

Master of Science in Nursing

Student Nurse Handbook 2016-2017



“Educating individuals committed to competence and compassion in the Nursing profession, serving God and society”



ANDERSON UNIVERSITY

School of Nursing

www.anderson.edu/nursing

Policies reviewed annually. Policy updates are ongoing as changes are implemented throughout the year.

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Section I: Program Description

INTRODUCTION

This handbook provides information about major policies, procedures, and guidelines for the School of Nursing (SON) Master of Science in Nursing (MSN) Program. The handbook is also available on the School of Nursing website at anderson.edu/nursing.

In addition, students should read and reference the Anderson University (AU) Undergraduate Catalog and the Anderson University Student Handbook. These references may be obtained on the Anderson University website at anderson.edu.

STATEMENT OF COMPLIANCE

Anderson University maintains compliance with applicable Federal and State statutes related to private institutions of higher education including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the University does not discriminate in its educational programs or admissions procedures. Anderson University is a not-for-profit exempt organization as described in Section 501(c) (3) of the Internal Revenue Code. The following individuals have been designated to handle inquiries regarding non-discrimination policies: Director of Human Resources, 1100 E. Fifth St., Anderson, IN 46012, telephone (765) 641-4133, and Director of Disability Services for Students, 1100 E. Fifth St., Anderson, IN 46012, telephone (765) 641-4223.

ACCREDITATION

Anderson University is accredited by the Higher Learning Commission, North Central Association; website address www.ncahigherlearningcommission.org; phone (312) 263-0456. The program leading to the Bachelor of Science Degree in Nursing is approved by the Indiana State Board of Nursing. Both the Bachelor of Science in Nursing and the Master of Science in Nursing (MSN) programs at Anderson University received continuing accreditation for the maximum of ten years by the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu/ccne-accreditation.

MISSION STATEMENT

The Anderson University School of Nursing was established in 1973 in response to the community's need for nurses to provide care in local institutions. Since that time the program has evolved to one offering baccalaureate and masters level nursing education and is dedicated to **"Educating individuals committed to competence and compassion in the nursing profession, serving God and society"** (approved 3/2004, reaffirmed 5/2009, 8/2012, 8/2014, 5/2016).

OVERVIEW OF THE SCHOOL OF NURSING

In 1973, in response to closure of a diploma program of nursing at Saint John's Hospital, the School of Nursing was established, offering an Associate of Science in Nursing (ASN) program, followed by a Bachelor of Science in Nursing (BSN) program in 1986, and the Master of Science in Nursing (MSN) in 2002. The Associate of Science Degree program successfully graduated 755 individuals until it was closed in May 1991.

In the early 80's, the program offered a 2+2 program for three years. This served as a transition to the present degree offering. In 1986, the department received permission from the University Board of Trustees, Administration, and University faculty to initiate the process of dropping the 2+2 program and offering the traditional Bachelor of Science in Nursing. The first traditional students graduated in 1992. The BSN program continues to date.

In 1995, the Anderson University School of Nursing began offering a program allowing associate degree-registered nurses to complete a Bachelor of Science Degree in Nursing. This program extended over three calendar years with the majority of the instruction occurring on the weekends. Having met the community needs, it was decided in 1999 to only offer the traditional Bachelor of Science in Nursing degree. However, a need was again identified for this type of continuing education in 2009, and the RN-BSN Completion Program was initiated, with substantial curricular changes, in the fall of 2010. This program was again closed in 2014.

The MSN program was initiated in 2002 as a dual degree program leading to a Master of Science in Nursing (MSN) and a Master of Business Administration (MBA), referred to as the MSN-MBA program. The first students were admitted in 2004.

In 2007, the faculty of the School of Nursing (SON) began discussing the option of expanding the MSN program by adding more concentrations or tracks. In fall of 2008, the graduate faculty met to explore the option of expanding the MSN as well as other programs on campus. In February, 2009, the SON faculty voted to adopt two new tracks (education and administration); the approval of the university Graduate Council was received in April, 2009. The dual degree option continues to be offered. In 2012, the SON faculty voted to adopt an additional new track (Informatics); the approval of the university Graduate council was also received.

The dual degree is offered in collaboration with the Falls School of Business (FSB).

PHILOSOPHY OF SCHOOL OF NURSING

Persons: Persons are an integration of the six domains of the human experience, which include the physical, emotional, intellectual, environmental, social-cultural, and spiritual components of the human being. These six components are inseparable and complement each other in all aspects of human existence. Each person, as a unique creation of God, is irreplaceable. To honor and serve God and others is the ultimate purpose of the human experience.

Persons are living systems that are in constant interaction with the environment and capable of adaptation and self-determination. Persons should view themselves as valuable and should be esteemed by others. The life cycle of each person involves many transformations and opportunities for growth and development.

Individuals, families, groups, communities, and populations with varying socio-cultural characteristics nurture persons in growth and development. They teach the skills that regulate, maintain and/or promote life, health and well-being. These learned actions allow persons to perform self-care. At times and for various reasons, persons have limited ability to perform the self-care action(s) needed. This condition is called a self-care deficit. Persons with self-care deficits may seek assistance to resolve the deficit and, therefore, become recipients of nursing care.

In the same way that individuals perform self-care actions, families, groups, communities, and populations also perform skills that are considered self-care. These groups of persons may also have self-care deficits. Families, groups, communities, and populations may also seek assistance in resolving a deficit and thus become recipients of nursing care.

Environment: The environment has an internal and an external component. The patient and the nurse act and interact within the environment. For the nurse to function in the emerging global environment, knowledge of ecology, resources, economic and Geopolitical issues is essential.

The patient and the nurse bring their own perceptions, shaped by the components of the environment, when interacting in a health care setting. These perceptions affect behavior patterns that influence and motivate health and well-being.

