

Bethune-Cookman University
College of Nursing and Health Sciences
School of Nursing



Masters of Sciences in Nursing-Education

REV. 2025

STUDENT HANDBOOK MSN-ED

MSN-ED STUDENT HANDBOOK

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MSN-ED STUDENT HANDBOOK

Dear Student:

Welcome to Bethune-Cookman University School of Nursing. It is a great pleasure that you have selected this school to begin your educational journey as a professional nurse. Our nursing program is built on the rich legacy of Dr. Mary McLeod Bethune who championed scholarship, leadership, and service. The university's motto is "Enter to Learn and Depart to Serve." The School of Nursing believes that the foundation of nursing education embodies our motto to learn and serve with head (intellect and clinical reasoning), heart (transformative leadership), and hand (service learning); and to this end, we strive to prepare professional students to provide competent, quality, patient-centered, evidence-based nursing care that is guided by caring.

This handbook will guide you throughout your educational experiences. This student handbook has been created to provide you with essential information and guidelines to help you navigate your educational journey and make the most of your time in the program. Please read this handbook thoroughly and keep it for future reference.

If you need further assistance or have any questions during your program of study, contact your Department Chair.

Today, the school of nursing focuses far beyond the traditional classroom boundaries to fulfill our students' learning needs. At Bethune-Cookman University and the School of Nursing, we provide state-of-the-art smart classrooms, simulation labs, and various teaching and learning activities to prepare our students to enter today's workforce.

The faculty and staff are committed to making higher education in nursing accessible to a diverse student body. We are committed to providing a nurturing learning environment for students to promote their personal and spiritual growth; their commitment to lifelong learning; their desire and preparation to serve individuals, families, groups, communities, and populations across the lifespan.

I am very pleased to welcome you to our University built on a long tradition of caring about others. We encourage you to become a part of this great tradition by joining our nursing alumni who have chosen the often challenging, but very rewarding field of Nursing. We invite you to become an exemplary representative of the Bethune-Cookman University experience and an integral part of our Wildcat Nursing family!

You are encouraged to familiarize yourself with the contents of this manual. It sets forth the policies of the School of Nursing as well as the policies governing admission and matriculation through the program. You will be responsible and accountable for the policies outlined in this manual. The policies are binding. When policy changes are made, you will be immediately notified in writing. May God bless and keep you while on your journey!

Respectfully,

Sandra Tucker

Sandra Tucker, Ph.D., RN, JD
Dean, College of Nursing and Health Sciences
Director, Student Health Services

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THE MISSION OF BETHUNE-COOKMAN UNIVERSITY

The mission of Bethune-Cookman University is to educate a diverse community of learners to become responsible, productive citizens and solution-seekers through the promotion of faith, scholarship, creative endeavors, leadership, and service. (Revised and approved by the Bethune-Cookman University Board of Trustees, January 17, 2020)

VISION FOR THE FUTURE

Bethune-Cookman University will define new standards for academic excellence and student success by educating and empowering learners who will seek their own solutions; advocate opportunities for all citizens to improve their quality of life; and inculcate global perspectives and realities to people worldwide.

The University is guided by its core values (**F.I.R.S.T.**) which guide the manner in which we treat each other and those we serve.

Core values are defined as inviolable commitments that express, “who we are as an institution” and what principles or qualities should infuse all practices and activities within the institution. The resulting set of core values is as follows:

F -FAITH: We recognize and uphold the Christian tradition while welcoming the diversity of faiths.

I -INTEGRITY: We live in a way that reflects our deepest convictions.

R -RESPECT: We recognize the inherent dignity and worth of each person.

S -SERVICE: We seek social justice through civic engagement.

T -THIRST FOR KNOWLEDGE: We are engaged in the continuous pursuit of learning that transforms us and the world.

INSTITUTIONAL LEARNING OUTCOMES

The Institutional Learning Outcomes parallel the University’s General Education Curriculum and are fundamentally tied to academic integration. The ISLOs are listed below:

The African American Experience – graduates demonstrate an understanding of the foundational social, political, economic, and cultural role African Americans played in the development of the United States.

Faith – graduates are able to articulate knowledge of Christian traditions and values and apply this knowledge to analyze the faith commitments in other world religions.

Reasoning – Graduates are able to reason, analyze, and think critically to solve complex problems quantitatively and scientifically in their professional and personal life.

Moral and Ethical Judgment – Graduates are able to clearly articulate and apply their knowledge of ethics and aesthetic values, particularly in terms of a study of social justice, to determine and defend actions that improve our society.

Knowledge of Human Cultures – Graduates are able to analyze, compare, and assess the values, arts, social structures, and material practices of world cultures.

Literacy and Communication – Graduates are able to use technology to gather and evaluate

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information in order to interpret and communicate complex ideas using written, oral, and visual media. Graduates are able to use digital environments to communicate and work collaboratively.

Leadership, Service, and Entrepreneurship – Graduates demonstrate true servant-leadership in keeping with Dr. Mary McLeod Bethune’s imperative that students “enter to learn and depart to serve.” Graduates have vision, strategic planning, and collaboration skills to translate ideas into action and to promote the growth and well-being of people and communities to which they belong.

