



**Cumberland University**

**Rudy School of Nursing  
Master of Science in Nursing**

**Student and Practicum Handbook**

**1 Cumberland Square | Lebanon, TN | 37087 | 1-(800) 467-0562 | (615) 444-2562  
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## Getting Started

Important information and “to-do” items are listed below. This is a checklist to keep track of things before you can begin classes. Everyone should review the checklist so you can focus on your first weeks of the MSN educational journey.

Transcripts – Have you submitted all transcripts from previous institutions?

Healthcare Compliance – Details on p12

Financial Aid – Have you completed your Free Application for Federal Student Aid (FAFSA®) and met with your student support advisor? Details on p26

Registration – Are you registered for classes? Have you met with your student support advisor to set up your academic plan? Details on p10

Not Anymore Training – The training takes approximately an hour to complete and is required for all students. Participation in this training allows each of us to continue to be educated on:

- Sexual violence
- Interpersonal relationship violence
- Sex-and-gender-based harassment
- Bystander intervention and other prevention techniques

Set up your Cumberland email - the only email the university and MSN program will use

Review the Student Code of Conduct – As a student at integrity policy and professional conduct policy. Details on p31

# Rudy School of Nursing and Health Professions

## Welcome

The Faculty of the Jeanette C. Rudy School of Nursing and Health Professions welcomes you as you begin this educational process that will lead to your continuing education as a Registered Nurse Educator and Leader. We are pleased you have chosen Cumberland University and wish you every success in the master of nursing program. This handbook is designed to provide you with information to guide you during your program of study in nursing. Revisions to this document are made when needed, based on changes in policies and recommendations by students and/or Faculty.

Please read your handbook carefully as nursing students are accountable for the content and policies found in the guide. In addition the Cumberland University Student Handbook and the Cumberland University Catalog are important resources with policies and information which will assist you in being successful at the School of Nursing. Students Right to Know Policies may be viewed under CU Website

<https://www.cumberland.edu/academics-2/academic-resources/student-right-to-know/>

## MSN Program Mission Statement

The mission of the Master of Science in Nursing program is to build upon the undergraduate Bachelor of Science in Nursing degree to educate and empower the professional nurse for leadership that is adaptable in a rapidly changing, complex healthcare environment and allows them to function as a change agent in healthcare, education, and organizational systems, through an evidence-based curriculum leading to a concentration in Nursing Education or Nurse Executive Leadership and Administration.

**“Start by doing what's necessary, then do what's possible,  
and suddenly you are doing the impossible”**

## - St. Francis of Assisi

### Our Past

The Nursing Education program at CU was established in response to widespread community interest and an increasing need for professional nurses in middle Tennessee. On September 8, 1991, the Tennessee Board of Nursing awarded unanimous initial approval to Cumberland University to begin its Bachelor of Science in Nursing Program (BSN).

Many other facilities and organizations in the Middle Tennessee area contributed seed money, student scholarship money or equipment/supplies to enable Cumberland to meet the needs of the Middle Tennessee area for well-prepared nurses. In the spring of 2004, the school's name was changed to the Jeanette Rudy School of Nursing in honor of Dr. Jeanette Cantrell Rudy, a retired nurse and longtime friend and benefactor of Cumberland University. Today, the program is growing exponentially—and successfully. On December 4, 2014, the Tennessee Board of Nursing granted initial approval to Cumberland University to begin its Masters of Science in Nursing Program (MSN).

We know how to prepare our students. This success—and the dream behind it—started with the interest and generosity of the University's many friends. University Medical Center generously provided an area for the Learning Resources Laboratory, major educational equipment and supplies for nursing skills simulation.

Cumberland has a strong reputation of placing nursing students in jobs of their choice. Four academic tracks are available to help:

1. General students obtain a B.S.N. in eight semesters.
2. Registered nurses (RN's) holding diplomas or Associate Degrees upgrade to B.S.N. status.
3. Students holding baccalaureate or university parallel degrees in areas other than nursing obtain a B.S.N. degree without meeting a second set of core requirements.
4. Registered nurses (RN's) holding a B.S.N. obtain a Master of Science in Nursing.

#### **Accreditations:**

1. Cumberland University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Cumberland University.
2. The baccalaureate and master's programs in nursing are approved by the Tennessee Board of Nursing, 665 Mainstream Dr., Metro Center, Nashville, TN 37243; 615-532-5166.
3. The baccalaureate degree program in nursing and master's degree program in nursing at Cumberland University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

For a complete description of all courses, please review our graduate catalog.

The Jeanette C. Rudy School of Nursing and Health Professions is located in McFarland Hall, located at 500 Park Ave. in Lebanon, TN 37087.

## Our Philosophy of Nursing and Nursing Education

### Nursing Philosophy

The School of Nursing (SON) faculty believes the B.S.N. degree is the minimum level of educational preparation for professional nurses. The faculty also believes that nursing education should be based in the liberal arts and sciences with the majority of non-nursing education courses placed at the general core level. In keeping with these beliefs, the majority of the School of Nursing course hours are in nursing science. Nursing science courses are constructed to develop the student through the integration of nursing knowledge and knowledge from the humanities and the social and natural sciences.

The faculty of the SON believes that nursing education must be individualized to meet the learning needs of each student. The SON faculty also believes that innovative and flexible means of entering the program should be available. As a result, the SON admits students into the School of Nursing on either a part-time or full-time basis, as fully or provisionally admitted students.

The SON faculty believes the educational concepts; "transfer of learning" and "critical thinking" are more valuable than rote memorization. Because the world of nursing is evolving and rapidly changing, it is important that students learn to transfer knowledge from one situation to another, while making decisions based on critical thinking specific to that situation. The SON provides nursing education that is based in practice, thus giving students an opportunity to transfer theoretical knowledge into clinical learning experiences. Faculty are committed to preparing each student so that they become practicing graduates who contribute to nursing as competent and caring professionals.

### Nursing Education

Faculty members in the Jeanette C. Rudy School of Nursing support the MSN degree as the initial graduate level of educational preparation for professional nurses. Nursing science courses are constructed to develop the student through the integration of nursing knowledge and knowledge from the humanities and social natural sciences.

Nursing faculty members also support that the educational concepts of "transfer of learning" and "critical thinking" are more valuable than rote memorization. The world of nursing is rapidly evolving and changing, thus it is more important that students learn to transfer knowledge from one situation to another while making decisions based on critical thinking specific to a situation. The School of Nursing faculty is committed to preparing each student to become practicing graduates who contribute to nursing as competent and caring professionals.

# Admissions Process – MSN Program Online

## Nurse Candidate Admission Criteria:

1. Admission to Cumberland University
2. Bachelor of Science in Nursing (regionally accredited university) with a minimum **2.5** GPA.
3. Students with less than **2.5 GPA** may complete **four** credit hours of graduate coursework. **Final acceptance requires a minimum grade of B or higher for those courses.**
4. Must be a Registered Nurse holding a unencumbered license
5. Must completed an undergraduate statistics course successfully
6. Two letters of professional recommendation

## MSN Requirements *after* Admissions

7. Copy of Driver’s License or Picture ID
8. Criminal Background check
9. Current BLS certification
10. Immunization verification

The ADMISSIONS PROCESS for THE NET.WORK™ Cumberland University Online is designed with you in mind. Just follow this convenient checklist and contact your admissions counselor with any questions you may have along the way.

### Step 1: Complete Your Application

Create an account at <https://charlie.cumberland.edu/eVCUApplication/login.asp> and complete all the required fields on the application.

Under the Education section, type in the name of each institution you previously attended and click “Look Up” to select the appropriate institution from the drop-down list. If you have trouble finding an institution, try searching just part of the school’s name.

### Step 2: Submit Your Application Fee

You can pay your \$50 application fee through the online account you created. If you submitted your application without the fee, please contact the business office to make your payment and avoid delays in processing your application (1-800-467-0562 or 1-615-444-2562).

### Step 3: Request Your Transcripts

Official transcripts from all your previous schools (college/universities) should be sent to:  
Cumberland University  
Attn: Office of Admissions

1 Cumberland Square, Lebanon, TN 37087

#### **Step 4: Apply for Financial Aid**

If you intend to apply for federal financial aid, please complete your FAFSA form at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) right away. Cumberland University's FAFSA school code is 003485.

### **MSN Program Tuition and Related Costs**

- Application fee of \$50 (US) is due upon application.
- Tuition \$625/credit hour.
- Graduation fee of \$225 (US) payable in the semester of graduation.
- A Graduate Program Service Fee \$30 per course, or \$100 per practicum course.

Additional costs include:

- Textbooks
- Required Background Check
- Personal Medical Insurance
- Personal computer with Camera accessibility

### **Transfer Policy – Entering the MSN Program**

Transfer students must meet the requirements for admission to the University as outlined in the most current Cumberland University Catalog and for the School of Nursing as found in both the Cumberland University Catalog and the current School of Nursing Student Handbook. Students desiring to transfer from an accredited MSN-nursing program will be evaluated on an individual basis by the School of Nursing and Health Professions Dean and the Director of the MSN Program.

Requirements include:

1. A written request to the MSN Program for transfer of courses.
2. Documented evidence of “good standing” from the previous Nursing School Dean.
3. Students who have earned a grade lower than “B” in an MSN nursing course at another college or university will not transfer that nursing course into the Jeanette C. Rudy School of Nursing.