Health: Health is a dynamic state encompassing the six domains of the human experience and exists on a continuum from optimal wellness to death. Health is not an end in itself, but a means to a fulfilled life. Living a life of faith with respect to things hoped for and striving for constructive service to humankind and devotion to God are important components of health.

Health is achieved when self-care agency is greater than or equal to the self-care need of the patient. Self-care behaviors help to promote growth and development, support life processes and maintain integrated functioning. Self-care behaviors also support health by preventing or regulating disease and/or regulating disability. A person's self-appraisal of well-being and wholeness is valuable in relationship to objective health indicators. To achieve and maintain health the individual, family, community, and population must be empowered to act responsibly in matters of self-care.

Nursing: Nursing is a profession that incorporates holistic care for those persons unable to provide the amount and quality of required self-care. The goal of nursing is to empower self-care, promote wellness, prevent illness, restore health and facilitate coping. The nurse, in conjunction with the multidisciplinary health care team, is accountable and responsible for providing interventions that generate positive patient outcomes. The nursing profession requires the synthesis of theoretical and experiential knowledge, the application of social, cultural, interpersonal and technological skills and the motivation to serve others with compassion.

Nurses evaluate and utilize research findings to assess, diagnose, plan, implement and evaluate nursing systems for patients who exhibit optimal, minimal, and partial self-care agency. This system is designed in collaboration with the patient and maintains sensitivity to the patient's ethical, spiritual and cultural values. Nursing care is evaluated by observing both the effectiveness and efficiency of the plan. The professional roles of the nurse include those of provider of care, designer, manager, coordinator, and member of the profession. As a serving profession, the nurse cares for the individual, family, community, and population in a manner that requires effort, perseverance, ingenuity and human and material resources.

Nursing Education: Professional nursing is a balance between science and art. Nurses implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings. Additionally, integration of

knowledge, skills, and values from the liberal arts assists nurses in providing safe, humanistic care as an advocate for individuals, families, groups, communities, and populations. Emphasis is placed on the value of expanding the nurse role to collaborate in multidisciplinary settings with complementary professions.

The goal of the program is to educate students to be self-care agents. Students must learn to think critically and creatively in order to achieve their highest potential as nurses and assume responsibility and accountability for ongoing professional development and lifelong learning in a perpetually changing healthcare environment. Improving health requires futuristic thinking and adopting advocacy roles for individuals, families, communities, and populations. Learning in a Christian environment provides a unique value system that fosters commitment for service. Local and global experiences prepare students to be sensitive to the needs of culturally diverse patients and to purposefully adopt a style of Christian servant.

The knowledge for nursing practice and the needs of nursing are changing rapidly. Students must be prepared to practice in conditions of constant change; therefore, the emphasis of learning is on concepts that are transferable and applicable to many situations. The ability to change is enhanced through the use of a nursing model, which encourages flexibility and adaptation.

Nursing knowledge consists of cognitive, affective and psychomotor components. Students and faculty share responsibility for the educational process within a climate of mutual respect. Students are actively involved in critical thinking endeavors such as experiencing, analyzing, questioning and evaluating within a caring Christian community. Faculty value the varied learning needs of students and facilitate experiential opportunities that assist the student to meet specified educational goals, articulate previous learning, develop meaningful relationships and mature in self-understanding and professional conduct.

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CONCEPTUAL FRAMEWORK

Anderson University School of Nursing program builds on its rich historical and spiritual heritage, its mission statement and its philosophy leading to the conceptual framework. The Self-Care Deficit Theory of Nursing developed by Dorothea Orem provides a conceptually accessible and general framework for organizing a complex, integrated curriculum at the baccalaureate level.

The philosophy and course work of the liberal arts serves as a foundation for giving holistic care, integrating practice concepts and theories from the supportive scientific disciplines, the humanities and the discipline of nursing. The faculty's beliefs regarding persons, environment, health, nursing and nursing education are defined and described with the philosophy. The nurse and patient interaction is influenced by their values and beliefs about the meaning of life. Culture, religion, professional nursing perceptions and expectations, legal-ethical principles and the motivation to seek optimum health further affect the relationship. The integration of these concepts comprises the totality of nursing education at Anderson University. The professional nursing role is conceptualized as having five interdependent components consisting of provider of care, designer, manager, coordinator, and member of the profession.

Students develop knowledge related to the art and science of nursing as they progress through the three levels of the program. The three levels (optimal self-care, partial self-care, minimal self-care) are defined by the modified Self-Care Deficit Theoretical Framework (Orem, 2001). Concurrently, students increase their expertise as practitioners progressing from novice to advanced beginner, culminating their education as a baccalaureate generalist practitioner.

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MSN PROGRAM OUTCOMES

At the completion of the program, the graduate will be able to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Synthesize principles of organizational and systems leadership to promote high quality and safe patient care.
3. Apply quality principles within an organization to be an effective leader and change agent.
4. Integrates theory, evidence, clinical judgment, research, and intraprofessional perspectives to improve practice and associated health outcomes for patient aggregates.
5. Utilize patient-care technologies and communication technologies to coordinate, deliver, enhance, and integrate care.
6. Utilize policy development process and employ advocacy strategies to influence health and health care.
7. Assume role as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

8. Apply and integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect patient care.
10. Integrate the mission of Anderson University within the advanced nursing practice role. (Revised 5/2011)

PROGRAM DESCRIPTIONS

Nursing Administration Track

The Master of Science in Nursing with a focus in nursing administration offers advanced nursing practice knowledge, skills, and abilities to be effective nurse administrators while providing the opportunity for personal and career growth. Students will be equipped with the tools needed by nurse administrators to lead and direct departments and programs in healthcare

organizations. Opportunities for the exploration of international health-care organizations, policy development, and project management are integral components of the curriculum.