Practical Knowledge and Skills – When applying discipline-specific principles, graduates are able to discriminate among possible solutions, selecting and supporting those that take into consideration societal impact (e.g., the health, safety, and empowerment of others).

HISTORY OF BETHUNE-COOKMAN UNIVERSITY SCHOOL OF NURSING

The inception of the School of Nursing began early in the hopes and dreams of Dr. Mary McLeod Bethune. Her desire to build a school of nursing came from her experiences with her students and the racial disparities that existed in those times. When a black student was turned away from a hospital in Daytona Beach, Dr. Bethune opened a hospital to serve the black community. This hospital later led to the evolution of the School of Nursing that exists today.

In 1976, the Bachelor of Science Nursing Program was established and housed within the Division of Science and Mathematics. The first class of the School of Nursing graduated five Bachelor of Science (BSN) prepared nurses in 1980. In December 1996, the National League for Nursing, Council of Baccalaureate and Higher Degree Programs granted initial accreditation to the baccalaureate program for five years.

In the spring of 1997, the Board of Trustees approved divisional status and the Area of Nursing became the sixth academic Division within the college. In 2001, the School of Nursing was reaccredited by the National League for Nursing Accrediting Commission (NLNAC). Since its initial accreditation in 1996, Bethune-Cookman University School of Nursing has remained in full approval and good standing with the State of Florida. In 2005, the Division of Nursing became the School of Nursing.

In 2008, the L. Gale Lemerand School of Nursing opened. This building is approximately 33,628 square feet in size. It serves to facilitate learning environments for the students and faculty of the School of Nursing. This building also houses the Odessa Chambliss Center for Health Equity. This center serves as a hub for health literacy and community outreach for the B-CU faculty, staff, and students as well as the surrounding community.

The School of Nursing defines public service as community service, clinical practice, and political activism from a nursing perspective. Within this framework, community service is aimed at fostering collaboration and sharing of nursing faculty and student expertise within the health care professionals, formal and informal groups that exists in the community. This service includes membership or offices held on community boards, sharing professional knowledge and skills to help others solve actual or potential problems, and presentations at local, state or national professional meetings.

Clinical practice focuses on providing education and nursing care to a diverse population by providing students with experience to meet the need of the local and global communities.

Throughout the history of the School of Nursing, the mission of Bethune-Cookman University has permeated all efforts to improve the nursing program towards the goal of “Enter to Learn and Depart to Serve”. The mission of teaching, learning, departing and serving excellently places the student at the center of its planning. Historically, Dr. Bethune’s mission was to provide

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education to minority students who would not be afforded the opportunity of education. As such, the cornerstone of this institution has been to facilitate the delivery of a high-quality, relevant baccalaureate nursing program that remains accessible, affordable to qualified students, and taught by a qualified faculty.

PROGRAM DESCRIPTION

The Master of Science in Nursing (MSN) Education program is specifically designed to equip nurses with the necessary skills and knowledge to excel as nurse educators at the master's degree level. This comprehensive program prepares graduates to become effective nursing educators and leaders in a range of settings, including academic institutions, healthcare organizations, and community-based organizations. Through a curriculum focused on pedagogical strategies, curriculum development, leadership principles, and advanced nursing concepts, students are prepared to make a meaningful impact in shaping the future of nursing education and practice.

The MSN-Education program is a 12-month distance learning program that consists of 38 program credit hours and 90 role-competency hours. The courses are offered in 8-week sessions, which allows students to complete the program at their own pace and on their own schedule. This distance learning program is ideal for working adults who want to fulfill their purpose of becoming leaders in nursing education while also being able to work full-time.

After completing the program, graduates are eligible to apply to take the Certified Nurse Educator (CNE) exam. This certification is highly respected in the nursing education field and may open up many career opportunities for graduates. Overall, the MSN-Education program provides a convenient and accessible way for individuals to advance their nursing education and career.

MISSION OF THE SCHOOL OF NURSING

The Mission, Goals, and learning outcomes of the School of Nursing are congruent with those of the University and are also consistent with professional nursing standards and guidelines for preparing nursing professionals. The school of nursing program utilizes the following standards to underpin the program's mission.

- ❖ National League of Nursing
- ❖ American Nurses Association Code of Ethics.
- ❖ National Patients' Safety Goals
- ❖ Accrediting Commission for Education in Nursing
- ❖ Florida State Board of Nursing Rules and Regulations

MISSION/VISION

The mission of the School of Nursing (SON) is congruent with the mission of the university. It is dedicated to the provision of education to a diverse student body that will instill a desire for leadership and service to a diverse global community. Our goal is to graduate competent, visionary Professional Nurse Leaders who are at the forefront of innovative, culturally sensitive healthcare practices that promote human flourishing. The faculty believe that baccalaureate education is the basic preparation for professional nursing practice. As a faculty, our purpose is to prepare Professional Nurse Leaders who are excellent healthcare providers, engaged with local and global communities, and who serve as advocates for health equity. We are grounded in Mary McLeod Bethune's holistic merger of academics (Head), skills (Hand), and activism (Heart). We honor her desire that faculty strive to be true to the values of the university, maintain a spirit of service, and be comprehensively prepared and effective in our discipline of Nursing. The meta paradigm of Nursing: Personhood, Health, Environment, and Nursing, is the framework of our curriculum. Service learning is a vital strategy to prepare students as knowledgeable community leaders. These learning experiences reinforce the values of life-long learning and service.

