or student.
2. Guidelines for creating an approved MUSC social media channel.
3. Cloud computing/sharing (and what cloud services are approved)
4. Use of Yammer as MUSC’s only official, enterprise-wide social network approved for internal group communications.
5. Information about Emergency/Weather/Crisis events and Social media used in MUSC communication
6. MyQuest modules available to provide social media training, as well as resources at MUSC for that

**College of Nursing Social Media Overall Guidelines**

In conjunction with MUSC’s social media policy, the College of Nursing (CON) has adopted the following guidelines for its students to minimize risk associated with the use of social media and all electronic media. Any post or comment with the following type of material will be removed and is considered a violation of the policy:

- Defame, abuse, bully, harass, stalk, threaten or otherwise violate the legal rights (such as rights of privacy and publicity) of others.
- Publish, post, distribute or disseminate any defamatory, infringing, obscene, indecent, misleading or unlawful material or information.
- Upload or attach files that contain software or other material protected, (e.g. course work, protected health information [Section F located at this link: [http://academicdepartments.musc.edu/research/ori/irb/HRPP/HRPP Guide Section 4.13](http://academicdepartments.musc.edu/research/ori/irb/HRPP/HRPP Guide Section 4.13)]) including pictures and audio recordings, by intellectual property laws (or by rights of privacy of publicity) unless you own or control the rights thereto or have received all necessary consents.
- Upload or attach files that contain viruses, corrupted files, or any other similar software or programs that may damage the operation of another's computer.
- Delete any author attributions, legal notices or proprietary designations or labels in any file that is uploaded.
- Falsify the origin or source of software or other material contained in a file that is uploaded.

**Violations**

Inappropriate use of social media can lead to disciplinary action including, but not limited to, formal reprimand, suspension and/or dismissal from the program, as well as possible legal charges/actions.

**References**


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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 on the Student Intranet 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/Handbo kform.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 Emergency Plan can be viewed at: http://academicdepartments.musc.edu/vpfa/publicsafety/emergency/emergencyplans.htm. The Severe Weather Plan can also be viewed at: http://academicdepartments.musc.edu/vpfa/publicsafety/emergency/MUSC_Severe_Weather_Plan_2018.pdf

All new College of Nursing Students must a complete Severe Weather Form prior to enrolling in courses program. This form can be found on the Student Intranet under Quick links: Severe Weather Form and should be uploaded into the online compliance management system.

**Basic Life Support (BLS) Certification**

All RN-BSN, 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:

1. American Heart Association (AHA). Courses can be scheduled through the students’ local AHA. 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.
2. American Red Cross (ARC). Courses can be scheduled through this weblink:  
https://www.redcross.org/take-a-class/bls-training/bls-for-healthcare-providers .
3. The only other AHA or ARC 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.**

**Licensure Requirements for RN-BSN, DNP**
All RN-BSN 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. Students should check with their respective Board of Nursing and review this link from the National Council of State Boards of Nursing: [https://www.ncsbn.org/compacts.htm](https://www.ncsbn.org/compacts.htm)

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.

**MyQuest Training**
All College of Nursing students must complete required MyQuest 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 MyQuest at [http://myquest.musc.edu/](http://myquest.musc.edu/) when it is time to complete the assigned modules. If the modules are not completed, students will be unable to attend class, log in to online courses, or attend clinical. The **Student Mandatory Training Policy** requires all students to complete mandatory annual training to comply with and promote understanding of federal and state laws. This is the link to the policy: [http://academicdepartments.musc.edu/esl/bulletin/bulletin_policies/Student%20Mandatory%20Training%20Policy.pdf](http://academicdepartments.musc.edu/esl/bulletin/bulletin_policies/Student%20Mandatory%20Training%20Policy.pdf)

**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/](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. For any injury or illness that occurs while enrolled in the College of Nursing students must provide medical clearance from their health care provider in order to return to coursework and/or clinical. The policies and incident report links are located here: [http://www.musc.edu/nursing/policies](http://www.musc.edu/nursing/policies)

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Section VI: Academic Coursework Guidelines and Policies

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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 may change during the student’s enrollment at the College of Nursing (CON). The CON/University expressly reserves the right to change tuition, fees, programs of study, academic requirements (including those required for degrees), lecturers, teaching staffs, the announced CON/University calendar, and other matters described in the CON website/University Bulletin with reasonable prior notice, in accordance with established procedures; and when such adjustments are made in response to circumstances beyond the CON/University control that are necessary to ensure sound operation of the CON and MUSC. Therefore, information contained herein should not be considered to remain valid throughout an entire program of study; it may be necessary for the CON/University to alter program requirements before the start of any enrollment period. 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, course participation and assignments are expected to be on time per the course syllabus.

