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 CON Student Handbook.
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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 CON, 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,

[Signature]

Linda S. Weglicki, PhD, RN, Professor and Dean
CON MUSC
Section I: CON Overview

History
The College of Nursing (CON) of the Medical University of South Carolina (MUSC) 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 MUSC”, the School of Nursing became one of the six colleges comprising the University.

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

The CON now offers programs of study leading to the Bachelor of Science in Nursing (BSN), the MSN, the DNP and the PhD in Nursing Science. The Accelerated Bachelor of Science in Nursing (ABSN) program is campus-based and the RN to BSN (RN-BSN) program is offered in an online distance learning format. Graduate programs are offered entirely online with targeted on campus learning intensives to evaluate practice DNP or research PhD competencies. The College houses a state-of-the-science clinical simulation laboratory, the Center for Community Health Partnerships, and the Technology Applications Center for Healthy Lifestyles. In addition, the College has a robust research portfolio and a number of faculty clinical practice sites.

Accreditation
The CON ABSN and MSN programs are accredited by The Commission on Collegiate Nursing Education (CCNE), effective April 2010 to June 2026. The DNP is accredited effective October 2010 to June 2026. The RN-BSN program is accredited effective August 2014 to June 2026. The CCNE is a resource for the information regarding the Nursing program.

The Undergraduate Program is fully approved by the South Carolina Department of Labor, Licensing and Regulation Board of Nursing.

The Pediatric Nurse Practitioner program is fully approved by the National Certification Board of Pediatric Nurse Practitioners and Nurses.

Updated: 5/4/20

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Nondiscrimination Policy Statement
The MUSC Nondiscrimination Policy is located within the Bulletin of the MUSC.

Wherever in this CON Student Handbook the pronoun “they” is used, the same shall be interpreted to include members of both sexes.

MUSC CON Vision Statement
The MUSC CON 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 CON Mission Statement
The CON supports the mission of the MUSC, 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 CON 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 CON:

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

- **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.

- **Diversity:** Diversity is the recognition and inclusion of individual differences 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.

- **Integrity:** Integrity refers to the quality of being honest and ethical and having the moral courage 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.

- **Life-Long Learning:** Learning is a continuous, life-long process of involving, instructing, motivating, and developing students, faculty, staff, patients, and the community for the betterment of health and well-being.
Scholarship: Scholarship is the discovery, translation, application, integration, and transmission of knowledge that contributes to the development of evidence-based nursing.

Self-management: Self-management emerges as individuals develop the knowledge, attitudes, skills, and behaviors 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.

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 healthcare, the nursing profession and that impact health care policy.

MUSC CON Philosophy

The CON, one of six colleges of the MUSC, is responsible for the education, research, and practice of nurses in an interprofessional health sciences environment. The philosophy of the CON 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 through interprofessional collaboration and assume accountability and responsibility for the delivery of evidence-based, cost effective nursing care. Nurses incorporate the concept of diversity and inclusion 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. Aligned with the National Institute of Nursing Research, the CON’s research focus is to promote symptom science, wellness, self-management, and palliative care (2016). 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, health promoting behaviors, and quality of care.

Research informs practice and practice informs research. Nursing practice involves the care of patients, families, communities, and populations. 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 guidelines and changes in nursing and health care services and policy.

**CON and University Handbooks**

When a student is admitted into the CON, they accept not only the published university academic regulations, but also all information found in any CON communication (e.g. email, Lifelines, website, etc.). Each student is responsible and accountable for their own actions. Students are expected to respect authority,
protect private property, and exhibit conduct becoming a student of the Medical University and the profession of nursing.

The University Student Handbook (*The Bulletin*)
Academic policies apply to all MUSC students and may be found in the *Bulletin of the MUSC* in the Academic Policies section. The online Bulletin is updated on a regular, as needed basis.

The CON Student Handbook
The purpose of the CON Handbook (this can be the hyperlink) is to provide essential information for students enrolled in the nursing program and which supplement the *Bulletin of the MUSC*. Students are responsible for knowing and adhering to the information and policies presented in the Bulletin of the MSUC and CON Student Handbook.

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Undergraduate Education in Nursing

RN-BSN Program

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.

ABSN Program

Purpose
The purpose of the ABSN 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 ABSN program include: attaining knowledge and skills to care for diverse patients and families across the health-illness continuum focusing on health promotion and risk reduction; practice evidence-based nursing using a holistic, caring framework; use clinical/critical reasoning to address simple to complex situations while promoting safe/quality care; transform healthcare through interprofessional collaboration and leadership in the provision of care. The baccalaureate program also provides a foundation for graduate study in nursing.

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

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

1. Demonstrate the values of the CON 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 arts 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 Program**

*Advanced Practice Registered Nurse (APRN)*

*Nurse Executive in Leadership and Innovations Program (NELI)*

**Purpose**

The DNP-APRN program at MUSC grew from the AACN recommendation that all APRN 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 DNP-APRN awards the Master of
Science on Nursing degree and the terminal degree of Doctor of Nursing Practice. The DNP-APRN includes primary care tracks in adult-gerontology, family pediatrics, and lifespan psychiatric mental health. 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 Nurse Practitioner - 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 AACN. 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.

The second DNP track, DNP-NELI, prepares nursing experts as Nurse Executive(s) in Leadership and Innovations. 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 Leadership (AONL), 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 AONL 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 AACN:
1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation’s Health
8. Advanced Nursing Practice in the executive role

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

Doctor of Philosophy in Nursing Science

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: CON Guidelines

Classifications
The Admission, Progression and Graduation (APG) 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.

• **Matriculated Student**: In order to be a matriculated student, the applicant 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 MUSC 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, ABSN, DNP and PhD programs can be found on the CON website Admissions page.

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 graduated.

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), travel to clinical sites and, for graduate students, learning intensives. A car and travel may be necessary for some clinical agency placements.

Students seeking financial assistance are encouraged to contact the MUSC Office of Financial Aid upon acceptance into the program.

MUSC CON Schedule of Academic Charges

Minimum Skills Eligibility for Participation in Educational Programs and Activities
The following skills are needed by applicants to all CON 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 the skills required for each
required clinical rotation.

1. **Communicate both in writing and orally 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 and document legibly.

2. **Demonstrate manual dexterity, including gross and fine motor 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. **Demonstrate appropriate use of senses including ability to see, hear, 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. **Demonstrate ability to learn, think critically, analyze, solve problems, and reach sound 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. **Demonstrate emotional stability, ability to accept responsibility, and accept 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 CON please refer to [Section V: Student Health Policies](#).
Accommodations for Students with Disabilities

The MUSC ("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 sections on the linked pages for additional information and contact Student Services with any questions. Disability Policy and Procedure and Services for Students with Disabilities

Evacuation Plan for Student With Disabilities

A plan for evacuating students with disabilities is posted on the Risk Management website in the Fire and Life Safety Plan (pg.12-13).

Criminal Background Checks

Upon payment of the matriculation fee, each student will have a criminal record search completed when admitted to the CON, and as needed.