PHILOSOPHY

The school of nursing endeavors to develop the Professional Nurse Leader to serve, educate and empower all citizens toward optimal personal wellness. The Professional Nurse Leader advocates for opportunities for all citizens to improve their quality of life through innovative nursing practice with the primary goal of eliminating health disparities, within our immediate and global communities.

PARADIGM/META PARADIGM

A paradigm describes a pattern that shows the relationship between a person, the environment in which the person lives, that person's health, and the impact of nursing. Metaparadigms consist of 4 basic concepts that address the person as a whole, the person's health and well-being, the person's environment, and the responsibility of nursing in that process. These concepts are described as the center of interest in nursing practice, as well as their relationship to each other.

The four basic meta paradigms: Personhood, Health, Environment, and Nursing provide structure to the nursing program at Bethune-Cookman School of Nursing.

PERSONHOOD

In accordance with the vision of the university, the faculty believes all citizens of the world should have the opportunity to improve their quality of life. The Faculty recognizes the inherent dignity and worth of all persons. Therefore, an interactive and collaborative relationship must be facilitated between the "client" and the nurse. This includes recognizing the diversity of faiths, cultures, and health philosophies. Faculty views the client as an individual, family, group, or community and population.

HEALTH

Health is viewed by the faculty as a dynamic state of being that exists on a wellness continuum. The wellness-to-end-of-life continuum is dynamic, indicating that a person's health status can move from one level to another; the goal being to move towards the highest level of health

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possible for each individual. This includes a strong emphasis on “health equity”. The faculty defines health equity as achieving the maximum level of health for all individuals regardless of gender, sexual orientation, religion, age, or socio-economic status. The faculty recognizes that it is important to reduce racial and ethnic health disparities by increasing health literacy in targeted communities and by empowering individuals to make lifestyle changes that may improve their health. To achieve these goals, the SON provides a curriculum to support this effort through education programs, community projects, service learning, and community partnerships.

ENVIRONMENT

Environment is the sum of all external and internal conditions affecting the life, health, and personal development of an individual. All aspects of the environment interact with and influence the person’s unique response to illness. In today’s environment, nurses are challenged to care for clients who may be socially, politically, and economically disadvantaged. Faculty believes it is imperative to ensure that graduates are prepared to provide quality nursing care to every client in a safe effective care environment.

NURSING

Nursing is a practice discipline that is committed to providing quality care to clients. As an interdisciplinary profession, nursing is committed to teamwork and collaboration. A goal of nursing is to form partnerships throughout the framework of the nursing process and interdisciplinary care. The expected outcomes in nursing are optimal health that increases the value of life while providing quality cost-effective care. At the Baccalaureate level, the graduate nurse demonstrates the following role competencies: health coach and counselor, educator, researcher, client advocate, and care provider. The graduate is committed to providing quality care by infusing evidence-based practice in the management of client care.

CORE VALUES/CONCEPTUAL FRAMEWORK PILLARS CARING

Promoting health, healing, and hope in response to the human condition. It characterizes concern and consideration for the whole person, a commitment to the common good, and an outreach to those who are vulnerable. (NLN, 2010). Included in this concept are the constructs of Integrity, Patient Centeredness, and Holistic Care.

Benner: Connectedness or Involvement

Swanson: Caring embodies 5 dimensions:

1. Knowing
2. Being with
3. Doing for
4. Enabling
5. Maintaining belief

COMMUNICATION

The process of transmitting messages and interpreting meaning. Therapeutic communication is a process in which the nurse consciously influences a client or helps the client to a better understanding through verbal and nonverbal communication. It involves the use of specific strategies that encourage the patient to express feelings and ideas and that convey acceptance and

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respect. This concept is also viewed as the foundation for effective teamwork, with teamwork ensuring quality and safety.

CRITICAL THINKING

Identifying, evaluating, and using evidence to guide decision-making by means of logic and reasoning. Inherent in this concept is clinical judgment and research.

CULTURAL COMPETENCE

A set of congruent behaviors, attitudes, and policies that come to enable effectiveness in cross-cultural situations. Culture may be defined as “integrated patterns of behavior that include language, thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious, or social groups” (DHH, Office of Minority Health). Competence implies having the capacity to function effectively within the context of beliefs.

PROFESSIONAL NURSING ROLE

This concept envisions the role of the nurse as ensuring the quality of care for all while maintaining credentials, legal/ ethical behaviors, standards, and competency; and continuing growth through education. This concept also encompasses the constructs of leadership and teamwork. Leadership is described as the activities of the nurse that influence movement toward goal achievement. Leadership embodies the construct of teamwork. Ethical practice is inherent in the professional nursing role.