This 37-credit-hour program can be completed in as little as 26 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

MSN-MBA

Expanding on the nursing administration track of the master's program, the dual degree program leads to two full degrees, the MSN and the MBA. The curriculum offers advanced business knowledge providing students with the tools needed to lead and direct complex health-care organizations with multiple departments and disciplines. In addition to learning fiscal and human resource management, students will develop a working knowledge of strategic and competitive business planning toward building and continually improving health-care organizations for the 21st century.

This 55-credit-hour program can be completed in as little as 36 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for American Nurse Credentialing Center (ANCC) certification as a Nurse Executive (NE-BC) once work requirements are met.

Nursing Education Track

The MSN with a focus in nursing education is an innovative program that offers advanced nursing practice knowledge in the area of teaching, curriculum development, assessment, and evaluation of learning outcomes while providing the opportunity for personal and career growth. Students will be equipped with the tools needed to create and manage effective learning environments, utilize theories of nursing and education to promote student acquisition of knowledge, and evaluate clinical performance.

This 42-credit-hour program can be completed in as little as 26 months. Graduates will be eligible for National League of Nursing (NLN) Certification for Nurse Educators (CNE) exam once work requirements are met.

Nursing Informatics Track

The Master of Science in Nursing with a focus in nursing informatics integrates nursing science, computer science, and information science. This innovative program prepares advanced practice nurses with knowledge, skills, and abilities to manage and communicate data through the use of information structure, information processes and information technology.

Students will be equipped with the tools to design and implement programs for patient and other healthcare providers.

This 35 credit hour program can be completed in as little as 24 months. All nursing courses meet curriculum requirements established by the American Association of Colleges of Nursing (AACN). Graduates will be eligible for the American Nurse Credentialing Center (ANCC) certification as Informatics Nursing (RN-BC) once work requirements are met.

Each track builds on the tradition of excellence of the School of Nursing's baccalaureate program. All courses are taught by faculty in their respective disciplines. The MSN is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The MBA is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Section II: Admission and Progression

ADMISSION PROCEDURE

The SON and the Falls School of Business (FSB) admit students without regard to age, sex, race, disability, national origin, religion, or political affiliation. To begin the admission process, students must submit an application and all required forms and transcripts to the SON. Once all applications materials are received, the Graduate Coordinator and/or other SON faculty review the file. If the student meets criteria for admission to the MSN program, a letter of acceptance will be sent to the student. If the student is applying to the MSN-MBA program, the application file is forwarded to the FSB Admissions Committee for review before full acceptance is granted. Once the FSB Admissions Committee has reviewed the application, the student will be notified of the admission decision along with any conditional requirements.

If the student is denied admission by either the SON or the FSB, a letter explaining the deficiencies will be sent. Admission decisions may be appealed to the Graduate Coordinator, SON, and/or the Director of the MBA program. Conditional requirements may be identified and a time table will be established outlining when the student must meet the deficiencies in order to be admitted.

ADMISSION CRITERIA FOR MSN (ALL TRACKS)

1. A completed Anderson University School of Nursing Master of Science in Nursing application form
2. Bachelor's degree in nursing (from a nationally accredited nursing school)
3. Current Registered Nurse license in the State of Indiana or eligibility for licensure
4. One year work experience preferred*
5. Undergraduate GPA of 2.75 or above. If the undergraduate GPA is below 2.75, the student may be admitted on academic surveillance*
6. Three letters of recommendation
7. Admission essay
8. Current CPR certification from American Heart Association
9. Negative Mantoux, current immunizations
10. Criminal background report from CastleBranch.com
11. Malpractice insurance fee.

*Additional admission requirements that must be met for admission to the MBA

1. Two years work experience
2. Undergraduate GPA of 3.0
3. Prerequisite course work in the following courses
 - Accounting or Finance
 - Economics
 - Management or Marketing (a BSN management course may fulfill this requirement)
 - Statistics or Calculus (a BSN nursing research course may fulfill this requirement)

NOTE: The undergraduate prerequisite courses for the MBA may be fulfilled during the program. Students not meeting admission requirements may be admitted on probation at the discretion of the faculty.

Additional requirements for students with a BSN from a foreign university

1. Holds a registered nurse's license in Indiana or from another state or has applied for an Indiana license. Foreign licensure will not be accepted.
2. Achieved at or above the following minimum scores for English competency:
TOEFL paper version — 550
TOEFL electronic version — 213
TOEFL Internet version — 79
IELTS — 6.5 with no subscore lower than 6
3. Complete bridge courses as determined by the faculty.

ACADEMIC SURVEILLANCE

If a student does not meet the GPA requirement for admission to the MSN program, the individual may be admitted on academic surveillance. If the student receives a "B" or above in 6 credit hours of graduate level course work, the individual will be fully admitted to the program.

PROGRAM ARTICULATION WITH MBA CURRICULUM

The curriculum for the MBA portion of this dual degree program is identical to the traditional MBA curriculum with the following exceptions:

NURS 6140 – Diversity in Healthcare substitutes for BSNS 6250 Travel Seminar in International Business

NURS 6320 – Leadership Seminar substitutes for BSNS 6480 Leadership Seminar

TRANSFER CREDIT

The transfer of graduate credit is not automatic. MSN courses taken at other universities will be considered on a case-by-case basis, and no more than three (3) hours of transfer credit will be accepted. Courses must be completed from an accredited program with a grade of B or above. Only courses taken within the past five years at the time of admission to the program will be considered for transfer to Anderson University. Students must obtain the written consent of the Dean of the School of Nursing and Kinesiology before credit earned at other institutions will be added to the student's records.