The Assistant Dean for Student Services (or Executive Associate Dean for Academics) will advise the student of if a criminal record is uncovered. 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 Assistant Dean for Student Services 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 Assistant Dean for Student Services, separate from the student record. Criminal Background Checks for Students Policy

Drug Screening

Drug screening is required of all MUSC students prior to starting coursework and can be requested at any time if there is suspicion of drug use. 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 CON are admitted pending a negative urine drug test. Admission will be denied for a student testing positive. Universities are subject to the federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. Regarding medical marijuana, even if a state has legalized the medical use of marijuana (South Carolina has not legalized the medical use of marijuana at this time), Universities receiving federal funding are still required to follow federal mandate.

Procedure for Pre-admission Drug Testing of CON Students

1. Students selected for admission to the CON will be notified of the procedure for drug testing in their orientation materials.
2. Drug testing can be completed on campus at MUSC Employee Health, unless due to distance, the student requests to have the testing done in their local area. If a student chooses to have their drug screen completed in their local area, the Office of Academics will request specific information from the student and forward that information to MUSC Employee Health. MUSC Employee Health will email instructions to the student on how to go about completing the testing at a qualified laboratory within the vicinity of the student’s local area. When Employee Health sends the testing instruction packet to the student, the packet will include 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. At the time of the drug screening, students will provide 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 Employee Health will report a positive drug screen to the office of the Assistant Dean for Student Services or Executive 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 CON 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 CON.

10. Any questions or concerns regarding pre-admission drug screening should be directed to the Assistant Dean for Student Services.

Transfer Credit for Nursing Course(s)

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

Undergraduate (ABSN)
1. Course work completed at an accredited baccalaureate program prior to enrollment in the CON 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 CON 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 CON 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, CON. The submitted materials will be reviewed by the Undergraduate Program Director for the CON course equivalence and a recommendation will be made to the Office of Student Services. The student will be notified in writing of the decision and it is considered final.

4. The MUSC Office of Enrollment Management will be informed in writing regarding approved transfer course work. The course and semester 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.

Updated: 5/4/20

"An equal opportunity employer, promoting workplace diversity"
5. If the student fails to undertake the proper steps by completing the required paperwork, the grade will not transfer.

6. At least 33% of semester hours applied toward a MUSC undergraduate degree must be earned through instruction as a matriculated student at the University.

Graduate (DNP)

1. At least 33% of semester hours applied toward a MUSC 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 MUSC CON and no later than the first semester of matriculation, the student must file a written petition requesting the transfer of course work to 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; and
   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 CON required course.

3. The petition and materials will be reviewed by the DNP Program Director for equivalence to the appropriate CON 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 decision in writing, which is considered final.

4. The MUSC 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.

Graduate (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 hours applied toward a MUSC 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 CON 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; and

d) A transcript listing the course and grade earned must be on file.
The petition then will be reviewed by the PhD Program Director who will make a decision regarding the equivalence of the coursework and number of credits accepted. The student will be notified in writing of the decision in writing, which is considered final.

As noted, decisions made by the appropriate Program Director are final. As part of the College’s continuous quality improvement process, all petitions are review by the Admission, Progression and Graduation Committee at the following scheduled meeting.

The MUSC Office of Enrollment Management will be informed in writing regarding approved transfer coursework by the Office of Student Services. The Office of Enrollment Management (OEM) 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 transferred course grade will not be included in the CON GPA but the semester hours will be included in the overall student’s plan of study hours. If the student fails to undertake the proper steps by completing the required petitioning process and paperwork, the coursework will not transfer.

**Technology Requirements and Prerequisite Competencies**

A laptop computer and scanning ability are required to meet the CON technology requirements. Important information and instructions are located within the Nursing Program Technology Requirements.

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 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 systems including use of Microsoft Word, Excel and PowerPoint, File management systems
- Electronic resources/databases when conducting a library search
- Electronic medical record systems to retrieve clinical information on a specific patient
- Audiovisual materials in a presentation or when presenting graphic data
- Excel spreadsheet to enter and manipulate data
- A scanner, laptop, printer, and fax machine

**Minimum Software Standards and Computer Requirements for Nursing Students**

The CON subscribes to University/College licensed software programs. Although users may choose other software applications, they will not be supported.

Software and Computer Requirements for Nursing Students

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 MUSC Information Solutions. Many software programs and mobile applications are available through the CON Library.
**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, course work, 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.

**Harbor Orientation**

Harbor 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 Harbor that are necessary for success in the hybrid or online courses. Completion of the Harbor orientation course is required of all newly admitted CON students. The orientation course is available one month prior to the beginning of. Students are expected to 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 Harbor courses and this may affect the student’s plan of study.

To find Harbor courses including the orientation course, students should log into Harbor and sign in using the MUSC login and password. A link to Harbor 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. Students may also submit a help desk ticket to the NTC for assistance with technology questions.

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Section IV: CON and University Policies & Guidelines

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DNP Project Guidelines
The DNP Project is the culmination of the student’s integration of practice and scholarship during the plan of study. The project is focused in one of the following areas: quality or process improvement, implementation science research, pilot study, healthcare delivery innovation, policy analysis or program development and evaluation. 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 DNP 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. A NetID and password is required to access this information.

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 Course 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. A NetID and password is required to access this information.

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

Further polices and guidelines specific to the PhD program can be found in the Online PhD Student Guidelines

Code of Conduct
Enrolled students are held responsible for all aspects of the MUSC Code of Conduct.

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 university email (musc.edu). 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 via text, phone call or in person. Faculty will send documentation of the conversation 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, Instagram, Snapchat, WhatsApp, 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. Below are a list of examples of behaviors which is not all inclusive:

- Excessive self-disclosure on the part of the student
- Addressing students or allowing students to address the faculty member in an unprofessional manner
- Secretive behavior
- Favoritism
- Selective or over-communication
- Romantic relationships
- Does not always act in the best interest of 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. Reference: National Council of State Boards of Nursing. (2018). A nurse’s guide to professional boundaries.

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, through social media, 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 HIPAA and the MUSC Honor Code. Privacy Policy of Individually Identifiable Health Information

University Honor Code and Honor Council Process
Enrolled students are held accountable for all aspects of the current Student Honor Code.

Academic Integrity Policy
All instances of plagiarism, cheating, unauthorized group work, multiple submissions 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.

Additional information/references:
RefWorks
Nursing: Writing Guide
MyQuest Plagiarism Module

Intellectual Property Policy Regarding Coursework
CON syllabi and related course materials are intended for the use of students registered and enrolled in the curriculum/program of the CON of the MUSC and the affiliated faculty. The learning experiences that occur within the coursework are considered the intellectual property of the designated faculty author, presenters and MUSC. Students may not audio record, 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, via social media, or otherwise distribute the content. Students who need lectures recorded for disability-related reasons should contact the Assistant Dean for Students. Copyright violations are illegal, are considered a breach in professionalism and will be reported to the Executive Associate Dean for Academics.

Standards of Conduct for the Treatment of Students
MUSC strives to impart the values, collegial attitudes and behaviors in interactions among members of the University community. MUSC prohibits attitudes or behaviors towards students, residents, faculty, and fellows that are unfavorable to the development of mutual respect. The Treatment of Students Policy provides examples of misconduct and outlines procedures trainees can use to address mistreatment.