### **Academic Integrity**

#### **1. Academic Honesty**

Cumberland University expects all students to act with honesty and personal integrity. This



means cheating or assisting others to cheat will not be tolerated. Any work submitted as original which is obtained from another source, whether that is any type of published source, a friend, or a paper archive from former students, is considered plagiarism. This is a serious violation of academic integrity. Every graded assignment in this course (homework/quiz, writing assignment, test, or final exam) is to be entirely your own work unless otherwise stated. Any violation of this will result in a minimum penalty of failure of the assignment and a maximum penalty of expulsion from the university. If you are uncertain as to whether you may work with another person on an assignment, ask the instructor of your course. It is also expected that if you see another person cheating in any way, you will report it to the instructor. If you would prefer to remain anonymous, you may use the “Cheating Hotline” to report such instances at 615-453-6333.

## 2. Plagiarism

Cumberland students are expected to produce and provide personally generated academic work. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. Academic misconduct includes the unacknowledged use of materials and/or test/quiz responses prepared by another person and forwarded to the instructor for completion of an assignment. The instructor will judge incidents of plagiarism, and/or academic misconduct. Appeals of plagiarism and/or academic misconduct sanctions may be filed, first, with the appropriate School Dean, and subsequently, with the Academic Integrity Board via the Vice President for Academic Affairs. While taking quizzes or exams the use of materials not authorized by the instructor will be considered academic misconduct.

Any student discovered participating in any potentially plagiaristic activity will receive a failing grade for the course. A letter will also be placed in the student’s personal file regarding the incident. Serious violations of academic integrity include the following:

- Cheating on exams by copying from another student or by using unauthorized aids prior to or during the exam. This includes the use of test banks. It is also considered cheating when you tell another classmate what is on the exam when that classmate has not yet taken the test.
- Plagiarizing by submitting any part of someone else’s work as original, without acknowledging the source.
- Retrieving information stored in portable databanks

## 3. Academic Integrity (AI) Violations and Recommended Sanctions-See University Policy on the website

For further information about CU policies regarding plagiarism, cheating, repeat offenses and other consequences of violating the AI policy see the CU Undergraduate Catalogue on

“Academic Misconduct” and the CU Student Handbook under “Statement of Values,” “Academic Conduct,” and “Academic Integrity” as part of the Student Conduct Code.

## Health Requirements – Entering the MSN Program

### Health Requirements

1. Students must be physically, emotionally, and cognitively able to meet the requirements of clinical practice without threat to themselves or others. Students who do not show proof of completed health requirements will not be allowed to begin and/or continue in their practicum course work. Nursing Faculty view maintenance of health as the responsibility of the individual professional, aspiring to achieve an MSN.
2. Evidence of Tetanus Toxoid (within the last 10 years).
3. Titers for each of the following: Mumps, Rubeola (Red Measles), Rubella (German Measles) and Varicella. If student is found to be non-immune, then student must be re-immunized unless contraindicated by health care provider.
4. As a minimum must have received the 1st Hepatitis B vaccination of the series of 3 injections or a Quantitative Titer showing evidence of immunity to Hepatitis B. After completion of series a Quantitative Titer will be required 30-60 days after the third injection showing evidence of immunity to Hepatitis B. Please note a statement from your physician will not be adequate, the numerical results of the titer are required. A student who refuses the Hepatitis B vaccine series or who has a negative titer after completing the series must sign a waiver releasing Cumberland University and any clinical placement site from liability in the event the student decides to continue clinical experiences without or before developing immunity.
5. Annual documentation of a negative TB skin test or Chest X-Ray (or more often if required by a clinical agency) prior to practicum.
6. Students who have chronic health conditions which are controlled and do not place themselves or others at risk are eligible to be considered for admission.
7. The School of Nursing also reserves the right to request a random drug test for cause at any time during a student’s tenure in the program.

\*A copy of your health status and immunization record must be provided to CU School of Nursing department by the **end of the second online semester (APPENDIX A)**, Health Requirement Document. Graduate Online Learners may use Appendix A unless his/her own physician provides a health record that verifies the same health requirements.

## Cardiopulmonary Resuscitation CPR Certification Completion

Students are required to show proof of completion of an American Heart Association BLS Healthcare Provider CPR course. A copy of your CPR card must be provided to CU School of Nursing department by the **end of the second online semester**.

## Criminal Background Check

Each nursing student must submit to a criminal background check conducted by Verified Credentials. This background check must be completed **within the first MSN online semester** (see **APPENDIX B** for document with instructions). The cost of the background check must be paid by the student. A red or yellow background check, which may prohibit ability to fulfil practicum courses, may prevent admission into the program. A student may be required to submit a second background check for cause.

Additional background checks may be required by clinical facilities, and if so, the School of Nursing must comply with these facility requirements.

## Major Medical Insurance

Students must submit evidence of major medical insurance after admission to the MSN program. Medical insurance **must** remain active throughout the graduate online learner's entire matriculation in the School of Nursing. Any change in insurance coverage must be submitted to the Director of Operations. Injuries or illness incurred during the student's clinical (practicum) experience are to be covered under the student's major medical insurance policy. A **copy of your medical insurance** must be provided to CU School of Nursing department by the **end of the second online semester**.

## Terminal Outcomes of the Rudy School of Nursing MSN Program

The Rudy School of Nursing and Health Professions online Master of Science in Nursing (M.S.N.) program is designed to advance the professional nurse in the specialty of Nurse Educator Nurse Executive Leadership and Administration. Nursing education at the Masters level is intended to reflect the recommendations of the American Association of Colleges of Nursing (AACN). The program's development is built upon AACN's nine Essentials of Master's Education in Nursing, recognized as the educational foundation for the nursing discipline. Congruent with AACN, our Master's program prepares the professional nurse for leadership that is adaptable in a rapid changing, complex healthcare environment and to take critical action needed in health, educational, and organizational systems. A primary consideration for the Master's program to be delivered online is to support the demands of students' work, home, and school responsibilities.

### **Program Goals Include:**

- To offer a Master of Science in Nursing (M.S.N.) based in the liberal arts where the learning experience will continue to build upon the undergraduate's Bachelor of Science in Nursing general educational core foundational concepts.
- To prepare a graduate nurse who demonstrates competent clinical skills and leadership qualities through the use of transfer of learning, critical thinking and decision-making.
- To provide opportunities for individuals with a B.S.N. and RN nursing license to further their educational preparation and scholarly endeavors.
- To graduate professional nurses who are responsive to the changing health care needs of society.

### **At the conclusion of the M.S.N. program of study, the graduate learner will be prepared to:**

1. Use critical thinking skills to plan and provide care for individuals, families, communities, and populations at risk based on the application of knowledge, evidence based practice (EBP), research from nursing science, behavioral science, and natural sciences as well as the humanities.
2. Use the nursing process and evidence-based practice to design and implement care that promotes, maintains, and/or restores the optimal functioning of clients' on the wellness-illness continuum in a variety of health care settings.
3. Communicate effectively, using a variety of strategies and teaching/learning techniques in collaboration with the client, family caregiver, and interdisciplinary healthcare teams to promote optimum health outcomes.
4. Advocate a standard of care integrating, principles of law, ethics, and recognizing cultural and spiritual diversity within the global marketplace.
5. Practice nursing utilizing principles of information technology, health care policy and health care economics within regulatory environment.
6. Demonstrate leadership for quality care and patient safety with emphasis on improved patient outcomes.
7. Display a personal commitment to the advancement of professional nursing.

\*See **APPENDIX C** for MSN Programs of Study

## **Organization of Rudy School of Nursing and Health Professions**

School of Nursing and Health Sciences: The School of Nursing is one of three (3) academic units of the University. The Dean of the School of Nursing heads the program and reports to the Vice

President for Academic Affairs. The Deans allocate a minimum of 80% of their time to program administration and a maximum of 20% to teaching as mandated by the Tennessee Board of Nursing. Each Dean may appoint Program Directors to assist with administrative duties. The Director of the MSN program (under the supervision of the School of Nursing Dean) provides course coordination for the core MSN courses and MSN specialty courses. The School of Nursing has program directors for the BSN Program, RN to BSN program, and MSN program. The core MSN courses include: Nursing Theoretical Foundations, Nursing Research & Scholarly Synthesis, Health Information Systems and Nursing Technology, Professional Leadership Role and Interprofessional Collaboration Care, Legislation, Policy, Regulations, and Ethics in Health Care, Advanced Physical Health Assessment, Advanced Physiology/Pathophysiology, and Advanced Pharmacology. The MSN Nurse Educator specialty courses include: Nurse Educator Foundations, Nurse Educator Role and Dynamic of Higher Education, Teaching Strategies, Learning, and Evaluation Methods, Curriculum Frameworks and Design, Nursing Education Capstone, and the Nursing Education Practicum I and II. The MSN Nurse Executive Leadership & Administration specialty courses include: Healthcare Business and Finance Management, Healthcare Operations..., Professional Nursing Role in Integrated Healthcare..., Excellence in Advanced Leadership Roles, Executive Leadership Capstone, and Executive Leadership Practicum I and II

Faculty Advisors: Each nursing major is assigned a nursing Faculty Advisor upon admission to the School of Nursing. Advisors assignments are generated by the Office of Academic Affairs. The SON Faculty Advisor assists students in planning their program of study, advises students related to available resources, and may offer other assistance throughout the student's tenure at Cumberland University. Faculty schedules allow specified times for advisement and consultation. Since Faculty members also have classroom, clinical, and committee responsibilities students are strongly encouraged to make an appointment in advance of attempting to meet and/or set-up a telephone conference call with Faculty. Scheduling an appointment also enables the Faculty member to adequately plan for the student visit and/or call. Appointment times for Faculty members may be arranged with the individual Faculty member.