University Bulletin: http://academicdepartments.musc.edu/esl/bulletin/index.htm

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 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 two 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 two 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. 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.

**Examsoft:**

All exams, with the exception of ATI, will be taken in the classroom using Examsoft. Instructions for the use of Examsoft and its features are provided to you by our IT team and on the Examsoft website. It is your responsibility to familiarize yourself with your computer/iPad and with the Examsoft software prior to the exam.
Once the instructor makes the exam available for download, you may download the exam anywhere that has Wi-Fi available. You must download the exam no later than 24 hours prior to the start of the exam. Failure to do so may result in your inability to take the exam. On the day of the exam, all students must bring their own computer/iPad, fully charged, and a power cord in case it is needed for back up.

Any attempt to tamper with or disable Examsoft’s security features will be considered a violation of the University Honor Code. No cellphones or backpacks are allowed to be with you during the exam. In the event that you have downloaded the exam but cannot make it to class, you must contact the instructor immediately in order to reverse download the exam.

During the secure test review, there will be no phones, recording devices or watches allowed. If a student has a phone, recording device or watch of any kind during testing or the review, the student will receive an automatic “0” on the test and it will be considered an Honor Code violation. You must upload your completed exam with 24 hours of the completion of the exam.

**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/administration/studentservices/documents/undergrad/NCLEX_Preparation_Testing_Policies.pdf](http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/undergrad/NCLEX_Preparation_Testing_Policies.pdf)

**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. For example, if a student is 2 days late the total grade that could be earned is a 90 and any points deducted for the assignment will be from the grade of 90. An exception to this policy will be made only if the student has made prior arrangements in advance of the due date 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 DNP**

A nurse practitioner student who wishes to change population foci (A/GNP, FNP, PMHNP, PNP) after admission has been granted must petition the Director of the DNP Program prior to the end of the first semester of coursework. 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 and the Nurse Executive program.

**Adding Courses for Nurse Educator (NE) Certification**

Graduate Students who wish to obtain 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.

* The student is responsible for reviewing the NLN CNE requirements and meeting them to sit for certification after graduation. CNE Exam Eligibility.

**Cell Phones & Electronic Devices**

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 (e.g. class, clinical, simulation, learning intensives, etc.).

**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 workloads 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.

For students enrolled in clinical/practicum courses: Certain clinical/practicum experiences involve intensive work and requires the student’s full time and attention. Clinical/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, Simulation 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 call the assigned unit, clinic or simulation center. The preceptor or clinical faculty member or course coordinator must be called at least one hour prior to the start of the clinical session.
   a. 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 scheduled make-up.
   b. 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 CON verified 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 “IN” (Incomplete).

8. 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/practicum 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, population 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 and program director, may assign a course grade of “0”. In such case, the student will be ineligible to continue in the course.

**Graduate (APRN and Nurse Executive Tracks)**
Midterm and Final clinical/practicum evaluations are completed online by the student’s clinical/practicum 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/practicum 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/practicum course without an evaluation completed and submitted by the preceptor. The student must have a satisfactory performance in each essential clinical/practicum behavior, course objective, and competency evaluations by the last clinical/practicum day or the student will fail the course. In addition, at any time during the semester if a student’s clinical performance in a clinical/practicum nursing course indicates an inability to perform at a safe and/or professional level of practice, the clinical/practicum instructor, in consultation with the course coordinator and program director, may assign a course grade of “0”. In such case, the student will be ineligible to continue in the course.
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. 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, population 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, health assessment/skills lab, and simulation). Graduate students wear a white, long sleeve lab coat, if required in the clinical setting, and their College of Nursing ID badge.

4. **Designated Settings:** 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 classroomonly.

5. **Population 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.

6. **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.

7. **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.

8. **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.

9. **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.

10. **Nails:** Nails must be kept short enough so they do not extend beyond the fingertips. Clear or neutral 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.

11. **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. 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.

12. **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.

13. **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.