Student Arrest Policy
Should a student be arrested or formally charged with any infraction of the law other than minor traffic violations and misdemeanors, the student shall report the violation or charges to the Assistant Dean for Students within two university/college business days of the offense. The Assistant Dean for Students and the Executive Associate Dean for Academics will meet with the student. The issue will then be reviewed with the Dean of the College. 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. The University has established a Student Arrest Policy which is published in the Bulletin of the MUSC.

Professionalism Policy
Professionalism
Ethical, professional behavior promotes trust in the health care and research professions, respect of others, and high standards of service. The Professionalism and Standards of Conduct for Students Policy identifies the expectations for student behavior and serves as the framework for the professional growth of our future biomedical scientists and healthcare providers. Students are expected to demonstrate the values of compassion, collaboration, respect, integrity, and innovation set forth by the MUSC enterprise. This policy aligns with the Professionalism and Standards of Conduct for Student Organizations Policy and is intended to be consistent with enterprise-wide policies related to student, faculty, and staff conduct. Students are expected to review the policies in Bulletin of the MUSC.

The expectation of all nurses and nursing students is civil behavior as per the American Nurses Association (ANA) 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.)

Behaviors that demonstrate professionalism include, but are not limited to, the following actions as related to the five enterprise-wide values:

Collaboration
• Promote interprofessional and interdisciplinary collaboration and understanding
• Communicate in a direct and respectful manner
• Hold each other accountable for appropriate behavior

Compassion
• Advocate for the well-being and concerns of those MUSC serves
• Demonstrate an attitude of service
• Be attentive, respectful, empathetic, and responsive in caring for the needs of those MUSC serves

Innovation
* Support and create a culture of discovery and innovation by asking and accepting questions
* Encourage ideas from others
* Contribute new ideas and encourage discovery for the purpose of continuous improvement, problem solving, and learning

Integrity
• Maintain an ongoing dedication to honesty and responsibility
• Be trustworthy by acting in a reliable and dependable manner
• Recognize the limitations of their expertise
• Demonstrate stewardship by exercising custodial responsibility for MUSC resources
• Demonstrate accountability for decisions and actions

Respect
• Respect the individuality, privacy, and dignity of each other and those MUSC serves
• Demonstrate regard for persons in authority
• Demonstrate regard for differing values and abilities among peers, other healthcare professionals, and those MUSC serves
• Demonstrate respect by responding to requests (written, verbal, e-mail, telephone) in a timely fashion and complying with established verbal and written deadlines
• Provide a welcoming environment for all
• Show respect for all colleagues
• Support equality and inclusion

Process to address unprofessional behavior(s):
1. If suspected unprofessional behavior(s) by a CON student are witnessed by any faculty, staff or student, the behavior(s) must be reported to the appropriate faculty (course coordinator, lead faculty and/or program director).
2. The faculty will meet with the student of concern and if an unprofessional behavior(s) is confirmed, the faculty will document the issue using the Professional Warning form. Faculty will ensure that Lead Faculty and/or Program Director are aware (Professional Warning process). (If a serious unprofessional behavior is determined or suspected, the faculty will involve the Assistant Dean for Students with the initial Professional Warning.)
3. If the professional warning recommendations are completed by the student, no further action is needed by the student. If the professional warning is not completed and/or another issue occurs with the student, then the Program Director will review the issue with the Assistant Dean for Students.
4. The Assistant Dean for Students will meet with the student to determine a resolution for the student. The Assistant Dean for Students will consult with the Executive Associate Dean for Academics.

5. Any request for an appeal must be written in writing to the Dean of the CON within 5 business days of meeting with the Assistant Dean for Students and/or Executive Associate Dean for Academics. The decision of the Dean is final.

* Sanctions can include, but are not limited to, no action, supportive intervention, mandatory leave of absence, monitoring, or dismissal.

Workplace Violence
MUSC has a Zero Tolerance to Workplace Violence Policy which applies to faculty, staff and students.

CON Concerns & 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.

CON Concerns and Complaints Procedure
MUSC Concerns and Complaints Procedure

Petitions for Variance from CON Policies
The APG Committee reviews petition decisions for students who seek exceptions to any CON academic policy or regulation. A written request for an exception must be submitted to the Director of Student Services with supporting rationale or documentation. To ensure timeliness, individual decisions are made by the respective Program Director, Executive Associate Dean for Academics, or course content expert. The student will receive a reply to the petition in writing. All decisions will be reviewed at the following APG Committee meeting for fairness and consistency. A copy of the petition, decision, and Committee’s date of review is placed in the student’s academic record. Examples of when APG Petition Forms should be submitted include, but is not limited to, requests for transfer course work, plan of study changes, or foci changes. APG Petition Form

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 accountable to review and follow. Whether you are going abroad for the first time or already consider yourself a seasoned traveler, we want to make sure that you are well prepared for the experience.

The MUSC partners with International SOS to provide MUSC faculty, staff and students on university-related business with emergency medical, security and travel assistance while abroad. International SOS is the world's largest medical and security assistance company, and offers 24/7 emergency services as well as information on safety and security, medical referrals, pre-travel advice, country-specific information and vaccination and visa requirements.
University and CON Requirements for Individual Student Travel

For all international travel, the proposed itinerary and goals of the trip must be submitted by the student to the Executive Associate Dean for Academics. The itinerary will be reviewed for consideration as an education, research, and/or practice experience in advance of the trip with the appropriate program faculty. 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. 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 US State Department of Homeland Security travel restriction, the student must communicate with the Executive Associate Dean for Academics. The Executive Associate Dean for Academics will review the proposed trip and the student must also communicate with the Center for Global Health. Upon approval, students must complete the following steps:

1. **Register Travel Itinerary with International SOS:** All MUSC faculty, staff and students traveling internationally on university-related purposes are required by university policy to register their travel with International SOS prior to departure. This will better enable MUSC to assist you in the event of an emergency such as a natural disaster, security event or to reach you regarding an emergency back home. [Travel Registration Process](#)

2. **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 Executive Associate Dean for Academics.

3. **MUSC Health, Safety and Security Plan:** When bringing the waiver for signature you must bring your [MUSC Health, Safety and Security Individual Plan](#).
   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.)

4. **Student Health Services Consultation for International Travel:** 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 evaluating required immunizations. [Consultation for International Travel](#)

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

**Travel Restricted Country**

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

1. No student shall be required to participate in an educational, clinical or research activity under MUSC auspices in a country for which the State Department has issued a Travel Warning.

2. Any student who wishes to travel under university auspices to a country on the U.S. Department of State’s [Travel Warning List](#) is required to submit a petition for travel approval from the International Travel Oversight Committee (ITOC). [Restricted Regions Travel Petition – Students](#)

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: US Department of State - International Travel or US Department of State - US Students Abroad

Additional resources: MUSC Global Health - External Travel Resources
MUSC Global Health - Health and Safety Resources

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

MUSC’s approved social media platform is Yammer for all internal communication.