Since NURS 6140 and NURS 6320 substitute for BSNS 6250 and BSNS 6480, the FSB considers these credit hours as transfer credit. No further business courses will be applied to the MSN-MBA curriculum. Appeals for transfer credits should be made to the Graduate Council.

GUEST STUDENTS

Students may attend classes for one term before all admission materials are submitted. All admission materials must be completed and on file in the SON office before the student is allowed to enroll for a second term.

PROGRESSION

All students must meet the following criteria to progress to the next nursing course and complete the nursing program:

1. Maintain a 3.0 cumulative GPA;
2. A final course percentage of 84% is required as a passing grade for all MSN courses. A grade of C is considered passing in MBA courses. If a student receives a grade of B- or lower in a nursing course, it may be repeated.
3. Because clinical experience is an essential component of nursing education, a student must complete all clinical requirements in a satisfactory manner to receive a passing grade for the course.
4. Any student who temporarily leaves the nursing major must meet nursing course requirements of the class with which they graduate.
5. If a student fails a course, it may be repeated. The student will be placed on academic probation until successful completion of the course. However, an accumulation of two failures in nursing courses will result in dismissal from the program.

GRADING POLICY

Faculty may utilize the quantitative or qualitative grading scales, as described below his/her discretion.

Qualitative Grading Scale

"A" Coursework:	"B" Coursework:	Non-satisfactory grade
Participates in analysis and synthesis of course content consistently.	Participates in analysis and synthesis of course content inconsistently.	Interprets course content superficially; fails to synthesize content.
Is self-directed and motivated; identifies problem areas, strengths and goals consistently.	Requires significant guidance to identify problem areas, strengths, and goals.	Fails to identify problems, strengths, goals.
Uses self-evaluation and feedback to achieve goals.	Uses feedback selectively or inconsistently.	Demonstrates limited effort to use or respond to feedback.
Demonstrates leadership, collaborates with others, identifies and supports class/group learning goals.	Supportive of group/ class learning goals/ environment after others identify and facilitate learning goals and Activities. Functions inconsistently in group/class.	Is not engaged with or supportive of class/group learning, lack of preparation is evident.
Written assignments are reflective of serious effort, including but not limited to analysis and synthesis of information, understanding of content, effective and appropriate use of APA guidelines, effective composition style and language.	Written assignments are reflective of good effort but limited evidence of analysis, synthesis of information, understanding of content, effective and appropriate use of APA guidelines, effective composition style and language.	Written assignments are reflective of minimal to poor effort with no clear evidence of analysis, synthesis of information, understanding of content. Elements of APA poorly understood or addressed, poor grammar, sentence structure, lack of effective writing style.

If grades are assigned using the qualitative grading scale, letter grades may be converted to a numeric scale based on the 4.0 grading system as follows:

Letter grade	Numeric conversion
A	4.0
A-	3.6
B+	3.3
B	3.0
B-	2.6
C+	2.3
C	2.0
D	1.0
F	0.0

Quantitative grading scale: When a numeric grade is generated to evaluate a project or assign a grade, the following scale will be used:

A	93-100%	C	75-77%
A-	90-92%	C-	68-74
B+	87-89%	D+	60-67
B	84-86%	D	58-59%
B-	81-83%	F	Below 57%
C+	78-80%		

CRITERIA FOR FULL-TIME STUDY

The SON, in collaboration with Student Financial Services, defines full-time study as 6 credit hours for students enrolled in cohort-based graduate programs. Therefore, a student in the MSN program will be designated as full-time if the individual is enrolled in 6 or more credit hours per semester.

NURSING AND BUSINESS COHORTS

Students typically begin classes with a cohort of nursing students in the summer of the year of admission. Students beginning course work during the fall or spring semester will be assigned to the nursing cohort the following summer. Students enrolled in the MSN-MBA and nursing administration tracks are given an opportunity to request admission to MBA cohorts based on the location in which the MBA courses are taught. Students are not guaranteed placement in a particular MBA cohort or location, but will be admitted on a space-available basis. In other words, students taking BSNS captioned courses will be together with their nursing cohort for nursing courses, but will be dispersed among the MBA sites for MBA coursework.

TUITION POLICY

Once a student is enrolled with a nursing cohort, SON guarantees to freeze tuition at that cohort rate for as long as the student is continuously enrolled in the program. The tuition rate for each cohort is set during the summer when the cohort typically begins the program. If a student is admitted during the fall or spring terms, the tuition rate will be frozen at the individual's cohort rate. If a student drops out for one or more semesters, the student's tuition rate will be set at the new cohort rate.

STUDENT RECORDS

Students' educational records are maintained indefinitely within the SON. The SON maintains paper copies of all original records while a computerized version of courses, grades, and credit hours is available in the Registrar's Office of Anderson University. Additionally, copies of student records may be provided to the Falls School of Business faculty and/or staff for admission, progression, and graduation purposes. Students will be asked to sign a Release of Information Form (See Appendix D) to allow non-university personnel to view educational records before granting access to them. Students' financial records are maintained by the Students Accounts section of the Anderson University Business Office.

Section III: Behavior Expectations

Students of Anderson University School of Nursing are expected to demonstrate professionalism at all times. A student who fails to manifest professionalism and/or honesty may be asked to leave the nursing program.

Students are not allowed to fraternize with any patients at any time.

Students must conduct themselves in accordance with the ethos and policies of the university when utilizing electronic or computer based methods of communication and socialization.