Ethics involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice. It integrates knowledge with caring and compassion while respecting the dignity, self-determination, and worth of all persons. The legal practice involves the practice of registered nursing within the legal scope of the profession. The scope of the profession is guided by accepted standards of practice and reflects integrity, accountability, and responsibility.

SAFETY AND QUALITY

“The degree to which health care services

1. Are provided in a way consistent with current professional knowledge
2. Minimize the risk of harm to individuals, populations, and providers
3. Increase the likelihood of desired health outcomes
4. Are operationalized from individual, unit, and systems perspectives”. (NLN, 2010)

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MSN-ED END-OF-PROGRAM STUDENT LEARNING OUTCOMES

The MSN-ED program's philosophy and end-of program outcomes are congruent with with the university's core values, mission, and institutional student learning outcomes (ISLOs). These outcomes are also in line with the professional standards outlined in the National League of Nursing competencies, which serve as the program's guiding principles. Below, you will find the Student Learning Outcomes specifically tailored for the MSN-ED program. Students will be able to:

1. Apply advanced nursing knowledge and research, educational theories, and related course content to design, develop, implement, and evaluate nursing curricula.
2. Facilitate learning of student groups using technology and relevant theories of education, nursing, testing, and evaluation.
3. Utilize leadership theories to strengthen and advance the profession of nursing and nursing education for future generations.
4. Use research and appropriate theories to introduce evidence-based best practices, analyze outcomes of nursing interventions, and improve patient care provided by registered nurses in a global society.
5. Analyze ethical and legal principles to create a safe and inclusive learning environment that promotes cultural competence and respect for diversity.

ADMISSION REQUIREMENTS

To be considered for admission into the MSN Program at Bethune Cookman University, applicants must meet the following requirements:

- Hold a Bachelor of Science in Nursing (BSN) degree from an accredited institution.
- Possess a valid and unrestricted/unencumbered license to practice as a Registered Nurse
- Submit a completed application form, including official transcripts from all previous institutions attended.
- Provide a professional resume or curriculum vitae.
- Submit a personal statement describing career goals and reasons for pursuing an MSN degree.
- Provide three letters of recommendation from professional or academic references.
- Minimum GPA of 3.0 on a 4.0 scale.

PROGRESSION

<https://catalog.cookman.edu/content.php?catoid=47&navoid=3258#academic-progress>

To progress in the MSN-Ed curriculum, students must:

- Enroll in courses as sequenced
- Earn a letter of grade of C or better in all course work
- Attend and engage in all courses in which the student is registered
- Submit written assignments on or before the scheduled deadline date.
- Engage in professional comportment/behavior that is compatible with the Florida Nurse Practice Act, NCSBN, AACN and other professional nurse organizations; at all times.
- Earning first grade of C will result in probation. The student is required to repeat the course. A second grade of C or lower will result in dismissal from the MSN-Ed program.
- Earning grade lower than a C (D or below) will result in automatic dismissal from the MSN-Ed program.

GRADUATION

To be eligible to graduate from the MSN-Ed program, a student must:

- Complete all required course work
- Have an earned overall GPA in curricular course work of 3.0.
- Satisfy all financial obligations
- Complete graduation application

STUDENT COMPLAINT AND APPEAL PROCEDURE

The School of Nursing is committed to supporting the student matriculation process. It is the intent of the unit to positively resolve issues, complaints, and concerns that may impact the nursing educational outcomes. The School of Nursing has a formal complaint/appeal/grievance procedure. The procedure provides students the opportunity to express their views on conditions within the unit that may be an impediment to progression in the curriculum, and to provide relief. The process is not a substitute or alternative to the University's complaint/appeal/grievance process. In addition, students have the right to request an exception to any of the School of Nursing's policies. The University's policy can be found in the Graduate Catalog:

<https://catalog.cookman.edu/content.php?catoid=47&navoid=3258#grade-appeal>

Students submitting an appeal of a grade, dismissal, or policy are required to submit a typed narrative of the issue and relief sought. The complaint should include

- The party or parties against whom the complaint is being filed
- Date and time of the incident that you are challenging
- Where the incident occurred
- Witnesses (if applicable)
- Concise narrative of the complaint

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Process:

- The student should discuss the matter with the instructor directly involved or with whom the complaint is lodged
- If there is no relief or satisfaction, the student may submit written documentation of the complaint/appeal to the Assistant Dean of the School of Nursing who will convene the Academic and Professional Standards Committee. The APS committee will hear the complaint/appeal and make a recommendation to the Assistant by majority vote.
- All complaints/appeals will be heard within 3 business days or 72 hours.
- Decisions may be appealed to the Dean of the College of Nursing and Health Sciences. If the student is not satisfied, the decision of the Dean may be appealed to the Office of the Provost.

COURSE FORMAT: DEFINITIONS

The MSN program offers two different types of course delivery formats: Synchronous and Asynchronous.