MUSC Social Media Guidelines

CON Social Media Overall Guidelines
In conjunction with MUSC’s social media policy, the 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, including but not limited to, 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 including pictures and audio recordings, by intellectual property laws (or by rights of privacy and 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 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.
CON Social Media Information

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

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/simulation and other non-class activities if the following numbered items listed below are not on file.

Note: 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/or 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 also required to complete the compliance requirements of that organization in addition to any MUSC compliance requirements.

CON Handbook Form
All new CON Students must sign the CON Handbook Acknowledgement and Understanding Form prior to enrolling in courses. Once the form is signed, it should be uploaded into the online compliance management system (e*Value).

Severe Weather Form and Disaster Preparedness
Severe weather and/or disaster events (e.g. fire, explosion, earthquake) may be without warning or may allow advance notification such as with a hurricane. In all events there may be damage to buildings and short-term or extended loss of power. Individuals may be away from their course activities such as classroom, clinical, simulation, etc. for several days in the event of mandatory evacuation and or closure. The key components of any plan are Advance Preparation, Communication, and Recovery.

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.

MUSC Disaster Preparedness Policy

All new CON Students must a complete Severe Weather Form prior to enrolling in courses program. This form should be completed and uploaded into the online compliance management system (e*Value).

Basic Life Support (BLS) Certification
All ABSN, DNP, MSN and RN-BSN students must have a current BLS Certification while enrolled at the CON. To ensure an appropriate level of safe care and professional responsibility to clinical sites, all CON 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. 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 the American Red Cross.

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/simulation.

**Additional BLS Certification information**

**Licensure Requirements for RN-BSN and DNP**
All RN-BSN and DNP students must have a current active RN license uploaded into the online compliance management system (e*Value). 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 information from the [National Council of State Boards of Nursing](https://nursingworld.org/).

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 Assistant Dean for Students immediately.

**MyQuest Training**
All CON students must complete required MyQuest modules upon acceptance into the program and each year thereafter while enrolled at the CON. Students will be sent an email with the link to MyQuest when it is time to complete the assigned modules. If the modules are not ccompleted, students will be unable to attend class, log in to online courses, or attend clinical. The [Student Mandatory Annual Training Policy](https://www.musc.edu/studentresources/mandatoryannualtraining/) requires all students to complete mandatory annual training to comply with and promote understanding of federal and state laws.

**SC Passport (CareLearning) – ABSN Students Only**
SC Passport is a resource that enables students to complete their clinicals in a variety of healthcare facilities within the state of SC. These modules are separate from the internal MUSC MyQuest modules. These modules must be completed upon enrollment and again the next year, which will allow you to remain compliant for the remainder of your time in the program. Learn more about [SC Passport](https://www.scpassport.org/) or create and access your SC CareLearning account. Be sure to select MUSC CON as your school and write down your Username and Password. There is a fee of $10 in order for you to create your account. You must complete the modules in the table below.

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<td>Isolation and Standard Precautions</td>
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Note: All ABSN students must also complete the required modules listed below for the MUSC enterprise, Roper St. Francis Hospital and Trident Health Care. The modules must be added separately and are required.

MUSC Medical Center Orientation
Roper St. Francis Hospital
Trident Health Clinical Documentation
Trident Health Code of Conduct
Trident Health Exhibits A and B

Immunizations and University Student Health Policies
Students are expected to abide by established immunization and health services policies set forth by the Medical University.
Student Health Services
MUSC Immunization Requirements

CON Health Policies
Students are expected to abide by established health policies of the CON and Medical University regarding potential allergies, exposures and/or injuries that may occur during campus and/or clinical experiences. For any injury or illness that occurs while enrolled in the CON students must provide medical clearance from their health care provider in order to return to coursework and/or the clinical/simulation setting.
CON Health Policies and Incident Report
Section VI: Academic Coursework Guidelines and Policies

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Plans of Study (POS)
All matriculated students must have a current plan POS on file prior to registration for any class. A plan of study may change during the student’s enrollment at the CON Students are expected to keep their POS up to date. The CON/University expressly reserves the right to change tuition, fees, programs of study, academic requirements (including those required for degrees), faculty and clinical instructors, the announced CON/University calendar, and other matters described in the CON website/Bulletin of the MUSC 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.

The POS can be found on the CON website Academics page under each academic program. As an accelerated program, only full-time plans of study are offered in the ABSN program. The 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
For the purpose of student eligibility for financial aid, MUSC Office of Financial Aid adheres to the following financial aid guidelines:

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 ABSN 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. Participation is a requirement for attendance. A student who does not participate in a class for two consecutive weeks may be automatically withdrawn 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 in activities and discussion regarding the class topic.

2. In case of absence from class or seminar, it is the student’s responsibility to obtain announcements, handouts, lecture objectives, etc. Communication with the course coordinator to explain the absence is a professional behavior. Faculty want to facilitate students’ success but can only do that if they are informed so they can offer assistance.

3. Children are not permitted in class.

4. 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 CON semester will be withdrawn from the course.

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

1. Students are expected to take all evaluations at the scheduled time. During in-class testing, students will place their book bags, hats, 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. Students who arrive late to an exam will only have the remaining exam time for the class to complete the exam. For instance, if an exam starts at 10:00 am and is over at 11:00 am, a student arrives at 10:30 am, the student will have the remaining 30 minutes to complete the exam.

3. Students are not permitted to leave the exam room until they complete their examination. When a student leaves the room, their exam is considered finished. Once the student’s exam is complete, the student is expected to leave the room quietly.

4. 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/faculty prior to scheduled test time. If unable to reach the course coordinator/faculty, students should email and/or leave a message with the course coordinator prior to the test.

5. The Dean of Student Services or the appropriate Program Director will determine if an absence is excused and notify the faculty.

6. If the student is given the option to reschedule the evaluation, the faculty will inform the student of the new evaluation date. If the student does not take the exam on the assigned date, the student will receive a grade of zero.

7. Faculty have 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.

8. Whether a student is taking an in class or take-home quiz/exam the student is expected to uphold the MUSC Honor Code Policy, Code of Conduct Policy and Policy of Professionalism and Standards of Conduct for Students.
Examsoft Policy for Undergraduate Students

1. **Technology Requirements**:
   a. Students must have the basic technology requirements outlined by the College of Nursing Technology Center (NTC).
   b. Students are required to complete the Undergraduate Student Educational Technology Training Course in Harbor. There are 4 assignments that must be completed, including a Technology Requirements assignment by the first day of class. Failure to complete this assignment will result in a face-to-face meeting with the NTC and a professional warning. If a student’s device is considered incompatible with NTC requirements, the student must meet with the NTC.
   c. The NTC offers a Technology Requirement Drop-in Day at the start of each semester. Students are required to attend to ensure their devices are compatible with all CON programs. Students will be instructed as to what they need to do in order to meet requirements. This is considered the one-time technology assistance as outlined in the NTC Technology Requirements.

2. **ExamSoft Platform**: 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 the student’s responsibility to familiarize themselves with their computer/iPad and with the ExamSoft software prior to the exam.