**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 effects, 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/Practicum Guidelines for Graduate (DNP) Students**
Clinical/practicum experiences are an important part of the learning experience for DNP students. The **Guidelines for Clinical NP Experience** is provided for students to understand the clinical placement process, learning expectations, and experiences. The Guidelines for Nurse Executive Practicum Experience is provided for students to understand the clinical/practicum placement process, learning expectations, and experiences. Students should also refer to the [Graduate Clinical/Practicum Education Intranet](#) site for clinical resources and information.

**Mandatory Campus Visits for DNP APRN Students**
The DNP program begins with a **mandatory orientation** that occurs in July before the fall semester begins. Certain DNP courses require **mandatory campus visits** towards the end of the semester. These are called **Learning Intensives** and consist of 2-4 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 technology 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.**

**DNP Scholarly Project Proposal and Defenses for APRN and Nurse Executive Tracks**  
The DNP Scholarly Project Proposal and Defense can be attended in person or by use of technology.

**Mandatory Campus Visits for PhD Students**  
All College of Nursing PhD students are required to attend four on-campus Learning Intensives during their time in the PhD program. Information regarding mandatory PhD student on-campus visits and training is outlined on in Section I. Progression of the PhD Guidelines:  
https://musc.app.box.com/s/bz1d1zxzydzjrkuc5qq2fo7g9qow0vbz

**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/or research mentor 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.

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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 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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<tbody>
<tr>
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<tr>
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<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/bulletin_policies/grading.html](http://academicdepartments.musc.edu/esl/bulletin/bulletin_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. In the Accelerated BSN program the drug dosage calculation examination must be passed with a 95% grade in order to progress in the program and specifics regarding this process are located in the NURSU451 Pathophysiology-Pharmacology I course syllabus.

5. 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.

6. When a student’s cumulative GPA falls below 2.0, the student will be placed on academic probation. To be removed from academic probation, the student must raise the cumulative GPA to 2.0 by the end of the next semester. The student must also successfully complete the nursing course in which a grade below 2.0 was earned. Failure to do so will result in dismissal from the program.

**Graduate (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’s cumulative GPA falls below a 3.0, 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 Program**

A student must earn a grade of at least 3.0 in each **program required course**. If a student’s cumulative GPA falls below a 3.0, 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.

A student earning a grade of less than 3.0 or “WD” or “WP” or “WF” or “WR” in any **program required course** must repeat the course. A course can be repeated **one time only**, and the student must successfully complete the repeated course with a passing grade. 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...
Incomplete Grade
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 of successfully completing 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. An electronic copy is placed in a central file in the Office of Student Services. The Program Director and the Compliance Officer/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
Students should consult with the Office of Financial Aid to evaluate their financial obligation and 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. The Office of Financial Aid information is located here http://academicdepartments.musc.edu/esl/em/fin_aid/.

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 Executive Associate Dean of Academics regarding payback obligations if the minimum requirement is not met.

**Leave of Absence**
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 to the College upon permission of the Dean. 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.

**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. Leave of absences related to medical issues 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**
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:
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)
The student’s GPA indicates the student will not be able to meet the 2.0 grade requirement for graduation or has failed two program required courses. A student must receive a passing grade on both the didactic 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
DNP – The student’s GPA indicates the student will not be able to meet the 3.0 grade requirement for graduation or has failed two program required courses OR failed the didactic and/or clinical portions of a course or does not complete requirements for the 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.
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 (DNP) Students
1. To qualify for the Master of Science in Nursing (MSN) and 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 DNP student’s responsibility to assure that all requirements for graduation are met including:
a. Present the DNP Scholarly Project Proposal  
b. Present the DNP Scholarly Project Defense  
c. Submission of Paper for Publication: This paper submission is required as evidence of completion of the DNP Scholarly Project

**PhD Students**  
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. Courses must be completed in the prescribed sequence and within 1.5 years times the length of the program. Students are also required to complete the Exit Survey in order to graduate.  
It is the PhD student’s responsibility to assure that all requirements for graduation are met including:  
1. Present the PhD Dissertation Proposal  
2. Present the PhD Dissertation Defense  
3. Complete the graduation checklist located in the PhD Guidelines here: [https://musc.box.com/s/9j0iq5c5vy5shg4xx0hjn1kwegh6gi4r](https://musc.box.com/s/9j0iq5c5vy5shg4xx0hjn1kwegh6gi4r), including activities such as:  
   a. closing the dissertation study with the IRB  
   b. submitting the completed dissertation to Medica