## **Jeanette C. Rudy Nursing Program Faculty Council Bylaws**

### **Article I: Organization and Procedures**

- A. Chairperson: The Dean shall chair the Nursing Faculty Council Meetings. If the Dean cannot be present, the Program Director will serve as the chairperson.
- B. Meetings: The Nursing Faculty Council shall meet on a regular basis as determined by the Dean. After approval from the Dean, the Program Director will notify faculty of the meeting calendar, meeting location and meeting minute template during call back week each semester (fall and spring). Faculty meetings are open to all faculty in the Nursing Program.

1. Agenda: The agenda for a meeting shall be established by the Dean with input from the Program Director and department faculty. It shall be distributed to faculty at least 48 hours prior to the scheduled meeting (excluding Saturday and Sunday). Proposal for substantive changes in curricula or in policies of the department may be added to the agenda and discussed if the addition is approved by a fifty percent (50%) vote, but final approval must be postponed until the next subsequent, regular or special meeting.
2. Quorum: A simple majority of the full-time voting membership shall constitute a quorum.
3. Conduct of Business: Meetings shall abide by *Robert's Rules of Order*, current edition. The order of business shall be:
  - Called to Order
  - Minute taker announced
  - Approval/Corrections of previous meeting minutes
  - Discussion of Agenda Topics
  - Celebrations
  - Announcements
  - Faculty in-service
  - Unfinished business
  - New business
  - Committee Reports
  - Future Projects/Topics
  - Adjournment
4. Responsibilities of the Nursing Faculty Council:
  - Participation in faculty orientation and faculty development
  - Recommendation of budget and workload parameters for the nursing program
  - Involvement in public relations endeavors, outreach and recruiting
  - Review of all nursing program committees' recommendations and acting upon the recommendations as appropriate
  - Oversight of adherence to accreditation requirements, state regulations and national competencies for the nursing profession
  - Execution of activities to ensure continuous quality improvement of the nursing curricula and achievement of course and program learning outcomes
5. Meeting Minutes: The minute taker is appointed by the Program Director at the beginning of each semester. The minute taker shall use the approved meeting minutes template. The

meeting minutes are due to faculty for review within 5 business days. Once minutes have been approved, the minute taker should email the meeting minutes to the Dean, Program Director, Office Manager and file a copy in the Meeting Minutes Binder. This binder should be brought to meetings by the minute taker.

6. Special Meetings: Special Meetings may be called by the Dean for the following reasons: request of the Dean, request of a committee chairperson, or request of fifty percent (50%) of the faculty at a regular faculty meeting or special meeting. Faculty should be notified at least 48 hours prior (excluding Saturdays and Sundays). If possible one week's notice is preferred. The notice should include the purpose(s), location and time. During a special meeting, no additional business shall be transacted other than that specified in the notice.

## **Article II: General Provisions of the Nursing Faculty Council Committees**

### **A. Standing Committees**

1. Eligibility: Each member of the voting Faculty shall be eligible for membership on standing Committees with the power to vote. The Dean is an ex-officio member of all Committees. All enrolled students in the Jeanette C. Rudy Nursing Program shall be eligible for representation on the Student Affairs Committee and Curriculum Committee but do not have voting rights.
2. Selection of Members: Appointments to standing committees shall be made by the Dean with responsibility beginning during call back week in August of each year. In the event a vacancy occurs during a term, the Dean shall appoint a replacement member for the remainder of that term.
3. Terms of Office: The term of office for appointed faculty members shall be for two (2) years.
4. Chairpersons of Committees: The Dean shall appoint Chairpersons of a standing committee. The term of the chairperson shall be two (2) years. A faculty member shall not serve as a chairperson for more than one (1) standing committee during any given year.

### **B. General Functions of the Committees**

1. Develop recommendations for improvement based on evidence regarding designated areas
2. Review, modify or develop policies related to the assigned area
3. Execute assigned duties
4. Report to the Dean and Nursing Faculty Council

### **C. Procedures**

1. Quorum: Fifty percent (50%) of faculty committee members must be present for major action to be taken on matters that are to be brought before the Nursing Faculty Council.
2. Attendance: All committee meetings will be open to faculty and department staff, unless otherwise directed by the Dean.
3. Voting Authority: All committee members, including the chairperson, shall have voting powers. Majority vote carries per Robert's Rules of Order.
4. Meeting Minutes: The minute taker shall use the approved meeting minutes template. Meeting minutes are due to faculty for review within 5 business days. Once minutes have been approved, the minute taker should email the meeting minutes to the Dean, Program Director, Office Manager and file a copy in the Meeting Minutes Binder. This binder should be brought to meetings by the minute taker.
5. Annual Report: All Committees/Ad hoc/Project Champions shall supply an annual report of their activities to the Dean prior to the final Faculty Council meeting for the academic year (usually the 2nd week in May). These reports shall be reviewed by the Faculty Council, filed in the Nursing Faculty Council Notebook and emailed to the Dean, Program Director, and Office Manager. The annual report should be completed by the Chairperson and completed on the approved template. The template should include the following:
  - Name of the committee.
  - Members of the committee.
  - Dates of meetings.
  - Recommendations referred for Faculty action and rationale.
  - Recommendations still under consideration.
  - Recommendations for future activities of the committee.
6. Standing Committees: Determined by the Dean. The minute taker shall use the approved meeting minutes template. Meeting minutes are due to faculty for review within 5 business days. Once minutes have been approved, the minute taker should email the meeting minutes to the office manager and file a copy in the meeting minutes binder. The binder should be brought to meetings by the minute taker. An annual report is due to the Faculty Council as noted previously.
7. Ad Hoc Committees: Determined by the Dean or committee activities. These committees shall remain intact until the Dean or committee dissolves them, or task is accomplished. The minute taker should use the approved meeting minutes template. Meeting minutes are due to faculty for review within 5 business days. Once minutes have been approved, the minute taker should email the meeting minutes to the Dean, Program Director, and Office Manager and file a



copy in the meeting minutes binder. This binder should be brought to meetings by the minute taker.

8. Project Champions: Determined by the Dean and faculty interest. Faculty will integrate the project champion topic into the curriculum as appropriate. The Project Champion will provide feedback on how the topic will be integrated. An annual report is due to the Faculty Council as noted previously.

### **Article III: JCRSON Standing Committees, Ad Hoc Committees and Project Champions**

#### A: Standing Committees

1. Admissions and Progressions Committee
2. Assessment Committee
3. Curriculum Committee
4. Retention Committee
5. Professionalism and Integrity Committee
6. Social Committee
7. Student Affairs Committee

#### B. Project Champions

**The Project Champion groups are comprised of one to two faculty members and will facilitate integration of the designated topics into the curriculum.**

Champion topics are as follows:

1. Champion of QSEN
2. Champion of Informatics
3. Champion of Safe Patient Handling
4. Champion of Simulation
5. Champion of Veterans Affairs
6. Champion of Genomics
7. Champion of Cultural Competence
8. Champion of ELNEC
9. Champion of Community/Public Health
10. Champion of Care of the Older Adult
11. Champion of ANA Scope of Practice
12. Champion of Essentials of Baccalaureate Nursing Education
13. Champion of CCNE accreditation

## Purpose

- To increase knowledge about key topics
- To bridge the gap between research and practice
- To ensure topics are integrated throughout the nursing program

## C: Appointment

1. The Dean appoints faculty committee members in consultation with the Program Director
2. The Nursing Faculty shall recommend student members for committee membership
3. The Dean shall provide administrative oversight for all committees
4. No faculty member shall serve on more than three (3) standing committees
5. The Chairperson of each committee shall be selected by the Dean at the beginning of the academic year. The Chairpersons of each committee will serve as the liaison between the committee, the faculty council and the Dean. The Chairperson and Secretary of each committee shall function according to Robert's Rules of Order

## **Standing Nursing Committees**

### **Admissions and Progression Committee**

1. **Composition: Four to six undergraduate and one to two graduate nursing faculty and staff members as needed.**
2. Meetings: The committee meets monthly each fall and spring semester. A meeting may be called in summer if needed to complete the admission process for fall semester. This meeting may be held electronically if necessary.
3. Purpose:
  - To review and implement admission and progression standards in the Nursing Program, recommending changes as appropriate
  - To provide information regarding admission and progression standards to the recruitment team and potential students through multiple avenues
  - To ensure that admission and progression policies that are disseminated are accurate and published/communicated in all appropriate locationsActivities:

The committee will:

1. Apply the admission criteria for the nursing program as stated in the Admission Policy to each student seeking to enroll in either fall or spring semester to determine admission status

2. Collaborate with the Office Manager to complete the nursing admission process including development of the information spreadsheet for each admission cohort and letters to each applicant communicating admission status
3. Review admission files of students who have applied for admission to CU and were unsuccessful in another nursing program to determine eligibility for admission to the CU nursing program
4. Examine admission and progression policies as required by the assessment plan and recommend changes as appropriate
5. Determine progression requirements of students who have received a “D” and/or “F” in one nursing course. This requirement may include conditions for readmission and shall be at the discretion and vote of the Admissions and Progression Committee members. The Progression Policy will guide these decisions.
6. Communicate with the recruitment team in the enrollment office to guide their recruitment efforts
7. Communicate with potential students to answer questions and support decision-making
8. Evaluate publication sites of the admission and progression policies each year to ensure accuracy and correct as needed. Sites may include the website, catalog, student handbook and policy handbook for the University.
9. Act on assessment committee referrals of identified opportunities for improvement
10. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Assessment Committee**

**Composition: Four to six nursing faculty members ensuring representation of undergraduate and graduate programs.**

Meetings: The committee meets monthly each fall and spring semester.