1. **Synchronous:** Courses in which students are required to participate in live lectures or real-time interactive sessions at specified times during the course. This format promotes immediate engagement, allowing students to interact with instructors and peers in a virtual, classroom setting.
2. **Asynchronous:** Courses in which students are not required to attend live lectures at any specific time throughout the duration of the course. Instead, students have the flexibility to engage with course materials, lectures, and discussions at their own pace within the established timeframe.

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CURRICULUM AND COURSEWORK

The MSN-ED Program curriculum at Bethune Cookman University is designed to provide a comprehensive and advanced education in nursing. The coursework includes core courses, specialization-specific courses, and role competency hours.

Students will be required to complete 38 credit hours and 90 role competency hours. The curriculum is subject to annual periodic review and updates to ensure relevance and alignment with current nursing practices.

Required MSN-Ed Core and Specialty Courses

| Course # | Course Name | Credit Hours |
|-----------------|---|---------------------|
| | Required Core Courses | |
| NU 501 | Scholarly Writing | 1 |
| NU 502 | Nurse Educator Professional Development I | 1 |
| NU 510 | Pathophysiology for Nurse Educators I | 2 |
| NU 511 | Pathophysiology for Nurse Educators II | 2 |
| NU 512 | Pharmacology for Nurse Educators I | 2 |
| NU 513 | Pharmacology for Nurse Educators II | 2 |
| NU 520 | Evidence-Based Practice and Theory | 3 |
| | Total Core Course Credit Hours | 13 |
| | | |
| | Required Specialty Courses | |
| NU 603 | Nurse Educator Professional Development II | 1 |
| NU 604 | Nurse Educator Professional Development III | 1 |
| NU 605 | Nurse Educator Professional Development IV | 1 |
| NU 606 | Nurse Educator Professional Development V | 1 |
| NU 610 | The Nurse Educator as a Leader | 3 |
| NU 620 | Educational Learning Theory | 3 |
| NU 630 | Curriculum Development | 3 |
| NU 640 | Evaluation in Nursing Education | 3 |
| NU 650 | Instructional Technology | 3 |
| NU 695 | Internship/Residency in Nursing Education | 6 |
| | Total Specialty Course Credit Hours | 25 |

| | | |
|--|-----------------------------------|------------------------|
| | Total Program Credit Hours | 38 credit hours |
| | Award of the MSN-Ed Degree | |

ROLE COMPETENCY

The MSN-Education program at B-CU recognizes the significance of hands-on experience a practical application in the field of nursing education. The role competency component of the program is designed to provide students with transformational learning, allowing them to integrate theoretical didactic knowledge into authentic educational settings. The role-competency hours are a crucial element of the curriculum, offering students opportunities for professional growth, skill development, and the application of andragogical concepts. Students are required to complete **90 role-competency hours** during the program's final semester, ensuring a comprehensive and enriching experiential learning opportunity.

The MSN-Education program at B-CU incorporates precepted experiences and activities to provide students with valuable real-world learning opportunities. Precepted experiences involve pairing students with experienced nurse educators who serve as preceptors. These preceptors guide and mentor students, helping them develop the necessary skills and knowledge to become effective nurse educators.

During precepted experiences, MSN-Education students have the opportunity to observe and actively participate in various educational activities, such as designing curricula, developing teaching strategies, facilitating classroom discussions, and conducting clinical instruction. Under the guidance of their preceptors, students gain hands-on experience in the role of a nurse educator and receive constructive feedback on their teaching performance.

Additionally, precepted experiences provide MSN-Education students with networking opportunities within the nursing education field. By collaborating closely with experienced nurse educators, students gain insights into the profession and establish valuable connections that can enhance their future career prospects.

Throughout the role competency experience, students benefit from close collaboration with faculty mentors. These mentors provide guidance, support, and feedback to ensure meaningful assessments, contribute to a comprehensive understanding of the student's progress and accomplishments.

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TECHNOLOGY REQUIREMENTS

Students should possess the necessary technology and computer skills to actively engage in distance learning coursework and access course materials. Reliable internet access and a personal computer are essential for successful participation in the MSN-Ed Program.

In order to provide a high-quality, technology integrated nursing education, students are required to have access to a personal with the prescribed requirements:

Minimum Specifications:

- **Processor:** Intel Core i5 (10th Gen or newer) or AMD Ryzen 5
- **Memory (RAM):** 8 GB
- **Storage:** 256 GB SSD
- **Operating System:** Windows 11 or MAC OS 12 or newer
- **Display:** 13" or larger, 1080p resolution
- **Battery Life:** 6+ hours
- **Webcam & Microphone:** Built-in, for virtual classes and assessments
- **Wi-Fi:** 802.11ac or newer

Please ensure that you have access to a desk top/personal laptop that meets these specifications by the start of each academic term. Students are responsible for maintaining their devices in working condition throughout their time in the program.

If you have any questions or need assistance with selecting a suitable device, feel free to contact the Nursing Office.

GRADING POLICY

The MSN-Ed program uses a **ten-point** grading scale. This is consistent with the University's grading policy for graduate students.