**Exit Surveys/Program Completion 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, FNP & PMHNP Students**
AGNP, FNP and PMHNP students are eligible to take the certification examination offered by the American Nurses Credentialing Center (ANCC). A/GNP and FNP students are also eligible to take the certification examination offered by the Academy of Nurse Practitioners Certification Program (AANPCP) upon graduation. Specific information concerning these examinations may be obtained at [www.nursingworld.org](http://www.nursingworld.org) for ANNC and at [www.aanpcert.org](http://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](http://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](http://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 as part of the eligibility criteria for the National League for Nursing (NLN) Certified Nurse Educator (CNE) Examination. Additional requirements for eligibility are available at [http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators](http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators).

**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/](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.

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Section IX: College of Nursing Facilities & Services

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. 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
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 BLS 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

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 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

The University Student Handbook contains a complete list of available Student Resources.
http://academicdepartments.musc.edu/esl/spsd/Call-To-Action/SL-Reference

**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. http://academicdepartments.musc.edu/vpfa/publicsafety/index.htm

**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/

MUSC Wellness 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/. You can also review the free tutorials available at http://www.library.musc.edu/services/res/tutorials.php

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. http://academicdepartments.musc.edu/simulation/

Office of Diversity
The Office of Student Programs and Student Diversity is committed to cultivating a diverse, inclusive, and supportive campus environment. SPSD pursues this goal by offering various opportunities for students to meaningfully engage with each other and the community around them. Through our programs, services, and partnerships across the University, we enhance the quality of campus life and assist students in their personal, cultural, and professional development. For information on services offered by the Office of Diversity visit the website at http://academicdepartments.musc.edu/esl/spsd/Call-To-Action/our-mission.html

Photocopy Services
There are 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/services/commons/printcopy.php
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 refuse to assume 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 assumes no responsibility for activities which students undertake as an employee of an agency or as a volunteer.

http://academicdepartments.musc.edu/vpfa/operations/Risk%20Management/insurance/profliab.htm

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.

Reserved Parking for Students
Students in the BSN program can apply for parking. For further information check the Parking Management website at: http://academicdepartments.musc.edu/vpfa/operations/Parking/student_svcs/index.htm.

Students in the online 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 student services 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/

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

College of Nursing Student Organization Officers and Committee Representatives
The Committee Representatives for the Student Government Association, and Student Nurses' Association at http://academicdepartments.musc.edu/nursing/administration/studentservices/organizations.htm

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 Government Association (MUSC and CON)

The Student Government Association (SGA) at the Medical University of South Carolina
Provides a collective voice of students on campus with administration and the community. In addition, the SGA provides a variety of events and activities each year to enhance the student experience. The SGA is composed of five executive officers and representatives from each of the six colleges on campus. More information is located here: https://www.musc.edu/sga/

The College of Nursing Student Government Association
The College of Nursing Student Government Association 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

“An equal opportunity employer, promoting workplace diversity"
**Student Organizations and Bylaws**

See University Wide Student Organizations and College Related Student Organizations in University Student Handbook at: [http://academicdepartments.musc.edu/esl/spsd/Student-Organizations/index.html](http://academicdepartments.musc.edu/esl/spsd/Student-Organizations/index.html)

**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.
- Serve as student leadership to the Southern Nursing Research Society or other regional research society.
- Serve as editor/co-editor to a journal or the regional research society's publication.
- Serve as ad hoc peer reviewer for scholarly publications or scientific meetings.

**University Honor Council**

The goal of the Honor Council is to instill and maintain a culture of honor and academic integrity at MUSC. The Honor Council is responsible for educating members of the MUSC community on the meaning and importance of the Honor Code, and for promoting and exhibiting high standards of character and professional ethics. The Honor Council is also responsible for administering the process for determining responsibility for alleged infractions of the Honor Code, per the policy. This includes investigating reported infractions and conducting hearings. The Honor Council shall be composed of Student Representatives and Faculty Representatives, each of whom shall be eligible to vote in all Honor Council meetings and to sit as voting members of Hearing Panels selected for resolution of reported violations. Each Student
Representative will receive required training in order to serve on the Honor Council for a given academic year. Only students who are enrolled in the College of Nursing for more than four semesters can serve on the Honor Council. Student Representatives are expected to serve until graduation. The election process for University Honor Council Student Representatives is located at http://academicdepartments.musc.edu/esl/bulletin/Honor-Code/

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