Purpose:

1. To provide oversight for implementation of the nursing program’s assessment plan by program committees, faculty members, staff members, and Dean.
2. To examine all data sets available to the nursing program for use in continuous quality improvement
3. To recommend actions based on evidence that ensure nursing education outcomes produce graduates who exhibit the CU nursing program values, meet the program goals and demonstrate the graduate characteristics of the Cumberland University nursing program.

4. To ensure that accreditation requirements related to evaluation and Essentials of Baccalaureate and Master's Education requirements are met

Activities:

1. Facilitate implementation of the CU nursing program assessment plan by collaborating with each responsible individual one month prior to the expected date of receipt of the report of the outcome of the required assessment.
2. Analyze the outcomes of each assessment report for opportunities to improve nursing program outcomes and refer to the appropriate committee for action
3. Review and revise program assessment plan to ensure consistency with program goals, program expected outcomes, accreditation requirements, state regulations and other standards which the program chooses to meet
4. Maintain a database of all outcomes of implementation of the program assessment plan and actions taken in response to the assessment information
5. Design and facilitate a system to analyze data, disseminate information regarding analysis and follow-up on actions required.
6. Evaluate methods of data collection and instruments for adequacy, including validity, reliability, and cost-effectiveness as appropriate
7. Suggest additional avenues of program assessment to enhance program outcomes based on literature reviews, information from professional development and faculty expertise
8. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Curriculum Committee**

Composition: Four-six faculty nursing members ensuring representation from graduate and undergraduate programs and invitation of one student member from each undergraduate cohort, the RN-BSN program, and graduate program.

Meetings: The committee meets monthly each fall and spring

Purpose:

1. To ensure the expected outcomes as defined in the mission, vision, values, philosophy, program goals, graduate objectives and course objectives are achieved

2. To ensure that accreditation requirements related to curriculum and the Essentials of Baccalaureate and Master's Education for nursing programs requirements are met as well as state, legal and other chosen standards are met

Activities:

1. Analyze undergraduate and graduate curricular components to ensure they are consistent with the mission statement, values, vision, philosophy, program goals, graduate characteristics, and defined curriculum outcomes.
2. Consider results of all curricular evaluations to recommend changes indicated by the data
3. Act on assessment committee referrals of identified opportunities for improvement
4. Appraise and recommend approval, modification, or disapproval of new undergraduate and graduate courses and tracks
5. Review and/or recommend changes in undergraduate and graduate course objectives, content, focus, or credit allocation.
6. Appraise clinical experiences data, formulating recommendations as indicated related to clinical experiences including the simulation laboratory in the undergraduate and graduate curriculum
7. Evaluate, monitor, and recommend changes in undergraduate and graduate curriculum based on all relevant program assessment data
8. Make recommendations for changes in undergraduate or graduate degree requirements
9. Oversee implementation of the Accommodations Policy
10. Collaborate with Sigma Theta Tau Faculty Liaison to nominate students for membership in the organization.
11. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Council Student Affairs Committee**

**Composition:** The Student Affairs Committee is comprised of three-five faculty members and invitation of one student member from each undergraduate cohort, the RN-BSN program, and graduate program.

Meetings: The committee meets monthly each fall and spring

Purpose:

1. To provide a conduit for student input, student concerns, suggestions, and requests outside of curricular matters to the nursing program, the nursing program faculty and the Dean

2. To provide a platform for student and faculty collaboration within the nursing program outside of curricular matters

Activities:

1. Facilitate the updating of the Nursing Student Handbook prior to the fall semester of each academic year, working in collaboration with the Dean and all other nursing program committees to ensure accuracy and currency of information.

2. Coordinate orientation for students entering the nursing program in collaboration to the nursing faculty for level one nursing courses and BSN program director

3. Expedite, in conjunction with the office manager and nursing faculty as appropriate, all undergraduate student activities including but not limited to:

- Ø Undergraduate Pinning Ceremony
- Ø Student Holiday Activities
- Ø Student Campus Social Participation
- Ø SNA functions including attendance of conventions
- Ø Sigma Theta Tau Induction Ceremony
- Ø Study Abroad Opportunities
- Ø Mission Opportunities
- Ø Volunteer Opportunities
- Ø Other Student Activities as appropriate

4. Implement and maintain a civility program for all students and faculty

5. Act on assessment committee referrals of identified opportunities for improvement

6. Evaluate all student policies yearly (non-curriculum), revising as deemed appropriate

7. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Professionalism and Integrity Committee**

Composition: The Professionalism and Integrity Committee is comprised of four to six faculty members.

Meetings: The committee meets as needed to address professionalism and/or integrity issues that arise in the nursing program.

Purpose:

1. To provide oversight for the nursing program in matters related to professionalism and/or integrity in both nursing students and faculty

2. To provide peer review of student performance issues to ensure accurate and fair evaluations

Activities:

1. Support resolution of faculty issues that require intervention outside of the individuals involved
2. Support resolution of student issues that require intervention outside of the individuals involved
3. Analyzes subjective evaluations to provide peer input into the accuracy and appropriateness of the evaluation including but not limited to:
  - Ø Clinical Paperwork and Evaluation Tools used to evaluate clinical performance
  - Ø Grades on any type of subjectively-graded assignment
  - Ø Summative evaluations in campus labs
  - Ø Other evaluations as requested by the faculty, program director or Dean
4. Evaluates allegations of violation of the Student Code of Conduct following policy guidelines
5. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Social/Marketing Committee**

Composition: The Social Committee is comprised of four to six faculty members and five to six nursing students representing the BSN, RN-BSN and MSN programs.

Meetings: The committee meets monthly in fall and spring semester.

Purpose:

1. To facilitate a nursing program presence, both on social media and throughout the Cumberland University campus and service area
2. To promote the Cumberland University Nursing Program through multiple avenues in conjunction with the Cumberland University Marketing personnel

Activities:

1. Establish and maintain the Cumberland University Facebook page
2. Establish and maintain the Cumberland University Instagram page
3. Establish and maintain avenues for social connections with multiple stakeholders, both on and off-campus within the Cumberland service area
4. Serve as the liaison for the Cumberland University nursing program with marketing personnel

5. Establish and maintain, in conjunction with the Development Alumni Officer, a nursing alumni organization
6. Identify new opportunities for the Cumberland University to make connections with alumni, enrolled students, pre-nursing students and potential nursing students throughout the service area
7. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **Retention Committee**

Composition: The Retention Committee is comprised of four to six faculty members.

Meetings: The committee meets monthly in fall and spring semester.

Purpose:

1. To utilize all data and evidence available to increase retention of pre-nursing and nursing students enrolled at Cumberland University
2. To facilitate the integration of the Cumberland University QEP plan into the nursing program

Activities:

1. Create and implement a process utilizing multiple data points to identify at-risk students including pre-nursing advisees, transfer students, beginning nursing students and continuing nursing students
2. Develop and implement a program for at-risk students to mediate risk and enhance potential for success in pre-nursing courses as well as nursing courses
3. Guide integration of the learning specialist role into the at-risk mediation program
4. Design and implement a monitoring system for all at-risk students to guide intervention application and modification of strategies for success
5. Collaborate with the QEP School of Nursing and Health Professions representatives to implement the University retention plan within the nursing program
6. Create policies and procedures to guide all above activities, reviewing according to the assessment plan and modifying as needed

### **School of Nursing Advisory Council**

The Mission of the School of Nursing Advisory Council is to provide a formal mechanism to acquire funding to support the school of nursing and its' various programs and serve as community advisors on the program curriculum and activities.

## **Campus Support (Services and Counseling)**



## **1. Special Accommodations**

Cumberland University does not discriminate on the basis of race, sex, creed, color, religion, sexual orientation, gender identity/expression, genetic information, ethnic or national origin, age, disability or veteran status or any other classification protected by Federal, or State constitutional or statutory law in provision of education opportunities or employment opportunities and benefits, pursuant to the requirements of Title VI of the Civil Rights Act of 1964, as codified in 42 U.S.C. 2000D; Title IX of the Education Amendments of 1972, Pub. L. 92-318: Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Pub. L. 101-336; the Age Discrimination in Employment Act of 1967 (Pub. L. 90-202) (ADEA); and the Age Discrimination Act of 1975, 42 USC 6101, et. seq. This policy extends to employment by and admission to the University as well as the terms and conditions of matriculation. Inquiries or complaints involving alleged unlawful or prohibited discrimination on the basis of race, sex, creed, color, religion, sexual orientation, gender identity/expression, genetic information, ethnic or national origin, age, disability or veteran status or any other classification protected by Federal, or State constitutional or statutory law must be in writing and directed to Joe Gray, Designated University Coordinator, Vice President for IT, Campus Services and Infrastructure, Memorial Hall #110, Cumberland University, 1 Cumberland Square, Lebanon, TN 37087, 615-547-1255 (with a copy to the Disability Coordinator if the complaint involves accommodation for a disability). In the event that the conduct involves the Designated University Coordinator for any matter involving prohibited discrimination under this policy, the inquiry or complaint must be in writing and directed to the University's General Counsel Chuck Cagle, Lewis, Thomason, King, Krieg & Waldrop, P.C., 424 Church Street, Suite 2500, Nashville, TN 37219, 615-259-1366. Inquiries or complaints to the University's General Counsel shall involve an initial complaint against the listed individuals and not an appeal of one of their decisions. The University's General Counsel does not hear appeals of any decision involving unlawful or prohibited discrimination.