3. **Exam Expectations**:
   a. On the day of the exam, all students must bring their own, fully-charged laptop, and a power cord in case it is needed for back up.
   b. If it is the day of the ExamSoft quiz or test and the student is unable to take the test because they do not have the technology requirements as outlined by the College of Nursing NTC, they will earn a zero.
   c. Students must download the quiz or test at least 8 hours prior to the test. If a test or quiz occurs on a Monday, students must download the test or quiz by 12:00 pm the Friday before the quiz or test. Failure to download the quiz or test by the assigned download date and time will result in a zero on the test and a professional warning.
   d. Students must upload test results immediately upon completing the test. In the event there are technical difficulties with an exam upload, please notify your instructor and the NTC (NTC@musc.edu). Failure to upload the test results within the designated time frame will result in a 5% deduction from the student’s exam grade.
   e. Students must inform faculty if there is an extenuating circumstance (i.e. family/medical emergency, technical emergency) at least 1 hour prior to the download or upload dates/times via email. Failure to inform faculty of an emergency situation will result in a 5% deduction from the student’s exam grade.
   f. In the event a student has downloaded the exam but cannot make it to class, the student must contact the instructor immediately in order to reverse download the exam.
g. Any attempt to tamper with or disable ExamSoft’s security features will be considered a violation of the University Honor Code.

h. No cellphones, watches/smartwatches, hats, or backpacks are allowed to be with the student during the exam.

i. Students must not share information about the exam, take tests as a group, create images or copies of test questions, or act in any other manner that may compromise the integrity of the exam. Any such action will result in an Honor Council referral.

j. Students taking tests outside of the classroom, such as take-home tests, are expected to adhere to the same standards of honesty as in-class tests.

k. During a secure test review, there will be no phones, recording devices or watches/smartwatches allowed.

l. Failure to follow this policy will result in an Honor Council referral.

4. The NTC does not provide walk-in service for students. If NTC assistance is needed for the ExamSoft program, students should email the NTC help desk at NTC@musc.edu and a member of the NTC will contact them.

* Note: At this time, the best device for ExamSoft is an iPad that runs iOS 11. The purchase of an iPad is NOT required, but if a student has one available to them, they may want to utilize the iPad for testing instead of a laptop.

NCLEX-RN Preparation Policies for Undergraduate ABSN Students
A four-semester plan has been developed to prepare the ABSN students for success in each nursing specialty course and the NCLEX-RN licensing exam.

NCLEX-RN Preparation and Digital Security Policy

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 Appeal/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 filed as described in the Bulletin of the MUSC.

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 a single course, the student(s) should make an appointment with the course instructor and/or course coordinator in an attempt to come to an amicable resolution.
2. If the issue cannot be settled at the course level with the assigned faculty member, 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 Assistant Dean for Students.
4. If previous discussions do not resolve the issue, an appointment to discuss the matter should be made with the Executive Associate Dean for Academics.
5. If the issue can not be resolved with the Executive Associate Dean for Academics, an appeal can be made to the Dean for the CON. The Dean will make a decision based on all of the documentation presented as well as discretionary interviews, meetings, etc. Once the Dean has made a decision, all parties will receive a decision in writing. The decision of the Dean is final.

Changing Program Track for the DNP
A nurse practitioner student who wishes to change program track (A/GNP, FNP, PMHNP, PNP) after admission has been granted, they must petition the DNP Program Director prior to the end of the first semester of coursework. Approval is based upon space availability and completion of prerequisites. Students cannot change between APRN and the Nurse Executive program.

Adding Courses for Nurse Educator Certification (CNE)
Graduate Students who wish to obtain National League of Nursing CNE certification*, are required to take three education courses (see below). The student is required to meet with the appropriate program director to add the following courses to the plan of study:
Sequence of Courses:
• Spring: NURSM 703 Instructional Processes
• Summer: NURSM 615 Methodologies of Online Teaching
• Fall: NURSM 713 Curriculum Development and Design
Students are eligible to take NRPHD 800, Mentored Teaching once NURSM 703 and NURSM 615 are completed, in order to explore the role of the educator with a faculty member.

The student is responsible for reviewing NLN CNE Exam requirements and confirm eligibility. CNE Exam Eligibility.

Cell Phones & Electronic Devices
To create and support a conducive learning environment, all CON faculty, staff and students are to place their phones and electronic devices on the silent mode at all times when in class, clinical, simulation, learning intensives, and other teaching-learning environments.
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 require the student’s full time and attention. If a student is working they must consider their schedule carefully in relation to the student clinical/practicum schedule. If a student chooses to work a shift prior to a scheduled clinical/practicum experience, it is considered an unsafe practice, and the student may be sent home and receive a professional warning. In addition, clinical/practicum cannot be front- or back-loaded in a course 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 Learning, and Learning Intensives times and hours are mandatory; 100% attendance for 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. When an undergraduate student cannot attend the clinical session, the student must call the clinical faculty of record at least one hour prior to the start of the clinical session. When a graduate student cannot attend clinical, the student must call the site and notify the preceptor prior to the start of the clinical day.
   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 time, a student may incur a penalty fee 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 required 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 (including paying for own travel).
   c. Students are not to visit the clinical site if not scheduled for clinical hours with a clinical instructor present.
   d. Students cannot leave a clinical site when performing direct patient care without reporting off to the clinical faculty and assigned nurse.
3. Timeliness is considered a desired professional nursing behavior. Students are required to be on time to all clinical, laboratory, simulation sessions and Learning Intensive sessions. If the student is going to be late, they are expected to call the assigned site as soon as possible. Students arriving late may not be allowed to participate.
4. The CON believes that failure to attend or arrive on time for clinical experiences is unsafe and unprofessional practice. As such, 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 be dismissed from the clinical agency for that day. The student may be required to make up the missed hours including a penalty fee. 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 the CON Policy noted in the course syllabus.
5. Students are expected to follow guidelines for use of personal items during clinical as set by the clinical setting.
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 Clinical Evaluation Tool located on the CON Intranet. Faculty evaluation of a student’s clinical performance is mandatory in order for the student to pass a clinical course and occurs at mid-term and end of semester.

Undergraduate ABSN
Students can access their clinical evaluation via the e*Value system. Students who do not complete the clinical evaluation according to course policy will receive an incomplete for the course and will not be able to progress in their POS. Faculty evaluation of a student’s clinical performance is mandatory in order for the student to pass a 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 deemed 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 meet with the student and provide a written plan documenting the student’s areas of deficiency as well as behaviors necessary to correct these deficient areas. The coordinator of the course will be a participant in this conference; a copy of the written plan will be placed in the student’s record.

4. If the conditions as outlined in the written plan are not met by the student by the last clinical day, the student’s clinical performance will be graded as unsatisfactory. The student will receive a “0” for the course.

5. At any time during the semester if a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe and/or professional level of practice, the clinical instructor, in consultation with the course coordinator, may assign a course grade of “0”. In such case, the student will be ineligible to continue in the course. In addition, a student who is considered unsafe and/or unprofessional in the clinic site may be dismissed from the program.

SC Nurse Practice Act

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. In addition, a student who is considered unsafe and/or unprofessional in the clinic site may be dismissed from the program.