CODE FOR NURSES

The ANA House of Delegates approved these provisions of the new Code of Ethics for Nurses at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised Code of Ethics for Nurses With Interpretive Statements.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

*American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, © 2015
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ATTENDANCE

The School of Nursing expects students to attend all classroom and/or clinical (laboratory, observations, skills competency, and agency clinical) experiences in order to successfully complete nursing courses. Absences can negatively impact the final grade in a nursing course. Absences, for any reason, are not excused and will accrue regardless of time made-up. Students are required to attend a minimum of 90% of scheduled course hours. Students who miss more than 10% of scheduled course hours will receive a failing grade (C minus or lower) for the nursing course. A failing student may withdraw from the course, as permitted by university guidelines. (Consult the Anderson University Undergraduate Catalog and academic calendar for guidelines and dates related to withdrawal from a course).

Each student is responsible to sign the attendance sheet for every class session. If a student is absent for two or more learning experiences they may be required to meet with the Course Coordinator. Absences include arriving after attendance is taken (tardy), leaving early, or non-attendance of an assigned learning experience. Total course hours are included in the course syllabus and the Anderson University Graduate Catalog.

ACADEMIC INTEGRITY

AU supports and promotes academic honesty and personal integrity and regards cheating, plagiarism, and all other forms of academic dishonesty as serious offenses against the university community.

Cheating or academic dishonesty is defined as the "deception of others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

- Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
- Failure to properly acknowledge authorities quoted, cited or consulted in preparing written work (plagiarism).
- Use of a textbook or notes during an examination without the instructor's permission.
- Getting or giving unauthorized help on assignments.
- Tampering with experimental data to obtain a desired result or creating results for experiments not done (dry labing).
- Tampering with or destroying others' work.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
- Lying about these or other academic matters.

Students who are guilty of such academic violations can expect to be penalized. Instructors whose definition of cheating differs from that stated above have the responsibility and obligation to so inform students, in writing, at the beginning of the course. Instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside the above provisions.

In all instances of academic dishonesty, instructors are urged to discuss incidents with students and, if necessary, refer them to the Dean of the School of Nursing and Kinesiology for more extensive counseling. The course instructor shall have authority to deal with instances of academic dishonesty within these guidelines:

- Faculty members must report any student who has violated the policy on academic integrity to the Vice President of Academic Affairs and Dean. After two reports against a student, action will be initiated under provisions of the Judicial Code and could lead to dismissal of the student from the university.
- The maximum assessable penalty for a first offense shall not exceed double the original value of the assignment plus no option to make up the work in question.

Alternate courses of action may include, but are not limited to:

- Work may be redone for full or partial credit.
- Alternate assignments may be given for full or partial credit.
- Work may not be redone and no credit given.

Students have the right to appeal action under this policy through the regular channels as established by the grade appeal process. Grounds for appeal are:

- Insufficient evidence of dishonesty.
- Penalties in excess of those allowed under the above guidelines.
- Provisions of grade appeal cited in the Graduate Catalog.

CLINICAL COURSEWORK

As RNs, the SON expects graduate students to independently identify appropriate clinical sites and coordinate clinical experiences. However, all clinical experiences must be approved by the faculty member teaching the course in which the clinical assignment is made. Faculty are available for consultation regarding appropriate clinical sites.

SAMPLES OF STUDENT WORK FOR PROGRAM USE

Samples of student work for program use are required for program accreditation and for faculty use for promotion and tenure. Therefore, copies of student papers, Power Point presentations, etc., may be made at the instructor's discretion. Students will be asked to sign the Permission to Copy/Retain Class Assignments form (see AppendixA). The papers will have the student's name removed to maintain confidentiality.

COMPUTER TECHNOLOGY REQUIREMENTS

Students are expected to have access to a computer with internet access, software to meet course requirements, and adequate system capacity. Please refer to course syllabi for specifications.

EMAIL

All students must have a working Anderson University email account. Students are responsible to check email daily. If the student prefers to use his/her own carrier, the student is automatically forward the AU account to a personal computer using instructions provided during the NURS 5010 Introduction to GraduateNursing Study course.

Section IV: Graduation Requirements

GRADUATION AND DEGREE REQUIREMENTS

Students must complete all required courses and clinical hours for the track in which he/she is enrolled. If a student has already received an MBA degree from Anderson University, he/she must only complete the 24 hours of nursing core coursework to receive the MSN degree. However, students may not receive the MSN if the MBA was granted by another university. In order to graduate, a student must achieve a cumulative GPA of 3.0 for all course work, pay all tuition and fees, and complete all requirements within five years of admission.

CHANGE OF TRACK

Students may transfer from one MSN track to another as long as the decision is made before the degree is granted. Students will be required to complete all curriculum requirements for the new track.

DISMISSAL/WITHDRAWAL

When a student's conduct or health endangers the well being of others or makes it inadvisable to remain in the nursing program, the faculty reserves the right to dismiss the individual from the course or program. Students may choose to withdraw from the program at any time. Students who wish to withdraw from a course must follow the withdrawal Procedure in the Graduate Academic Catalogue.

GRADE APPEALS AND GRIEVANCE PROCEDURES

Students who believe they have not been graded fairly and wish to appeal must initiate the appeal process within 30 days after the grade has been received.

PROCEDURE FOR APPEALING A GRADE:

A student wishing to appeal the classroom portion of the grade will:

1. Discuss the course work and grade earned with the instructor responsible for the content.
2. If resolution is not achieved with the instructor, then the appeal goes to the Course Coordinator.
3. If resolution is not achieved with the Course Coordinator, then the appeal goes to the Dean of the School of Nursing and Kinesiology, who may bring the matter to the Faculty Governing Committee.
4. If resolution is not achieved with the Dean, then the student should follow the procedure for grade appeals in the Anderson University Student Handbook.