<https://catalog.cookman.edu/content.php?catoid=47&navoid=3258#grade-appeal>

There will be no rounding of scores or grades. **A score below 80% on any coursework or performance-based evaluation will result in a grade of C, D, or F depending on the percentage score.** All graduate students must consistently perform "B" quality work or better in their coursework and maintain a cumulative 3.00 GPA. The University requires a final cumulative GPA of at least 3.00 ("B") for receiving a master's degree. Grades of "C" are considered less than satisfactory and will result in academic probation on the first occurrence. Any additional courses with grades of "C" will result in automatic academic dismissal from the program. Failing grades are considered unsatisfactory; and will result in an automatic academic dismissal from the program.

Grading Scale:

90-100 A

80-89 B

70-79 C

60-69 D

59- F

ASSIGNMENT/GRADE REVIEW

- Students will have 3 business days from the day that grades are posted in Canvas or otherwise given, and ending at 5:00 pm on the 3rd. business day to contest errors in grade calculation. No assignment will be reviewed or considered for review after the third business day. Assignments will not be resubmitted and regraded for the sole purpose of the student requesting a higher grade. Resubmissions for achievement of learning outcomes are at the discretion of faculty.
- Scores, grades and final grades will not be rounded.
- Late work will not be accepted

DISTANCE LEARNING POLICY

This policy is found on the CANVAS Learning Platform. Students must acknowledge the policy via signature and submit the form via CANVAS. (Appendices A & B)

University policy requires that in order to earn credit in a course the student must be officially enrolled by the end of the second full week of the semester and attend at least 75% of all class meetings. Faculty members may establish additional attendance requirements as outlined in course syllabi.

Distance learning students are subject to the same attendance policy and procedures as traditional students. However, participation must be defined in a different manner. Student attendance in distance learning courses is defined as active participation in the course as described in the individual course syllabus. Distance learning courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Discussion board postings
- Assignments/Exams/Quizzes
- Virtual classroom activities
- Blogs
- Chats
- Guest lecturers

For example, a three-credit course could document attendance by holding a virtual class for 1 hour during the week and additional assignments on 2 separate days during that same week. Another example would be, a virtual class could be held for 1 ½ hour during the week and an additional assignment on another day during that same week. These models would satisfy the requirements for 3 contact hours in a course for a 3-credit hour course. Academic advisement, individual consultations, and telephone interviews cannot be documented as class participation.

Students must continuously participate in academically-related activity every week of the course. In order for the student to receive credit for the week, they must log in and complete the required virtual class and subsequent assignment(s). Academic-related activity includes submission of an academic assignment, documented participation in an interactive course instruction, posting and

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participation in course discussion boards, and active engagement with peers regarding academic subject studied in the course for group activity.

If a student fails to complete academic related activity during the week, they will be given an unexcused absence for that week. Students are allowed two unexcused absences per course. If the student fails to meet the attendance requirements, the instructor will give them an academic counseling document that must be signed and uploaded to their course portfolio within 24 hours of receiving the document. Any subsequent unexcused absences will result in course failure.

Note: Students will be required to meet the attendance requirements beginning the 1st week of the course.

Excused absences:

Students may be excused from class if any of the following circumstances occur:

- Attendance at any university-related activity
- Participation in a university-sponsored activity.

If a student's required participation in a university-sponsored activity, or any other excused absence, causes a student to be absent from class, the student must make prior arrangements to complete scheduled assignments. The professor is expected to work with the student to allow for the completion of class work and assignments.

- Serious illness, accident, or death in the immediate family. Student must submit appropriate documentation

Students are allowed to make up class work and/or tests missed because of unavoidable circumstances (serious illness, accident, or death in the immediate family). Any request by the professor to verify the nature of an excused absence should be made to the student upon their return.

The online activity determines whether a student attended distance education classes for the week. Simply logging into a Canvas eLearning course is not sufficient support for the attendance requirements.

The University's online attendance is documented through Canvas eLearning's Attendance feature. Online attendance is configured by the start date of class through the end date of class. The Canvas eLearning online attendance tool allows the professor to choose P (Present), A (Absent), L (Late), E (Excused) or U (Unexcused) for each of the students in the class.

ACADEMIC INTEGRITY

Academic integrity is highly valued at Bethune Cookman University. Plagiarism, cheating, and any form of academic dishonesty are strictly prohibited. Any violations of this policy will result in immediate dismissal from the MSN-Ed program. Students must familiarize themselves with the university's policies regarding academic integrity and are expected to maintain the highest standards of ethical conduct in all academic endeavors.

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PROFESSIONALISM AND CONDUCT

Students in the MSN Program are expected to demonstrate professionalism and ethical behavior at all times. This includes respectful interactions with faculty, staff, peers, and patients during role competency experiences. Any form of disruptive behavior or violation of professional standards will result in disciplinary action or dismissal.