For further information on how to file a complaint if you feel this policy has been violated, please go to the following website:

<http://cumberland.smartcatalogiq.com/Current-Catalog/Current-Catalog/General-Information/Equal-Opportunity-in-EducationTitle-IX>

For further information on Disability Services and forms please go to the following website:

<https://www.cumberland.edu/student-life/disability-services/>

## **2. Counseling Center**

The staff of the Counseling Center views counseling as another form of learning where students are able to learn more effective means of resolving concerns and developing strategies for achieving personal and professional goals. Counseling can assist those who are experiencing various personal problems and difficulties. Some of the concerns commonly addressed include adjustment to college, relationships, stress, depression, loneliness, anxiety, and self-esteem. Counseling services are offered free of charge to all currently enrolled and registered CU

students. Students are provided short-term counseling services on campus. For longer-term issues, referrals will be made to appropriate community providers.

The Counseling Center is located in Labry Hall 225. The best way to schedule an appointment is to email the director, Eddie M. Christian at [echristian@cumberland.edu](mailto:echristian@cumberland.edu).

The Counseling Center staff is also available to consult with faculty, staff, parents, and significant others about students of concern and how to support them. It is important for members of the CU community to understand that sessions conducted by the Counseling Center are **confidential**. Information about whether or not a student has come to the Counseling Center as well as the content of counseling sessions cannot be released except upon the student's written request. In circumstances which would result in clear danger to the individual or others, reports of child or elder neglect and/or abuse, reporting may be required by other laws. The Counseling Center **strictly** adheres to this policy.

### **3. Libraries**

Many area libraries are available to CU students. The on-campus Vise Library contains resources to support the university's programs. Vise Library resources are available online through CU Website. Area hospitals also house libraries and have multiple resources available to nursing students. It is very important that students respect the guidelines for each individual library in order for all students to be able to continue to use these resources. Call the library at 615-547-1299 or send an email to [library@cumberland.edu](mailto:library@cumberland.edu) if you need help from off campus.

### **4. The Student Success Center**

The Office of Student Success is located in the Learning and Career Commons, room 122, near the Writing Center, room 116, and is directed by Ethan Lannom. These offices provide referrals to FREE peer tutors as well as writing assistance. For additional information, please visit the website <https://www.cumberland.edu/academics-2/office-of-student-success/> or contact the Office of Student Success via email ([ELannom@cumberland.edu](mailto:ELannom@cumberland.edu)) or by phone (615.547.1295).

### **5. The Office of Career Services**

The Office of Career Services, located in the Learning and Career Commons, room 202, supports students and alumni in the development and achievement of career decisions and goals. Services are provided to all Cumberland students and graduates and include: Self-Assessment and Career Planning, Internship and Job Postings, Resume and Cover Letter Review, Graduate School Preparation, and Career-Related Workshops. Remember to check out the website *HireCU* at <https://cumberland-csm.symphlicity.com/> for part-time, full-time, and internship job opportunities! For more information or to schedule an appointment, contact the Career Services Director, LeAnn Blevins via email ([LBlevins@cumberland.edu](mailto:LBlevins@cumberland.edu)) or by phone (615.547.1357) or visit the website: <https://www.cumberland.edu/student-life/internships-and-career-services/>

### **5. Computer Labs**

There are computer labs available to students, faculty, and staff, located in the basement of Labry Hall. There are also selected workstations available in the University Library and above the atrium on the second floor of Labry Hall, as well as on the second floor of Memorial Hall and in

the Learning and Career Commons. If you have problems with any of these computer workstations, printers/copiers, or have other account issues, please submit an IT Service Request by emailing [support@cumberland.edu](mailto:support@cumberland.edu). Passwords can be reset by visiting <https://charlie.cumberland.edu/estudent/ResetPassword.asp>.

## Textbooks and Other Course Related Materials

Students enrolled for all Cumberland University credit and noncredit courses may order textbooks from the CU Bookstore through the Internet with VISA, MasterCard, American Express, Discover, and financial aid awards. The Bookstore's online sales site can be found at [bookstore.cumberland.edu](http://bookstore.cumberland.edu).

Students with available credit balances may use financial aid as payment. Select "Financial Aid" as the payment option and enter your student identification number. Before ordering online, you must have received your official "Bookstore Voucher" notification from the Business Office in order to use Financial Aid.

The CU Bookstore's online service will offer you and your students the following:

- The assurance that students will receive the correct textbooks specified by faculty,
- Peace of mind, knowing that textbooks will arrive on time,
- The knowledge that all textbooks will be available when needed,
- Student-friendly return policies with instant credit,
- access to the latest textbook requirements so that students can plan their budget,
- UPS shipping to the student's home at no extra charge, and
- The convenience of ordering online.

Textbook information is accurate when entered on the book lists and on the website, but please be advised that it may change as new information is received from faculty and publishers, or due to other circumstances beyond the CU Bookstore's control.

## Technology Requirements

Students must have off-site access to a PC or laptop computer that meets location- or program-based requirements, including Internet access. They are also responsible for checking hardware/software requirements in collaboration with IT.

Web browser - Internet Explorer for Windows™, version 7 or 8 Mac OS X (10.5) and Safari 4 or later

QuickTime plug-in - Version 4.1 or later

Flash plug-in - Version 9 or later

Shockwave plug-in - Version 8 or later

# Grading

## Assignment Late Policy – applies to all work

**Late work is strongly discouraged.** Turning in work late can impair your chances of success in the course. However, the Rudy School of Nursing understands that life and emergencies do happen, and thus, we offer this late policy. This policy applies to all turned-in work.

- Students are expected to submit assignments when they are due. Assignments submitted after the due date will incur a penalty.
  - **Late Course Work Penalty** = 5% deduction per day (of total possible points), up to 7 days. After seven (7) days, late work will be recorded as a zero (0).
  - **Discussion style work** that is due on Thursday will not be accepted after being past due for two (2) days (Saturday at 2359). You will receive a zero (0). This is due to the importance of discussion style work in meeting the course objectives, both for you and those responding to your initial post.
- In the event of an **emergent situation** that prevents the timely submission of an assignment, students may contact their instructor to request a *waiver* of the late submission penalty. The instructor will review the student's rationale for the request and consult with the Program Director to make a determination based on the merits of the student's request. Students should continue to attend class, actively participate, and complete other assignments while the request is pending.
  - **Emergent situations** may include, but are not limited to:
    - hospitalization,
    - serious illness,
    - military service obligation,
    - natural disasters, and
    - death or serious injury/illness of an immediate family member.
- All **non-emergent situations** will be subjected to the late assignment penalty outlined above.
  - **Non-emergent situations** may include, but are not limited to:
    - work and/or family obligations
    - vacations,
    - computer or internet problems or
    - other personal reasons that may interfere with the student's ability to submit assignments by the due date.

## Graduate Grade Scale:

Grading of students in each course is reported by the professor. The grading system shown below is employed for most courses, but is subject to modification by the faculty member responsible for each specific course.

Grade	GPA	Recommended Numerical Average
A	4.0	90-100
B	3.0	80-89
C	2.0	73-79
F	0	72 or below

I - A temporary notation used only when course requirements have not been completed due to extenuating circumstances. (Does count as hours attempted, and is calculated as "F" in grade point average until replaced with a permanent grade). The student has until the end of the next semester to complete the course. At that point, the "I" is converted to an "F." Incomplete grades are only assigned under circumstances where it is very reasonable to assume the student can complete the delinquent material. It is inappropriate if more than 25% of the course assignments are incomplete.

W - Withdrawal (does not affect grade point average)

Any student who discontinues class attendance and does not officially withdraw will be assigned the grade of "F" in that course or courses. To withdraw officially, a student must obtain the required signatures on the Withdrawal Form (found in the Registrar's Office, MH-107). Failure to follow proper withdrawal procedures may result in a student's receiving an "F" in these classes.

WP - Withdrawal Passing (does not affect grade point average)

WF - Withdrawal Failing (same as an "F", indicates the student withdrew from the course while failing)

Any student dropping a course within the time limit noted in the Cumberland University Register, while performing satisfactorily, will receive a grade of "WP" (withdrawal from a course, having completed work to that point satisfactorily); otherwise a grade of "WF" (withdrawal, having done unsatisfactory work) will be assigned. The "WP" does not calculate into the GPA. The "WF" calculates into the GPA as an "F".

AU - To audit a course, the student must obtain permission from the Program Director. Audit must be clearly marked on the registration form and, if a change from audit to credit is desired, the change must be made prior to the second class meeting.