A student wishing to appeal the clinical portion of the grade will:

1. Discuss the clinical failure with the faculty member responsible for the clinical evaluation.
2. If resolution is not achieved, the student may appeal to the Course Coordinator.
3. If resolution is still not achieved, then the student may appeal to the Dean of the School of Nursing and Kinesiology, who may bring the issue to the Faculty Governing Committee.
4. If resolution is not achieved within the School of Nursing (SON) then the student may appeal to the Nursing Education Committee according to the following procedure:

After all other steps toward resolution have been exhausted; the student may request a meeting with the Nursing Education Committee. The function of this committee is to determine if the School of Nursing decision related to the clinical failure is fair, unbiased, and proportional to the patient care action taken by the student as it relates to the course objectives and expected student outcomes.

The student must submit a written request to the committee chair. The chair will call a meeting of the committee to address the appeal. A quorum of fifty percent of members must be present for the committee to convene.

The committee is comprised of seven members including the Chair (from among the faculty at large), one faculty from the School of Nursing, two faculty from nursing pre-requisite science courses, one faculty from a campus major with a similar type practicum experience (athletic training, business, education, or social work), one nursing student from the senior nursing class (or an alternate

junior class member should the appeal be from a nursing senior), and one undergraduate student at large.

At the committee meeting, the Dean of the School of Nursing and Kinesiology and/or the faculty member involved in the clinical evaluation will describe the student's present status within the SON and the sequence of events leading to the clinical failure and the subsequent appeal. The student will then have an opportunity to address the committee.

The committee will excuse those presenting. The committee will decide the appeal by majority vote. The chair will vote only to break a tie decision. The chair will prepare a written letter describing the appeal outcome and will submit copies to the student, and the Dean of the School of Nursing and Kinesiology. A copy of the letter will be placed in the student's evaluation file.

The student may request the Vice President of Academic Affairs (VPAA) to review the decision of the Nursing Education Committee.

INCOMPLETE

The grade of "I" (Incomplete) is given only by written agreement of the instructor and student. If requested, it is the student's responsibility to contact the instructor and submit work or take examinations appropriate to the removal of the Incomplete. When completed the instructor will change the Incomplete (I) to the earned letter grade by submitting the appropriate form to the Registrar's Office. This process must be completed no later than the end of the fifth week of the first full semester following the incomplete. The grade of Incomplete automatically becomes a grade of "F" if not resolved prior to the end of the fifth week of the first full semester following the incomplete.

ACADEMIC SURVEILLANCE

Students with a cumulative GPA of lower than 3.0 will be placed on academic probation. After two semesters on probation, students may be dropped from the program. A final decision will be made by the Dean of the School of Nursing and Kinesiology in collaboration with the Graduate Coordinator and/or the Director of the MBA program.

PINNING AND COMMENCEMENT CEREMONY PARTICIPATION

Students who do not complete coursework until August or December of each academic year will be eligible to participate in the appropriate Pinning and Commencement Ceremonies, as follows:

- August graduates participate in the previous May's ceremonies
- December graduates participate in the following May's ceremonies

All students are eligible receive MSN pins and hoods at the appropriate Pinning Ceremony; however, they will not be awarded diplomas until all course work has been satisfactorily completed.

Section V: Policies Pertaining to Clinical Experience

IMMUNIZATION, CPR, AND CRIMINAL HISTORY POLICY

Anderson University School of Nursing requires documentation that the student has adequate immunity to the diseases listed below. Additionally, all students are required to be actively certified in to perform CPR and have their criminal histories checked. These records must be on file in the School of Nursing at the time of admission. Students who do not submit evidence of up-to-date immunizations, CPR, or criminal background check will not be permitted to participate in clinical experiences.

Immunizations

Documentation by a healthcare provider of the following specific immunizations must be submitted:

1. Rubella (German Measles) – Must have proof of one dose of vaccine OR a positive titer
2. Rubeola (Measles)—All persons born on or after January 1, 1957, must show proof of 2 measles vaccination OR a positive titer OR documented disease
3. Mumps—Immunization OR titer OR history of disease
4. Tetanus and Diptheria—Primary series in childhood
5. Tetanus—booster within past 10 years required

6. Polio—Primary series in childhood.
 - If vaccinated for polio but unable to provide documentation, the student is required to provide documentation of one polio injection (IPV)
 - If the student was never vaccinated for polio, the student is required to provide documentation of completion of a series of 3 polio injections over the period of 6 months
7. Chicken Pox—must have had the disease OR positive Varicella antibody OR have had 2 doses of Varicella vaccine
8. TB screening (Must be updated annually). A negative Mantoux test is required annually. If there is a past history of a positive PPD, a chest x-ray is required. Please see admission criteria.
9. Hepatitis B Vaccine—Three doses OR positive antibody required. (See Appendix)

Documentation of the above immunizations must be completed on the SON Immunization Record form (see Appendix B). The student's immunization records may be made available to health care agencies in which the student practices. The Mantoux test and CPR certification must be submitted before the expiration date in order for students to be in compliance with this policy. Students must meet the expectations of the State of Indiana and its health care facilities regarding health requirements and immunization records regardless of the individual's state of residence. If these records are not available, please contact the Graduate Coordinator for alternate methods of verifying compliance with this immunization policy.

C.P.R. Certification

Clinical experiences require that students be prepared in the event of a cardiopulmonary arrest.

1. Each nursing student must hold a valid and current C.P.R. certification for Healthcare Providers from the American Heart Association. Certification from Red Cross is not acceptable.
2. A copy of the current C.P.R. certification, which is valid for the entire academic year, must be given to the Graduate Coordinator at the time of admission.
3. Students who fail to comply with this policy may be excluded from classes.

Criminal History

Students must submit a criminal background check from CastleBranch.com.