ATTENDANCE AND PUNCTUALITY

Students must continuously participate in academically-related activities every week of the course. Academic-related activity includes submission of an academic assignment, documented participation in an interactive course instruction, posting and participation in course discussion boards, and active engagement with peers regarding academic subject studied in the course for group activity. Students that have more than two unexcused absences from mandatory synchronous lectures in one course, will receive a failing grade in that course. The University's policy can be accessed in the Graduate Catalog:

<https://catalog.cookman.edu/content.php?catoid=47&navoid=3258#other-academic-regulations>

ACADEMIC ADVISING

Students will be assigned a major advisor by the Department Chair. The advisor will advise the student on his/her academic program and will monitor his/her progress through it.

Academic advisors will also serve as the major thesis advisor for the student. The student, however, is responsible for meeting the requirements stated in the Graduate Catalog.

<https://catalog.cookman.edu/content.php?catoid=47&navoid=3258#other-academic-regulations>

DRESS CODE

Appropriate professional attire is required during role competency experiences and designated university events. Students must adhere to the dress code guidelines provided by the program to maintain a professional appearance.

STUDENT RESOURCES

Bethune Cookman University offers various support services to assist students throughout their academic journey.

These include library and research facilities, academic advising, counseling services, disability services, and student organizations. Students are encouraged to take advantage of these resources to enhance their learning experience.

Some of the key resources available to MSN Program students include:

LIBRARY AND RESEARCH FACILITIES

The university library offers a vast collection of nursing and healthcare-related resources, including books, journals, and online databases. Librarians are available to provide research assistance and help students access relevant information for their coursework and capstone projects.

REMOTE (OFF CAMPUS) ACCESS TO LIBRARY DATABASES

1. Go to the B-CU main page (www.cookman.edu).
2. Scroll down and click Carl Swisher Library and Learning Resource Center.
3. On the Library home page click the “Remote Access” button.
4. Click on the sign in box on the top right-hand corner. You will see a sign in page with directions on the right side of the page.
5. You will need to add **COOKMAN** before your username. If your email is jane.d.doe@students.cookman.edu, your username will be: **COOKMAN\jane.d.doe**

NEW STUDENTS

Your password will be your domain computer (network) password. You can find this password in your B-CU email or in WildCatWeb.

If you are unable to find your password, please try 00 followed by your student ID. If your student ID is 123456, your password will be: 00123456 or 123456

RETURNING STUDENTS

Your password will be 00 followed by your student ID. If your ID is 123456, your password will be 00123456 or if that does not work: 123456

STUDENT ORGANIZATIONS AND CLUBS

Participating in student organizations and clubs can provide valuable networking opportunities, professional development, and a sense of community. Bethune Cookman University offers a variety of student organizations where students can engage with peers who share similar interests. Students can find the link for student-led organizations and clubs here:

[Bethune-Cookman University Student Organizations](#)

DISABILITY SERVICES/ACCOMODATIONS

Bethune Cookman University is committed to providing equal access and opportunities for students with disabilities. Students requiring accommodations should contact the university's Office of Disability Services to discuss their needs and submit appropriate documentation.

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COUNSELING SERVICES

The university's counseling services provide confidential support to students who may be facing personal challenges that affect their academic performance or overall well-being. Trained counselors are available to offer guidance, counseling, and referrals to external resources when necessary.

Contact information for any aforementioned services:

Office of Behavioral Health and Student Resource Center
Location: L. Gale Lemerand College of Nursing and Health Sciences
Odessa Chambliss Center for Health Equity.
739 W. International Speedway Blvd.
Daytona Beach, FL 32114
Phone (386) 481-2920
Email: studenthealth@cookman.edu

CONTACT INFORMATION

For any program-specific inquiries or additional information, please contact:

L. Gale Lemerand School of Nursing
Bethune Cookman University
739 W. International Speedway Blvd., Daytona Beach, FL 32114
Phone: (386) 481-2000
Email: nursing@cookman.edu

Appendix A

Bethune-Cookman University Distance Education Online Attendance Policy STUDENT ATTENDANCE Distance Education Attendance Policy University policy requires that in order to earn credit in a course the student must be officially enrolled by the end of the second full week of the semester and attend at least 75% of all class meetings. Faculty members may establish additional attendance requirements as outlined in course syllabi.

Online students are subject to the same attendance policy and procedures as traditional students. However, participation must be defined in a different manner.

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Discussion board postings
- Assignments/Exams/Quizzes
- Virtual classroom activities
- Blogs Chats
- Guest lecturers

For example, a three-credit course could document attendance by holding a virtual class for 1 hour during the week and additional assignments on 2 separate days during that same week. Another example would be, a virtual class could be held for 1 ½ hour during the week and an additional assignment on another day during that same week. These models would satisfy the requirements for 3 contact hours in a course for a 3 credit hour course. Academic advisement, individual consultations, and telephone interviews cannot be documented as class participation.

Students are expected to attend class each week. In order for the student to receive credit for the week, they must log in and complete the required virtual class and subsequent assignment(s). Documented attendance would include active participation of at least 2 instructional methods assigned for the week.

If a student fails to complete the required assignments during the week, they will be given an absence for that week. Students are allowed three unexcused absences per course. If possible, a student may contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor. If the student fails to meet the attendance requirements, the instructor will give them a warning.