## To Progress Successfully

Achievement of a minimum grade of "B" in the didactic portion and a "P" in the practicum portion of all courses is required. Two "Cs" for any of the MSN courses are acceptable (unless on "provisional" admission). However, upon the third "C", the graduate online learner will be placed upon probation and required to retake any one of the three courses in which a "C" was obtained. Once one of the three courses with an earned "C" is repeated and the student earns a grade of "B" or better they will be returned to good academic standing. If the student earns a "C" or below in the repeated course, they will be placed on Academic Suspension.

A graduate student who earns a grade of "FC", failure due to cheating will be automatically placed on suspension, and may be dismissed from the University.

## **Graduation Probation and Suspension**

Students enrolled in a master's degree program are required to remain in good academic standing, an indication of a student's academic status with the University. Only coursework taken at Cumberland University is used to calculate good standing. To maintain Good standing students enrolled in a graduate program must meet the requirements specified below.

Each student must successfully complete the required semester hours of graduate coursework for the master's degree within seven calendar years from the date of entry as a degree-seeking student.

A student who is not in good academic standing will be designated as being either 1) on academic probation or 2) on academic suspension. A graduate student who is on probation or on suspension shall not receive a degree from the institution until such time as the student is returned to good academic standing.

Academic Probation is an emphatic warning that the quality of the student's work during the probationary semester must improve in order for the student to continue at the University. Unless admitted on probation, a student is given one semester in which to bring the cumulative GPA to the required level for good standing. Failure to meet the required minimum level of good standing will result in academic suspension for a minimum of the next semester.

Academic Suspension is a consequence of not maintaining the academic standards of the program. Students on academic suspension may not be enrolled in coursework at the university in any program until and unless they successfully appeal to the Graduate Council (see below), with a minimum of one semester between designation of Suspension and readmission to the program.

A student is NOT in good standing if any of the following situations occur:

GPA

A student will be placed on academic probation if his/her cumulative GPA of coursework taken in the graduate programs at Cumberland University is below a 3.00 GPA, the criteria listed as "Good Standing."

"C's"

No more than two grades of "C" in graduate coursework are acceptable for degree completion. Upon earning a third grade of "C" a student will be placed on Academic Probation, regardless of cumulative GPA.

The student must repeat one of the three courses in which they earned a grade of "C" in its entirety at its next immediate offering. Once one of the three courses with an earned "C" is repeated and the student earns a grade of "B" or better, they will be returned to good academic standing. If the student earns a "C" or below in the repeated course, they will be placed on Academic Suspension.

"F's"

A grade of "F" in any course automatically places the student on Academic Probation, regardless of cumulative GPA. The student must repeat the failed course in its entirety at its next immediate offering.

"FC"

A graduate student who earns a grade of "FC", failure due to cheating, will be automatically placed on Academic Suspension, and may be dismissed from the University.

0.0 Grade Point Average

Any full-time graduate student earning a 0.0 GPA for an academic semester will be placed on Academic Suspension. This is automatic and without consideration for any previous semester's work or the student's cumulative GPA. Suspension may be appealed in writing through Graduate Council.

### **Appeal to Graduate Council**

Students have the right to appeal their suspension to the Graduate Council. The student is required to submit a letter to the Registrar's Office by the deadline included in the suspension letter. The Graduate Council will meet to consider the student's appeal. The student will be notified via email/U.S. Mail of the outcome.

Students who wish to appeal a decision of the Graduate Council to the Vice President for Academic Affairs are required to submit a letter to the Office of Academic Affairs within five (5) business days of receiving notification of a decision made by the Graduate Council. The appeal will be reviewed on the basis of the letter provided by the student, the student transcript, and the response from the Graduate Council. If the student fails to submit an appeal by the deadline, the decision of the Graduate Council will go into effect immediately. The decision of the Vice President for Academic Affairs is final.

### **Student Workload Study Recommendations**

To facilitate success, online graduate learners are strongly encouraged to spend at least 8 to 12 clock hours per week/per course in reading preparation and completing online assignments. Credit Hours are defined as: 2 Credit Hours = 480 mins (8 hours) per week for 8 weeks.

## Continuous Enrollment

A nursing student is expected to be continuously enrolled. In the event that it is necessary to break enrollment, a written request for a leave should be submitted to the Director of the MSN Program.

If a student withdraws from the MSN program and wishes to return after more than one year, the student must have left the program in good standing, reapply to the University, and submit a letter explaining the circumstances to the University Graduate Council, who will make a decision on placement.

## Nursing Academic Appeals Procedure

### Nursing Academic Appeals Procedure

How to Do:

1. A student who has an academic problem/complaint should discuss the problem with the course Faculty member. The student should always strive initially to resolve the dispute with the course Faculty member.
2. If the matter cannot be satisfactorily resolved with the Faculty member, the student may file an appeal in writing to the MSN Program Director. If the matter remains unresolved, the student must file a written appeal to the Dean of the School of Nursing and Health Professions. Thereafter, the Dean will attempt to mediate the problem.
3. In the event that the problem is still unresolved, mediation from the Vice President for Academic Affairs may be sought. See the Cumberland University catalog for details.

## Complaints Against the University Policy

### General Description

Description / Scope: In accordance with the Department of Education's final regulations published on October 29, 2010, the following is the complaint process related to receiving and resolving complaints for TICUA member institutions that are legally authorized to provide post-secondary education in Tennessee and are exempt from regulation by the Tennessee Higher Education Commission.

Process Steps or Stages

#### 1. Complaint and Appeals Overview

What happens:



Consistent with our mission, Cumberland University welcomes opinions and feedback about our policies, programs, and services in order to make changes that contribute to student success, development, and goal attainment. We are committed to ensuring that students have access to appropriate procedures for articulating concerns and registering appeals. This is designed to provide information and access to these resources.

In registering concerns and filing appeals, Cumberland University students must follow the policies and procedures that have been established within the unit about which the concern is being filed. Generally, these policies and procedures require that you begin by discussing the matter with the staff, faculty, or department in which the issue originated.

## 2. Informal Complaints

What happens:

A student with a complaint--a concern that a policy or procedure of a unit has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person's behavior -- has recourse through complaint procedures. In most instances, complaints can be resolved through an informal process beginning with talking to the individual and his/her supervisor if necessary. Basic steps in the informal process include:

- Begin by discussing the matter with the staff, faculty, or department in which the issue originated. If the issue is not resolved, the next contact will be the supervisor, department chair, or associate/assistant dean to investigate the issue and allegations.
- All complaints should be routed through the appropriate complaint/appeals process as outlined in the University Catalog.
- Depending on the nature of complaint, the matter should be brought to the attention of the office directly responsible for that area of the college or university.
- Complaints and appeals should be well-documented and move through the appropriate campus supervisory structure prior to appealing to any off-campus authority.

Who Performs / Responsibility:

Legal Counsel, President

## 3. Officially Documented Complaints

What happens:

If still unresolved after following the appropriate informal complaint procedures, the student may choose to have the issue "officially documented."

- An explanation of the concern or appeal is submitted to the Office of the Dean of the college/school or Director of the appropriate unit.
- It will be necessary that you be able to demonstrate that you already have attempted to resolve the concern through the informal procedures.
- To establish official documentation, the complaint or appeal must be submitted in writing and must include the name, college, contact information of the person filing the complaint, and a brief description of the circumstances including who has been involved and current status.
- Students must refer to the respective college or department policies for submission and response timelines and procedures. Unit procedures will be followed in resolving formal complaints.

#### 4. Procedures for Complaints and Appeal

What happens:

Appeal of a charge of violation of academic integrity (such as charge of plagiarism) must be submitted to the School of the instructor who brought the charge and assigned the penalty. (See the Academic Integrity Policy)

Appeal a grade must be submitted to the School of the instructor who assigned the Grade. (See Grade Appeal Policy)

Complaints alleging violations of the Americans with Disabilities Act (ADA): Policies and procedures for obtaining accommodations and for filing complaints are available in the Cumberland University Disability Services Policy section.

Harassment Complaints: Individuals who believe they have or may have been sexually harassed or experienced harassment based on race, color, national origin, creed, religion, age, disability, sex, gender identity or sexual orientation should follow the complaint procedures outlined in the University Equal Opportunity Policy section.

Other complaints about academic procedures or personnel must be filed with the appropriate School. Concerns or complaints about non-curricular procedures or personnel must be filed with the appropriate unit.

#### 5. Off-Campus Authorities

What happens:

The University has several means of resolving complaints. Should any claimant feel that these internal processes have failed to reach appropriate resolution, there are means of lodging complaints beyond the institution.

- Complaints relating to quality of education or accreditation requirements maybe referred to the Southern Association of Colleges and Secondary Schools (SACS), which will follow its policy as outlined in the following <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>;
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer/>)

#### 6. Procedures to Follow In response to U.S. Department of Education 10.29.10 Final Rules

What happens:

In accordance with the Department of Education’s final regulations published on October 29, 2010, the following is the complaint process related to receiving and resolving complaints for TICUA member institutions that are legally authorized to provide post-secondary education in Tennessee and are exempt from regulation by the Tennessee Higher Education Commission.

### **Code of Ethics (MSN Program Faculty/Student)**

The MSN graduate online learners and faculty members of the Rudy School of Nursing and Health Professions endorse the American Nurses Association (ANA) Code of Ethics. Additionally, all graduate online learners and faculty members are expected to be respectful, maintain integrity, and be honest and principled in all professional and academic endeavors. It is further expected that no action or behavior be displayed that may result in damaging the image of the university and/or the nursing profession.