STUDENT INCIDENT OR INJURY

Providing nursing care to the client with an infectious disease today remains one of the greatest challenges and concerns of the nursing profession. These diseases presently include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), methicillin resistant *Staphylococcus aureus* and tuberculosis (TB). The School of Nursing shares in the concern for the safety of the student and patient.

Nursing faculty members will assist the student in caring for the physical and psychosocial needs of the patient, regardless of sex, religion, age, ethnic background, financial situation, and physical/emotional condition. The student is encouraged at any time to address questions and concerns with the nursing faculty when caring for any client, including care for the patient with a possible infectious disease.

The School of Nursing gives yearly instruction to each student in Standard Precautions according to recommendations from the Centers for Disease Control. The documentation of such instruction is contained in each student's folder housed in the School of Nursing office. In addition students sign an agreement to follow Standard Precautions when caring for others.

In the event that a student should be exposed to body fluids, potentially infectious material, or be involved in other incidents during a clinical session, the student should follow the most current protocol recommended by the agency in which the incident occurs. All incidents or injuries must be reported to the clinical instructor immediately. The instructor will assist the student in identifying appropriate treatment and need for referral. Confidential testing and counseling is available through the Madison County Health Department. Examples of incidents or injuries would include falls, needle sticks, back strain, and motor vehicle accidents.

It is recommended that students maintain health insurance while they are enrolled in NURS courses. Auto liability insurance is required for all drivers in the State of Indiana. Students may be required to show proof of insurance coverage.

Any costs incurred from an incident or injury that occurs during clinical experiences, including testing, diagnosis, and treatment of any infectious and/or communicable diseases, will be paid by the student or his/her insurance carrier. All nursing students must sign a release agreement with Anderson University School of Nursing prior to attending clinical experiences.

LIABILITY INSURANCE

All nursing students enrolled in nursing courses must be covered by liability insurance purchased through Anderson University. The student will be assessed for the cost of the insurance at the time of course registration and payment of fees on an annual basis.

The insurance, renewed each year, will be in effect until the student graduates or leaves Anderson University. If a student drops nursing classes after the charge has been applied to the account, a refund will not be given.

INTERCULTURAL EXPERIENCE

Anderson University and the School of Nursing believe that one of our purposes is to serve those who are in need and to promote cultural awareness and responsiveness. The University endorses the concept of servanthood within its mission statement and the School of Nursing promotes service within its philosophy. The School of Nursing also strongly supports the value of global education and the positive benefit it may provide within the practice of professional nursing. NURS 6140, Diversity in Healthcare, has been designed to expose graduate students to the practice of nursing in another culture, to encourage cultural sensitivity, and to allow them to value service to others.

All students must complete an intercultural experience as part of the clinical requirements of NURS 6140 Diversity in Healthcare. The faculty encourages students to participate in intercultural trips sponsored by the School of Nursing if space is available; however, it is understood that not all students have the ability or desire to travel. Graduate students are invited to accompany undergraduate students on selected trips within or outside the U. S. The University Tri-S staff and the School of Nursing group leaders make all arrangements for these trips. Students who feel they cannot join a sponsored group trip must make their own arrangements for completing the intercultural course requirement. All expenses for these experiences will be borne by the student. Students may be eligible for federal loans to cover the cost of the experience. Any student desiring to secure a loan for this purpose must contact Student Financial Services.

NURSE EDUCATION TRACK TEACHING PROJECTS

Students enrolled in NURS 6160 Assessment and Evaluation in Nursing Education, are required to select a Master's or Doctorally prepared Professor at a School of Nursing to act as a mentor. This mentor may not be the Professor teaching the course. Each mentor must have an Anderson University School of Nursing MSN Clinical Mentor information form (found in the Appendices of the MSN Student Handbook) on file. A copy of their diploma may substitute for a copy of transcript.

Section VI: Student Affairs

GOVERNANCE

The SON has an Advisory Board which meets twice per year. Each cohort will elect a representative to serve on this board. The duties of the Cohort Representative are as follows:

- Attend Advisory Board meetings as often as possible
- Meet with the Graduate Coordinator before or after the luncheon to discuss program specific issues
- Bring issues or concerns from the Representative's cohort to the Graduate Coordinator
- Report back to cohort important information that is discussed at the Advisory Board meetings
- Serve as a liaison between students and SON administration
- Continue on the Board as an alumni representative following graduation as desired.

CAREER DEVELOPMENT SERVICES

Career Development provides assistance with resume and cover letter preparation as well as interviewing skills for both graduate and undergraduate students. The Career Resource Center provides career resources to individuals seeking employment. In addition the Career Development web site posts job fairs and jobs available locally, nationally, and internationally. Contact information for this center is available on the Anderson University website.

UPSILON GAMMA CHAPTER OF SIGMA THETA TAU INTERNATIONAL

Anderson University is home to the Upsilon Gamma Chapter of Sigma Theta Tau International Honor Society of Nursing.

The purposes of the Upsilon Gamma chapter are to:

Organization Mission: The mission of the Honor Society of Nursing, Sigma Theta Tau International, is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide.

Society Vision: The vision of the Honor Society of Nursing, Sigma Theta Tau International, is to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people.

Membership: Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

NICHOLSON LIBRARY RESOURCES

The Nicholson Library offers a variety of electronic and print resources to our students. Electronic resources are available to all Anderson University students via our website www.anderson.edu follow the link to the Nicholson Library. Off-campus students will be asked to supply an Anderson University ID number before using our electronic periodical indexes.

Appendix A

PERMISSION FOR THE MSN PROGRAM TO COPY/RETAIN CLASS ASSIGNMENTS

I give the faculty of Anderson University School of Nursing MSN Program permission to copy and/or retain any assigned work that I complete in my courses. I understand that this work may be shared with affiliated agencies and/or accrediting bodies of Anderson University School of Nursing.