SC Nurse Practice Act

Professional Dress Code
In recognition of the educational and professional environment of the MUSC all students enrolled in the CON must project the professional image of nursing when engaged in learning experiences.

If the dress code is not maintained the student may be dismissed from the class/learning intensives, preplanning activities, and/or any specified clinical and/or practicum experience. If there is a second classroom or clinical violation, the student will receive an Academic/Professional Warning for unprofessional behaviors and may be dismissed from the course.

Specific Guidelines Follow:
1. 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 clinicals 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. 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 should be professional white 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. Students are required to own a white long sleeve lab jacket (hip length) with tailored hemline with the MUSC CON insignia, in blue embroidery, over the breast pocket, to be worn in designated settings (preplanning activities, health assessment/skills lab, and simulation).

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

5. Unacceptable attire includes: mini-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.

6. Neither chewing gum or tobacco are allowed during clinical experiences, pre-planning, or specified clinical and administrative experiences.

7. Tattoos must be covered during a clinical experience.

8. Hair must be off the shoulders or pulled back. It is to be neat, clean and maintained so as not to contaminate the patient or the caregiver. Extreme hair colors, hairstyles and hair ornaments should not be worn in a professional health care setting. Beards and mustaches must be well groomed and kept clean.

9. Nails 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. Artificial nails harbor yeast and bacteria and are not allowed.

10. Jewelry must be conservative and kept to a minimum. Visible pierced body jewelry is limited to one stud style earring (less than ½ inch) in each ear lobe. Visible body piercing including tongue stud/ring, clear nasal stud or brow jewelry is to be removed prior to patient care and not worn while in uniform. 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.

11. 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.

12. The following identification must be worn in every clinical setting for all students:
   a) MUSC Student ID Badge.
b) An Institutional ID Badge in any health care agency that requires and provides it.

13. Population Health Clinical Attire Dress Code for Undergraduate ABSN and RN-BSN Students:
Students are required to dress in clothing that adheres to the CON 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.

**Medication Administration: Undergraduate ABSN 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. Nursing students must be cognizant of the fact
that they are 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 CON 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 administration record, care plan, or other relevant
documents 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 CON, 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 CON, 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, they 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 they are comfortable with the student’s knowledge of
medication, its actions, side affects, nursing implications, dosage, and appropriate route of administration. If
there is any doubt regarding a student’s competency to administer medications, the nurse should notify the designated RN and not allow the student to give the drug. When an RN staff member agrees to supervise a student or group of students, they should be cognizant that they also assume 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 Experience](#) is provided for students to understand the clinical placement process, learning expectations, and experiences. Students should also refer to the [Graduate Clinical/Practicum Education Intranet](#) site for clinical resources and information. An MUSC NetID and password is required to access these documents.

**Required Campus Visits for DNP APRN Students**

New students are required to attend a **mandatory orientation** that occurs in July before the fall semester begins. Students are also required to attend 4 Learning Intensives associated with the 4 Advanced Clinical Management Courses, NRDNP 856, 864, 865, and 866. Dates will be announced approximately 60-90 days in advance to ensure adequate planning. Dates will be posted on the CON Calendar.

**Learning Intensives cannot be re-scheduled.** If a student misses the scheduled competency examination they will not pass the course and this will affect the student’s plan of study and program progression.

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 on-campus 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 should be attended in person.

**Required Campus Visits for PhD Students**

All CON 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 in [Section I. Progression of the PhD Guidelines](#). An MUSC NetID and password is required to access this document.

**Procedure for Obtaining Student Grant Funding**

Students are encouraged to consider applying either prior to or early in their enrollment into their program for grant funding in order to assist with program support, practice inquiry and/or research. The following procedure must be followed if a student is considering such funding opportunity:

1. Review grant opportunity with program director, 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 CON.
3. The student will provide the Office of Research with the RFA/Funding opportunity/call for proposals.
4. The student is expected to consult and work with a faculty mentor in drafting and writing the final grant application proposal and supporting documentation, including a budget as appropriate.
5. 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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Grading Policy
All courses, except those dropped during the drop/add period, are recorded on the student’s permanent record. Variable course credit must be established prior to registration and approved by the dean of the student’s college. When a student is required to repeat a course, the computation of his/her overall grade point average includes each grade earned. 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.

Final course grades are assigned on a continuous scale ranging from 0 to 4 points (see below). This excludes courses taken via a non-merit grading option (e.g., pass/fail, as described below). It is the responsibility of each course director to disclose on the syllabus the grading procedures and performance requirements for a student to earn a specific course grade. Each faculty member submitting student course grades converts a student’s overall course performance to 0.0-4.0 merit scale for final grades in adherence with the university-wide scale below. Courses that begin on or after May 1, 2020 that are graded with merit grades (0.0-4.0) will follow this university-wide grading scale.

A student’s cumulative Grade Point Average (GPA) is calculated by multiplying the credit value of the course by the merit points earned in that course, summing the resultant total merit point value for the semester (or for the cumulative record) and then by dividing the total merit point value by the total credit hours carried. This calculation can be performed for either a specific semester or for the entire record of enrollment.

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: 75 = 74.5 through 75.49; 74 = 73.5 through 74.49, etc.)

Grading Scale
The CON grade scale (congruent with the MUSC Grading System) is as shown below:

<table>
<thead>
<tr>
<th>Percentage of total possible points earned in the course</th>
<th>Merit grade for the course that is recorded on the transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 90%</td>
<td>4.0</td>
</tr>
<tr>
<td>89%</td>
<td>3.9</td>
</tr>
<tr>
<td>88%</td>
<td>3.8</td>
</tr>
<tr>
<td>87%</td>
<td>3.7</td>
</tr>
<tr>
<td>86%</td>
<td>3.6</td>
</tr>
<tr>
<td>85%</td>
<td>3.5</td>
</tr>
<tr>
<td>84%</td>
<td>3.4</td>
</tr>
<tr>
<td>83%</td>
<td>3.3</td>
</tr>
<tr>
<td>82%</td>
<td>3.2</td>
</tr>
<tr>
<td>81%</td>
<td>3.1</td>
</tr>
<tr>
<td>80%</td>
<td>3.0</td>
</tr>
<tr>
<td>79%</td>
<td>2.9</td>
</tr>
<tr>
<td>78%</td>
<td>2.8</td>
</tr>
<tr>
<td>77%</td>
<td>2.7</td>
</tr>
<tr>
<td>Percentage</td>
<td>Grade</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>76%</td>
<td>2.6</td>
</tr>
<tr>
<td>75%</td>
<td>2.5</td>
</tr>
<tr>
<td>74%</td>
<td>2.4</td>
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<tr>
<td>73%</td>
<td>2.3</td>
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<tr>
<td>72%</td>
<td>2.2</td>
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<tr>
<td>71%</td>
<td>2.1</td>
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<tr>
<td>70%</td>
<td>2.0</td>
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<tr>
<td>69%</td>
<td>1.9</td>
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<tr>
<td>68%</td>
<td>1.8</td>
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<tr>
<td>67%</td>
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<tr>
<td>66%</td>
<td>1.6</td>
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<tr>
<td>65%</td>
<td>1.5</td>
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<tr>
<td>64%</td>
<td>1.4</td>
</tr>
<tr>
<td>63%</td>
<td>1.3</td>
</tr>
<tr>
<td>62%</td>
<td>1.2</td>
</tr>
<tr>
<td>61%</td>
<td>1.1</td>
</tr>
<tr>
<td>60%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The following symbols are used to indicate the student’s academic status; none carries merit points. When grading options are offered (i.e., H, P, or NP instead of merit grades), students must declare the option before the end of the drop/add period and cannot subsequently reverse their choice.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit (course attended but not registered for credit); subject to instructor approval; not all courses offer this option. Audit status must be confirmed before the University deadline to drop/add courses and cannot be subsequently changed.</td>
</tr>
<tr>
<td>CIP</td>
<td>Course In Progress; the course is still in progress and academic instruction continues; in progress status are replaced by the grade earned.</td>
</tr>
<tr>
<td>EX</td>
<td>Exemption; Designation allowed for equivalent transfer work or by CLEP.</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass; strong performance in pass/fail course*</td>
</tr>
<tr>
<td>H</td>
<td>Honors; outstanding in a pass/fail course*</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete; grade awarded for circumstances beyond student’s control; incompletes are not calculated in the grade point average. If the student fails to remove the IN in the college’s specified time, the IN will be converted to a merit grade of 0.0. The time specified by the college may not extend beyond the next formal grading period (i.e., fall, spring, or summer). An extension of this time period must be approved by the college’s progress committee or its equivalent.</td>
</tr>
<tr>
<td>NP</td>
<td>No pass (fail); no academic impact on grade point average, although progress may be affected.</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrew; Withdrew from a course after the drop/add period but before the end of the sixth week (or before 33% of the length of the course); requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Fail; Withdrew from a course after the sixth week (or after 33% of the length of the course) while performing at a unsatisfactory level; requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew Pass; For reasons beyond the control of the student, withdrew from a course after the sixth week (or after 33% of the length of the course) while performing at a satisfactory level; requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.</td>
</tr>
<tr>
<td>WR</td>
<td>Withdrew with Permission to Return; Withdrew after the drop/add period from all courses at the University with permission to return after a leave of absence when specified time has elapsed and when specified conditions have been met; requires prior approval of the dean; may result in dismissal if terms of the leave are not met.</td>
</tr>
<tr>
<td>XC</td>
<td>Credit awarded by assessment/examination by MUSC Faculty.</td>
</tr>
<tr>
<td>XF</td>
<td>Failure (honor code probation)</td>
</tr>
</tbody>
</table>

*Not all pass/fail courses offer Honors or High Pass grade options*

**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 MUSC Office of Enrollment Management. It is the student’s responsibility to verify that they are registered for the appropriate courses by viewing the schedule posted in WebAdvisor. If there is a discrepancy, students should notify CON Office of Student Services so changes can be made.

**Progression**
For detailed explanation of grades, please refer to the Bulletin of the MUSC.

**Undergraduate RN-BSN and ABSN 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 CON. A program required course can be repeated one time only.
2. Courses must be completed in the prescribed sequence and within 1½ times the plan of study.
3. In order to successfully complete the following nursing courses:
   - NURSU 451 & 452 Pathophysiology - Pharmacology 1 & 2
   - NURSU 315 Health Assessment
   - NURSU 461 Foundations and Gerontological Nursing
   - NURSU 454 & 455 Medical Surgical Nursing 1 & 2
   - NURSU 387 Psychiatric and Mental Health Nursing
   - NURSU 405 Nursing Care with Children and their Families
   - NURSU 409 Population Focused Nursing
   - NURSU 417 Women’s Health
a student must achieve a cumulative average of 75% from all course quizzes/tests/examinations. NCLEX preparation tests and the Pathopharmacology Dosage and Calculation tests are not included in the cumulative quizzes/tests/examinations average. If a 75% average on quizzes/tests/examinations is earned, all course grades will be computed into the final course grade.

4. In the ABSN 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 ABSN students only: When a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe level of practice or in an unprofessional manner, 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 the following 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 CON. 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 CON.

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 or in an unprofessional manner, 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 the following 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 CON. 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 CON.

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 Assistant Dean of Students 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 Warning (AW)/Professionalism Warning (PW)**

**Undergraduate Students**
At any point during a semester, if a student's overall course grade is below an 80, an academic warning will be issued. However, course faculty/coordinators have the prerogative to issue an academic warning for less than desired academic performance based on the course syllabus.

**Graduate Students**
An AW and/or PW can occur at any time during the semester. Students registered in the CON will receive written warnings of unsatisfactory or borderline performance in any didactic/seminar and/or clinical nursing course from the course faculty/coordinator.

**All Students**
Warnings are issued via the “AW/PW Form” which indicates recommendations and strategies for improvement. 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, Assistant Dean for Students and the Compliance Officer/Administrator to the Executive Associate Dean for Academics are notified of the AW/PW. 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 AW/PW Follow-up Form to document the student’s ongoing or completion of work. *If a student receives a second PW 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.*

**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 unsuccessful attempt to take the same course will exhaust a student’s repeat option and may lead to dismissal from the CON.

**Tuition Related to Dropping a Course**
Students should consult with the [MUSC Office of Financial Aid](#) to evaluate their financial obligation and how their aid may be affected.

**Graduate Trainee/Grant/Scholarship Issues Related to Dropping a Course**
Graduate students receiving a traineeship, grant, or scholarship with required minimum semester 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 Assistant Dean for Students 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 Executive Associate Dean for Academics and the Dean of the College. If the student does not return before the leave of absence expires, the student will be withdrawn from the College. Only one leave of absence, up to one year in length, will be granted during a program of study.

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

The CON 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 CON. 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 Assistant Dean for Students 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 CON. The Program Director will make a recommendation to the Assistant Dean for Students of the CON that a student be dismissed from the program if the student:
For All Programs
Additional circumstances that may result in dismissal from the program include non-payment of fees, academic or professional misconduct, failure to return after a leave of absence (LOA) expires, and loss of license to practice as an RN.

Undergraduate RN-BSN & ABSN
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 course 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 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 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
A student who voluntarily withdraws from the program of study at the CON and then would like to return should submit a new application for admission to the MUSC Office of Enrollment Management. The new application must 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. Applications for re-admission to reenter a program, following voluntary withdrawal, outside of three years will not be considered; in this situation, students must start the program of study over.

Challenge an Undergraduate (ABS 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 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 CON 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 Assistant Dean for Students on or before the date specified for the course. These dates will be posted in the Office of Student Services, CON. The Assistant Dean for Students 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 Course(s)
Challenge by exam is not an option for the RN-BSN program. Students must take all courses in program according to the plan of study.
Section VIII: Graduation Policies

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 CON Convocation and MUSC Commencement ceremonies. Permission to graduate in absentia must be requested in writing to the Dean of the CON.

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 hours, including 30 semester hours (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 (ABSN) 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 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 CON.
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 hours in residence at MUSC CON.
6. It is the student’s responsibility to assure that all prerequisite and upper division requirements are met. The CON 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.
7. Exit Surveys are completed with MUSC Office of Financial Aid prior to graduation.