#### **American Nurses Association (ANA) Code of Ethics**

##### **Provisional Statements (2015):**

*Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

**Provision 2:** *The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.*

**Provision 3:** *The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.*

**Provision 4:** *The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.*

**Provision 5:** *The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.*

**Provision 6:** *The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

**Provision 7:** *The nurse, in all roles and setting, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.*

**Provision 8:** *The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.*

**Provision 9:** *The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.*

## Graduate Online Learner Code of Conduct

Our students are members of an academic community founded upon principles of integrity and respect for others. It is critical that students and faculty trust one another to act with professionalism and integrity. Faculty members expect students to adhere to the following Code of Conduct:

- Unless the assignment description explicitly states otherwise, all work you submit will be your own. You are encouraged to share ideas and questions about your work as you do it, but the work itself should not be shared. If you would like to work with others—whether other students in this course or anybody else—it is best to check first with your faculty member.
- In assignments and discussions, you will state your own ideas in your own words, clearly citing any borrowed words or ideas. (Exceptions would be course content or assignment instructions that ask you to apply templates, data, or information contained in the course materials or to use ideas generated in course discussions.)
- For a quiz or exam, you will work independently, without sharing answers with others.
- For a group project, you will share work with other members of your team, but not outside of your team.

- You will not share finished or draft work (individual or group project) with others unless you are explicitly directed to do so by course materials or your faculty member. For example, providing such work may create a situation where another individual would violate the Code of Conduct.

## Virtual Campus Tips for Graduate Online Learners

### Graduate Learner Collaboration

What Should I Know About Online Collaboration? Initially, you may find that interacting and working with other students in a virtual environment seems awkward or forced. But by planning properly and using effective tools and communication strategies, students often find that online collaboration offers some of their most valuable learning experiences.

Online collaboration means working with other people using technology as a communication tool. As in a traditional classroom, collaboration in an online course takes many different forms, some of which require more time and interaction than others. In many cases, you will be graded for your participation in these activities. During your online studies, you may use some or all of the following types of collaboration:

- Participating in discussions with your entire class
- Cooperating with another classmate as a study partner
- Completing assignments with other classmates who have been assigned to work as a virtual team

However, in order to collaborate successfully online, you must be prepared to respond to the realities of the online environment.

Because you are unseen and unknown, you must actively work to build presence and create trust with your colleagues and faculty. The following practices can help you build trust for collaborative online work:

- Get started right away. Introduce yourself and try to learn about your classmates and how they work.
- Respond right away to requests and e-mail messages, even if your response is “I don’t have time today” or “I don’t know”. You and your virtual classmates can’t see one another, so you need to let each other know that you are listening to and engaged with the course activities.
- Reciprocity is critical. When classmates or teammates send you work or ask questions, always reciprocate by contributing to team documents, sharing information, responding to questions, and asking your own questions.

### Graduate Online Learner Success

How Can I Succeed as an Online Learner? In an online course, you won't have face-to-face contact with your peers or teacher, but you will have a great deal of independence and flexibility in your learning experiences. You will decide when and where you will meet your course responsibilities, and you will set the pace of your studies. Of course, to enjoy this independence and flexibility, you must take charge of your own learning. This means that you should be prepared to do the following:

- **Understand Your Strengths and Weaknesses**

- Assess Your Computer Skills

- Certain computer skills are essential for succeeding in an online course. Ask yourself the following question.
- How comfortable am I with each of the following computer skills?
  - Reading on a computer
  - Typing
  - Using word-processing software
  - Using spreadsheet software
  - Downloading files
  - Saving files to a hard drive
  - Using e-mail
  - Attaching files
  - Using the Internet
  - Using a discussion board

If you are uncomfortable with any of these skills, you should seek ways of improving your proficiency.

- Assess Your Study Habits

- As you read the following checklist, note “yes” or “no” for each item as it applies to your study habits. When I am taking courses, I
  - Work only when I am well rested and alert
  - Work under conditions that permit me to concentrate
  - Familiarize myself with course learning outcomes, faculty member expectations, and grading criteria
  - Take well organized notes and refer to them often
  - Read (and reread) each reading for maximum comprehension and retention
  - Look ahead in the syllabus and plan my time carefully
  - Review feedback from my faculty member and peers to get the most out of assignments
  - Keep track of my assignments and grades to know where I stand in the course at all times
  - Ask my faculty member whenever I don't understand something
  - Know how and when to seek extra help
  - Use discussions to seek out study partners
  - Allow ample time to study and complete assignments
  - Work regularly and steadily rather than frantically in response to deadlines

- Carefully edit and proofread my work before turning it in  
If you responded “no” to any of these items, you have identified an area for improvement.
- **Manage Your Time Effectively**
  - Commit to a Schedule for Working on Your Courses
    - Set aside specific days and times to work on your courses. You may not have regular “meeting times” in your course and will often need to set your own schedule for progressing through the course materials. Choose times that let you concentrate with the fewest possible distractions.
  - Keep a Calendar
    - Create a master calendar for yourself that shows all of the important due dates, activities, teamwork meetings, and other obligations for the entire course. Your master calendar should also show personal obligations so that you can plan your coursework around your non-school activities. Each week, block out on your calendar all of the times you plan to spend studying or working on any activity related to your course.
  - Pace Yourself
    - When beginning a course, carefully review the syllabus for the entire course so that you can plan ahead and anticipate any conflicts you might have with assignment deadlines or collaborative activities. Make sure you set aside adequate time during the week for each type of course activity. For example, you might spend one evening becoming familiar with your assignment, the next two evenings reading your learning materials, and the next two evenings working on your assignment. Allot adequate stretches of time so that you can complete your work without interruptions, and give yourself 5 to 10 minute breaks during your study sessions.
  - Stay on Schedule
    - Once you’ve chosen your study hours, it’s important that you don’t fall behind in your schedule. Your faculty member will impose fixed use dates to help keep you on track. However, you also should consider using the following techniques to keep your work moving according to schedule:
      - Focus on small goals and fixed activities
      - Each week or each day, make a “to-do list” of everything you need to complete for your course.
      - Set priorities for the week and focus first on your most important course responsibilities.
      - Use your time efficiently and consider studying whenever you have a free moment. Carry course reading with you so that you can study while commuting if possible, while waiting at the doctor’s office, or during a lunch break.
- **Study strategically and with discipline**
  - Fight Distractions and Focus
    - You may sometimes have to fight distractions such as telephone calls, television, internet surfing, e-mails, or other temptations to procrastinate. But you can prevent these problems by setting aside a quiet, private space

- for studying, by breaking up your work into small, manageable chunks, and by rewarding yourself when you make incremental accomplishments.
- o Prepare to Learn
    - Prepare for your online course by carefully reviewing its organization, navigation, tools, and resources. Doing so will help you work efficiently once you begin.
  - o Be a Strategic Learner
    - Remember that your goal is to understand principles, concepts, and methods central to the course. In these courses, these key points will be covered in the learning outcomes listed in the syllabus. Look at the learning outcomes and scan the assignments before starting the course. Keep the learning outcomes and assignments in mind as you work through the readings and resources in the course.
  - o Check Your Understanding
    - Take advantage of all opportunities to check our understanding of the course material. Try self-assessments, exercises, and activities that reinforce your learning. Continue to join discussions with your classmates and ask questions of your faculty member until you clearly understand key concepts.
  - **Stay motivated**
    - o Communicate Frequently
      - In discussions, be sure to share with your classmates your course-related thoughts, experiences, questions, success stories, and struggles. Make the most of your opportunity to share your views, learn from others, and collaborate with your peers; doing so will make your course experience more fun and help keep you motivated. In an online course, you will also meet students with a broad range of work backgrounds and life experience, so communicating frequently will expose you to new perspectives.
    - o Maintain a Positive Attitude
      - Don't become discouraged if you run into difficulties in either using the online course environment or trying to master new material. If you do become discouraged, remember that your faculty member is experienced in guiding students through the new challenges of online learning and will always be available to help you solve problems. Developing new skills and knowledge can be difficult, but your successes will be worth the effort, and you should feel good about every small accomplishment. You may need time to adjust to working on your own and remotely from your class, but remember that your classmates are in the same situation and can help each other.
    - o Ask for Help
      - In a traditional classroom, instructors can recognize when students are struggling, confused, unmotivated, or bored by observing their expressions and body language. That's not possible online. So, if you are having problems with any part of your course experience, don't remain silent or



give up. Always ask your faculty member for assistance or seek help from classmates. If you need help with technical problems, your faculty member will direct you to the proper person to receive technical assistance.

## Netiquette

Be aware of how you communicate. Consider the following tips for communicating respectfully online.

- Write clearly and concisely in your messages. Briefly explain any important background information and state deadlines and expectations clearly.
- Clarify your interpretation of others' messages. Paraphrase back to people your understanding of their intentions and plans.
- Keep in mind that your message or intentions, as posted in an online discussion or in an e-mail, may be easily misread or misinterpreted by your teammates. To avoid this problem, consider using the following techniques:
  - Do not send an e-mail or make a discussion post while you are upset. Wait and think carefully about what you want to say.
  - Include written indicators of humor or emotion, often known as "emoticons."
  - Avoid using sarcasm, which can be difficult to express in online communications.
- If you believe other teammates are upset or concerned about something, ask them about their interpretation of the situation, but do not place blame or act defensively.