Printed Name: _____

Signature: _____

Date: _____

Appendix B

Immunization Record Form



Must be completed by a healthcare provider

Patient Name: _____ Date of Birth: _____

<p>1. Rubella (German Measles) Must have proof of one dose of vaccine OR a positive titer.</p>	<p>Immunization date: _____ Titer results: _____ Date: _____</p>
<p>2. Rubeola (Measles)—All persons born on or after 1/1/57 must show proof of 2 measles vaccination OR a positive titer OR documentation of disease by a physician.</p>	<p>Immunization date #1: _____ Immunization date #2: _____ Titer results: _____ Date: _____</p>
<p>3. Mumps—Immunization OR titer OR History of Disease</p>	<p>Immunization date: _____ Titer results: _____ Date: _____</p>
<p>4. Tetanus and Diptheria—Primary series in childhood.</p>	<p>Immunization date #1: _____ Immunization date #2: _____ Immunization date #3: _____ Immunization date #4: _____</p>
<p>5. Tetanus—booster within past 10 years required</p>	<p>Date: _____</p>
<p>6. Polio—Primary series in childhood.</p> <ul style="list-style-type: none"> • If you were vaccinated for polio but are unable to provide documentation, you are required to provide documentation of one polio injection (IPV). • If you were never vaccinated for polio, you are required to provide documentation of completion of a series of 3 polio injections over the period of 6 months. 	<p>Immunization date #1: _____ Immunization date #2: _____ Immunization date #3: _____ IPV: _____ (if indicated)</p>
<p>7. Chicken Pox—must have had the disease OR positive Varicella antibody OR have had 2 doses of Varicella vaccine.</p>	<p>History of disease (circle one): YES NO Vaccine #1: _____ Vaccine #2: _____ Titer: _____ Date: _____</p>
<p>8. TB screening (Mantoux) (Must be updated annually) **If there is a past history of a positive PPD, a chest x-ray is required.</p>	<p>Results: _____ Date read: _____ Results of Chest x-ray: _____ (if indicated)</p>
<p>9. Hepatitis B Vaccine—Three doses OR positive antibody required. Signed waiver must be on file until series is completed. For office use only: In process: _____ Waiver on file _____</p>	<p>Dose 1: _____ Dose 2: _____ Dose 3: _____ HbsAG results: _____ Date: _____</p>

Healthcare Provider Signature: _____ Date: _____

Address: _____ Phone: _____

Appendix C

Master of Science in Nursing Clinical Experience Release Agreement Form

This Release is made by _____ and is effective as of the date it is signed.

WHEREAS, I intend to participate in all clinical experiences required by the Anderson University School of Nursing. These experiences may involve observation or participation.

WHEREAS, I understand and acknowledge that there are certain risks inherent in such clinical experiences, including, but not limited to, catastrophic injury, disease, HIV exposure, hepatitis exposure, invasion of privacy, emotional unrest, and even disability or death.

WHEREAS, I may also participate in the intercultural program.

WHEREAS, I understand and acknowledge that there are certain risks inherent in the intercultural program, including, but not limited to, civil unrest, environmental exposure, injury during travel to or from the program site, and even disability or death.

In consideration of Anderson University allowing me to participate in clinical experiences for its School of Nursing, and/or Anderson University allowing me to participate in the intercultural program, I agree as follows:

I release and forever discharge Anderson University and its agents, employees, officers, directors, contractors, consultants, successors, and assigns from any and all claims, demands, actions, or causes of action that arise from or are in any way connected with:

- A. My participation in the School of Nursing clinical experiences.
- B. My participation in the intercultural program.
- C. Travel to and from clinical sites.
- D. Travel to and from any site for the intercultural program.

It is my understanding that this Release Agreement also applies to medical expenses that I incur, and I acknowledge that any medical expenses I incur during my participation in clinical experiences or the intercultural program are my responsibility, and not the responsibility of Anderson University.

This Release Agreement shall be binding on my successors and assigns.

READ BEFORE SIGNING.

Participant Signature: _____ Date: _____

Participant Name (printed): _____

Address: _____

Appendix D

Release of Information

I give _____ permission to release information about my status in the
(Name of Nursing Program)
nursing program to Anderson University School of Nursing.

Printed Name: _____

Signature: _____ Date: _____

Dean, School of Nursing and Kinesiology:

_____ has applied to our nursing program. Would you please identify if this student left your program in good standing by checking the appropriate information below:

Left in good standing: _____

Did not leave in good standing: _____

Comments:

Lynn Schmidt, PhD, RN, CNE
Dean, Graduate Coordinator,
Associate Professor of Nursing
Anderson University
School of Nursing and Kinesiology
Office (765)641-4388
Email lschmidt@anderson.edu
Fax (765)641-3095

Appendix E

MSN Clinical Mentor Information

Student Name: _____

Course Number: _____ Semester: _____

Mentor Name and Credentials: _____

Institution/Agency Name: _____

Institutional Title: _____

Mailing Address: _____

Office Phone (____) _____ Fax: (____) _____

E-Mail Address: _____

Education (include institution, degree(s), and year of graduation): _____

Years of Experience: _____

Have you previously been an instructor for MSN students? Yes No

Please submit the following documents with this form:

- Copy of current RN license
- Copy of CV or résumé
- Copy of transcript from last earned degree (unofficial copy is acceptable) or a copy of their Diploma

If you have any questions about this course, please contact: Lynn Schmidt, PhD, RN, CNE
Dean, Graduate Coordinator,
Associate Professor of Nursing
Anderson University
School of Nursing and Kinesiology
Office (765)641-4388
Email lschmidt@anderson.edu
Fax (765)641-3095

The student is responsible for submitting MSN Clinical Mentor Information to the course faculty.