Note: Students will be required to meet the attendance requirements beginning the second week of the course.

Any University-related activity necessitating an absence from class will not count as an unexcused absence when determining whether a student has attended the required class meetings.

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Meeting the attendance requirements may not necessarily fulfill all course requirements. The student bears the responsibility for the effect, which absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course. At the same time, if a student's required participation in a University-sponsored activity causes a student to be absent from class, and if the student seeks to make arrangements prior to the absence to complete scheduled assignments, the professor is expected to work with the student to allow for the completion of class work and assignments.

Students are usually allowed to make up class work and/or tests missed because of serious illness, accident, or death in the family. Any request by the professor to verify the nature of an absence should be made to the student upon his or her return.

The online activity determines whether a student attended distance education classes for the week. A simply logging into Jenzabar eLearning course is not sufficient support for the attendance requirements.

The University's online attendance is documented through Jenzabar eLearning's Attendance feature. Online attendance is configured by the start date of class through the end date of class.

The Jenzabar eLearning online attendance tool allows the professor to choose P (Present), A (Absent), L (Late), E (Excused) or U (Unexcused) for each of the students in the class. I acknowledge that I have read and understand the Distance Education Online Attendance Policy.

Print Name _____

Signature _____

Date: _____

Appendix B

Bethune-Cookman University Distance Education Student Participation Agreement Page 1 of 2 Commitment to ethical and collegial conduct is expected of every student in a B-CU online or blended distance learning course. This Distance Learning Student Participation Agreement outlines expectations for all distance learning students, and all students are required to observe and abide by the rules listed within. Depending on the severity of the offense, any violation of Agreement rules may result in being dropped from online and blended courses, removal of the user's LMS account and access privileges, and further disciplinary action as deemed appropriate by the University administration.

Student Expectations for Distance Education Courses

1. Students are responsible for their own learning. If you are unable to login, access lessons and/or complete assignments, nor receiving emails, contact the instructor, or contact the CIT Help Desk at 386-481-2070 immediately.
2. Students will use their University email account for all communication with distance education courses, instructors and peers. Students are highly advised to keep copies of all email correspondence for their records.
3. Bethune-Cookman University awards semester credit hours. One semester credit requires 15 instructional contact hours or 750 minutes. Classes run for approximately 15 weeks. Semester hour credits are also awarded for courses that are shorter than 15-weeks; however, in these instances class periods are longer in order to reach total time required in lecture, recitation or laboratory.
4. Students will receive credit only for those courses for which they are officially registered in the system, for which they pay the necessary tuition at the time of registration, and for which they earn required minimum passing grades.
5. Students will actively participate and complete all assigned work according to the course syllabus and schedule.
6. Students are highly advised to keep copies of all work submitted through their distance education course(s). This includes copies of discussion postings and assessments.
7. Students are required to complete the Student Rating of Instruction for all distance education courses.
8. Students who wish to withdraw from a course must do so in accordance with University policy.

Acceptable Use Policy

1. Students may not engage in practices that threaten the integrity of the Learning Management System (LMS) or the B-CU network (e.g. knowingly downloading or uploading files that contain a virus).

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2. Students may not use B-CU's LMS or available resources for any illegal activities including the violation of
3. Students may not access anyone else's LMS account, nor may they share their LMS account passwords with others.
4. Students will observe and adhere to all other associated IT policies as required by the B-CU Center for Information Technology.

Code of Conduct

1. Students will act in a responsible, ethical and legal manner, in accordance with school policies and in compliance with state and national laws.
2. Students will conduct themselves in a manner that facilitates learning in the online environment.
3. Students may not write, use, send, download or display deliberately hostile, insulting, obscene, threatening, harassing, discriminatory or otherwise offensive messages, postings or pictures.
4. Students may not discuss private issues about the course via the threaded discussions. If you have issues and/or concerns about the course content, amount of work, grades given, etc. contact your instructor directly.

Copyright

1. Students may not reproduce course content without explicit written permission. Unauthorized use of course content is prohibited.
2. Students may not copy other participant's work and submit as their own.

Academic Misconduct

1. Students may not engage in any acts of academic dishonesty including, but not limited to, cheating and plagiarism.
2. Students are to be aware that all submitted work may be analyzed for plagiarism through the application of a plagiarism prevention service used by distance learning instructors at B- CU.
3. Students must have all online midterm and final exams proctored.

Disclosure

1. Distance education students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications through the LMS are monitored and recorded.
2. Under no circumstances should online participants expect that messages or discussion postings that are created, modified, transmitted, received or stored on B-CU servers are private.

Disciplinary Action

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1. Distance education students who violate any of the above conditions will be subject to being dropped from the course in which the violation is committed.
2. The violator may have their LMS user account and access suspended or permanently removed, as well as any other disciplinary action as determined appropriate by the B-CU administration.

Signed _____ Date:

You may print and sign form or use Tools>Fill & Sign to add signature in [Adobe Acrobat Reader](#) (link to instructions).