Graduate DNP Students
1. To qualify for MSN and 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. Presentation of the DNP Scholarly Project Proposal.
b. Presentation of 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. Presentation of the PhD Dissertation Proposal.
2. Presentation of the PhD Dissertation Defense.
3. Completion of the Exit Survey.
4. Complete the graduation checklist located in the PhD Guidelines, 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 CON 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, National Council Licensure Examination (NCLEX-RN) State Board Licensure examination, certification examination and nursing license fees.

NCLEX-RN Exam
Upon successful completion of the program requirements and upon recommendation by the faculty, ABSN graduates are eligible to take the NCLEX-RN leading to the registered nurse (RN) license to practice nursing. There is a four-semester preparation for NCLEX plan designed to facilitate first time success on the NCLEX-RN exam. This plan includes required practice and End of Course proctored exams within the clinical courses. The plan also provides for Center for Academic Excellence (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 NCLEX even if they complete the degree in nursing. Contact the South Carolina Board of Nursing for additional information prior to application to the MUSC CON.

Graduate Program Certification Examinations
National certification is required for licensure, reimbursement, and professional qualification as an 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.

**PNP Students**
PNP students are strongly encouraged to take the certification examination offered by the Pediatric Nursing Certification Board (PNCB) upon graduation. If preferred, graduates may take the national certification examination offered by the American Nurses Credentialing Center (ANCC).

**Nurse Educator- Certification Requirements**
Upon completion of the required nurse educator courses students meet the education requirement of nine semester 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 through the National League for Nursing.

**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.

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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Advisement
Each entering student is academically advised by the Program Director with the assistance of the Program Coordinator and the Assistant Dean for Students. The Program Director provides guidance in registration, developing a plan of study and monitoring student progress. The advisor, along with faculty, mentors the student, and provides advice and academic support as needed. Students can contact the Program Director or Coordinator with questions, at any time, including the registration period each semester. The Program Director or Coordinator will work with the student if there is a 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.

E-mail
All CON 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.

Faculty and Staff Listing
Faculty Directory
Staff Directory

Office of Student Services
The CON Office of Student Services can be contacted at (843)792-8515. Student Services assists with recruitment, admission, and student progression. It is the primary point of contact for prospective and current students seeking information about the CON and MUSC resources. In addition, the Office of Student Services 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.

Also, part of the Office of Student Services includes 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 ABSN students seeking licensure as a registered nurse, as well as DNP students seeking licensure as advanced practice registered nurses.

Accommodations for Students with Disabilities
**See Section III

CON Projected Academic Calendar
Dissemination of Information to Students
Communication of changes in College documents and publications is disseminated in a variety of methods. A mass email may be sent to all CON and/or students a specific group of students by the Executive Associate Dean for Academics via a students MUSC email account. 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 Harbor course.

Emergency Contact
Students should not provide any CON telephone number for routine emergency contacts (e.g., sick child). In the event a student is involved in an emergency situation, the students may inform a close relative or friend to contact the CON Office of Student Services.

Scholarships
CON Scholarship Information

Student Booklist
The booklist is available to students one month prior to the beginning of classes.
CON Booklist

The Matthews MUSC Bookstore is located on the MUSC campus at 158 Ashley Ave. You can access the Matthews MUSC Bookstore online or by calling (843)792-1900.

Wireless Access
Wireless network access is available in the CON and in most locations throughout the MUSC campus.

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Section X: University Facilities & Campus Resources

The Bulletin of the MUSC contains a complete list of available Student Resources.

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 (843)792-4196 for security/escort service and information regarding the safety application for cellphones. In emergency cases, students may contact the department for transportation to Student Health Services if no other transportation is available.

Counseling and Psychological Services (CAPS)
CAPS 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 (843)792-4930.

Enrollment Management (OEM)
The OEM processes admissions applications, manages matriculation, handles registration and academic records (grade recording and transcripts), schedules classrooms, prepares the Bulletin of the MUSC, conducts degree audits for graduation, and manages commencement. The office is located at 45 Courtenay Drive, the phone number is (843)792-5396.

Financial Assistance
The MUSC 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 MUSC Office of Financial Aid. The MUSC Office of Financial Aid is located on the third floor of the Harper Student Center (corner of Doughty Street and Courtenay Drive). The mailing address is: MUSC Office of Financial Aid, 45 Courtenay Drive, MSC 203, Charleston, SC 29425. The telephone numbers are (843)792-2536 or (843)792-2537. Further information on financial assistance may be found in the Bulletin of the MUSC.

University Bursar’s Office
Students should consult with the University Bursar (Student Accounts) regarding payment of tuition and fees.

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 Wellness Center website.

**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 in courses, on the College's electronic bulletin boards and the MUSC Library website. You can also review the free tutorials.

**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 (843) 792-2371.

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

**Office of Student Programs and Student Diversity (SPSD)**
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.

**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 on printing and copying.

**Professional Liability Insurance**
The MUSC 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 CON assume no responsibility for activities which students undertake as an employee of an agency or as a volunteer.

Please note that some clinical sites for nurse practitioner students require students to carry more liability
insurance than the amount that the MUSC provides through the South Carolina Budget and Control Board. Students in clinical sites that require additional insurance will be expected to pay the difference. The Nurses Service Organization provides professional liability insurance options.

**Reserved Parking for Students**

Students in the ABSN program can apply for parking. For further information check the Parking Management website.

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 (843)792-3664.

**The Center for Academic Excellence (CAE)**

The CAE, located at the second floor of the Education building, 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 and receive constructive feedback on 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 (843)792-6390.

**The Writing Center**

The Writing Center is located on the second floor of the Education building. The Writing Center offers assistance in scholarly and professional writing through use of constructive dialogue and one-on-one collaboration. Educational materials, as well as faculty experienced in teaching composition and rhetoric, are available at no charge to all MUSC students. For more information, call (843)792-6390.
Section XI: Student Life
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Student Professional Leadership
Nursing students enrolled in any of the MUSC CON 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 CON 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 education 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.

CON Faculty Committees with Student Representation
Student are invited to serve as representatives for the Diversity & Inclusion Council, Evaluation and Program Committee, Effectiveness Committee, Graduate Curriculum Committee, PhD Curriculum Committee and Undergraduate Curriculum Committee. Please speak with your faculty advisor about being a student representative. Organization and leadership opportunities can be found on the CON website Organizations and Leadership page.

CON Student Organization Officers and Representatives
Student Government Association and Student Nurses' Association Committee Representatives

Updated: 5/4/20

"An equal opportunity employer, promoting workplace diversity"
Student Government Association (CON and MUSC)
The Student Government Association (SGA) at the MUSC
The SGA 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.

The CON Student Government Association
The CON Student Government Association has the same purpose, but at the college level. The Constitution and bylaws can be found on the CON website Organizations and Leadership page.

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. Membership Requirements

Student Awards
Student awards and scholarships can be found by viewing CON Scholarships and External Scholarships.

Student Organizations and Bylaws
University Wide Student Organizations and College Related Student Organizations
Student Organization Policies

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