If you believe another person is not doing his or her share of work, first clarify your understanding and expectations, then politely address the situation.

## Tips for Giving Feedback and Resolving Differences

When you have to give feedback on your teammates' work, consider using the following techniques for constructive criticism:

- Give balanced feedback by emphasizing positive points as well as areas for improvement. Ask clear questions when you don't understand something.
- In your critiques, explain what you, as a reader, understood easily and what you had difficulty understanding. Using this "reader" perspective, rather than focusing on the writer's problems, will make for the most effective feedback.
- Identify the specific words, phrases, or sections that you think need improvement. For instance, if you respond to your teammates' work by saying, "I found this unclear," you

are taking a diplomatic "reader" perspective, but you aren't helping the writer identify what precisely is unclear or what should be changed.

Differences in opinion or work style may arise among members of a team. Always try to resolve differences diplomatically by trying the following techniques:

- Instead of assigning blame, focus on finding a solution or workaround to the problems. Be proactive with ideas, information, and questions.
- If your process is unpleasant, or your outcomes are not meeting your goals, rethink your work and communication processes and try new ones.

Keep in mind that technological problems may occur—for various reasons, e-mail messages, discussion posts, and/or attachments may not be delivered properly. If you have not heard or received something from a teammate on time, try to find out whether that person is having technological problems before assuming that he or she is simply not responding.

## **Threaded Scholarly Discussion**

A percentage of your course grade will be determined by weekly threaded scholarly discussion postings. All graduate online learners are expected to complete weekly assignments as instructed. Weekly discussion board postings require interaction/responses to other peers.

### **1. Initial Post Guidelines**

Graduate online learners are to actively participate in weekly discussions. To do this the learner should create a substantive post for each of the discussion topics. Each post should demonstrate the learner's achievement of the participation criteria. Post a thoughtful, competently written initial post (detailed instruction will be provided under each course discussion assignment). The post will be directly linked to the unit's reading assignments. Be sure to appropriately cite any references you make to the literature.

### **2. Response Posting Guidelines**

Read the posts of your peers and respond to them (detailed instruction will be provided under each course discussion assignment). Your response posts should be succinct and demonstrate clarity of thought and precision in writing. Be sure that your responses are considerate. No credit will be given for postings that are disrespectful, inattentive, or otherwise inappropriate. Be sure to appropriately cite any references you make to the literature.

## **MSN Program Capstone**

In the course, the Graduate Online Learners (GOL) will highlight all of his/her professional endeavors of past and present academic and work achievements. Learner will complete a professional portfolio that includes achievements, a summary of the issues that relate to current nursing practice, as well as the projection of long-term and short-term professional goals.

Additionally, in the Capstone course, you will create and present an electronic poster (e-Poster) presentation on your practicum project.

### **Practicum Project Paper**

1. Each student is required to select a paper topic related to the practicum experience that provides an opportunity to demonstrate application of acquired knowledge.
2. The student will develop a project synthesis paper that represents an integration of nursing theory in the chosen nursing specialization area of practice.
3. The student should discuss the practicum project paper with the professor *prior to beginning the paper and/or when one-half of the practicum experience hours have been completed*.
4. The project paper must demonstrate understanding and application of specialty or practice focus concepts and theories.
5. The paper is due on Semester 5, Week 14, Day 7 (W14d7) of the Capstone course.

### **Practicum Project Paper Outline**

The paper should be written according to the APA (6<sup>th</sup> ed.) guidelines. The paper should contain proper grammar and be free from spelling errors. This synthesis paper must be limited to no more than 30 typed, double spaced pages. Paper must be written from a third-person perspective.

#### **Paper Outline:**

- Describe the population (i.e. staff, patients, students)
- Justify need for content relevant to population
- Integrated review of the literature related to topic
- Future recommendations
- Scholarly references (less than 5 years old unless a classic)

## **MSN Program Practicum**

### **Practicum Placement and Preceptors**

Placement of graduate online learners with approved preceptors is monitored by the Director of the MSN Online Program. All placements with preceptors in area of practice or academia must be processed through the Practicum Course Coordinator. The Practicum Course Coordinator will clear all student placements with the clinic or academic directors. Students desiring out-of-state practicum placements must adhere to rules and regulations promulgated by the Board of Nursing in the respective state.

A Preceptor must hold a Masters of Science in Nursing and have professional experience of a one-year minimum. Preceptor roles may include advanced practice nurses, certified nurse practitioners, clinical nurse specialists, nurse managers and/or directors, nurse clinical educators or academic faculty members.

### **Choosing a Site and Preceptor**

The graduate online learner is responsible for selecting the practicum site and choosing a preceptor. For “Nurse Educator” specialty, choosing a preceptor is based upon the graduate online learner area of nursing expertise and program specialty. Courses MSN6510 Practicum 1 and MSN6520 Practicum 2 make up the clinical experience encompassing 24 weeks, and require a minimum of 240-logged hours of work. The 240 practice hours are apportioned as 30 hours of direct clinical care experience aimed toward the graduate learner nursing expertise at the advanced practice registered nurse level. The remaining 210 hours focuses on the graduate learner’s specialty area. For example, this would include experiences within academia or healthcare organizations where emphasis is on clinical patient care outcomes. This also includes development, organization, documentation, and communication of the direct care experience of the Practicum Project. Methods of evaluation include weekly communication course assignments, discussion boards, scheduled appointments, and weekly log assignments delineating time.

For the “Nurse Executive Leadership and Administration” specialty, choosing a preceptor is based upon the graduate online learner area of nursing expertise and program specialty. Practicum I and II courses make up the practicum experience encompassing 24 weeks, and require a minimum of 240-logged hours of work. The 240 practice hours are apportioned as 240 hours of direct practicum experience aimed toward the graduate learner nursing expertise at the advanced practice registered nurse level in Leadership. For example, this would include experiences within healthcare organizations where emphasis is on leadership related to enhancing patient care outcomes. This also includes development, organization, documentation, and communication of the direct experience of the Practicum Project. Methods of evaluation include weekly communication course assignments, discussion boards, scheduled appointments, and weekly log assignments delineating time.

Graduate learners are required to take Advanced Pathophysiology, Advanced Physical Health Assessment & Advanced Pharmacology prior to Practicum 1 and Practicum 2. These courses provide a strong foundation in advanced assessment skills across the lifespan, including a thorough history and cultural assessment. MSN5200 Advanced Physical Health Assessment contributes one CE (32 clinical hours) toward the graduate learner’s clinical practicum (120 hours). Graduate learners examine physiologic changes and clinical manifestations that occur because of disease, as well as drug therapy used to treat or affect health status. These courses are designed to facilitate critical analysis of collected assessment data and support clinical decision-making.

A student should have no more than two preceptors within a single practicum area. If a student is having difficulty securing a site and/or preceptor, the graduate online learner will need to contact the Course Coordinator as soon as possible to receive additional help.

The MSN Program Director and Practicum Course Coordinator is responsible for establishing that all preceptors meet the preceptor criteria and have a signed agreement/contract, current CV, and current license on file (see **APPENDIX D**). Students cannot begin a practicum placement until a contract is completed. Practicum Course Coordinators are responsible for seeing that preceptors are fully oriented to their role in the course and for maintaining communication with the preceptor regarding the student's performance.

In general, preceptors are responsible for:

1. Orienting the student to the facility/office or campus, staff, policies, and protocols
2. Assisting the student with the selection of appropriate learning experiences
3. Supervising, collaborating with, and counseling the student regarding assignments
4. Collaborating with Course Coordinator regarding the student's performance
5. Providing the student with informal and formal evaluations of performance
6. Students are responsible for maintaining communication with the preceptor and/or the Practicum Course Coordinator. Students are responsible for all expenses incurred during clinical/academic placements, including travel expenses to and from sites.

Neither the Cumberland University nor the clinical or academic practice settings are liable for injuries a student may sustain, or the diagnosis or treatment of any illness a student may contract while in a practicum setting experience. Neither Cumberland University nor the practicum facility/university are liable for the loss of personal property. Please notify the Practicum Course Coordinator if your selected clinical site requires a practicum contract. Arrangements and contract may be set-up between the preceptor, clinical site, graduate learner, and Cumberland University.

### **Practicum Experience Proposal**

1. Student will develop a proposal for a practicum experience that includes:
  - a. Purpose
  - b. Setting/Preceptor
  - c. Goals (minimum **5 goals**)
  - d. Objectives
  - e. Activities
2. The proposal is to be detailed including goals that are specifically stated and that are related to the course objectives and practicum experience. Keep in mind that the purpose and objectives should be measurable and achievable within the timeframe for the practicum. All activities documented should indicate step-by-step actions necessary to meet the objectives.
3. The proposal is due on the first week of the Semester Term; **Week 1, Day 7 (W1d7)**.
4. The proposal should **not** be written by the organization but rather from the perspective of the student.

### **Practicum Experience Time Log (APPENDIX E)**

1. The purpose of this journal is to identify the activities, issues, or problems that occurred during each week of the practicum. An interpretation of these occurrences is to be related to nursing theory and practice and the course/student practicum objectives. One scholarly journal article is to be included each week that is relevant to the activity, issue, or problem.
2. Self-evaluation and personal responses to the practicum experiences are to be included.
3. The practicum experience journal is to be submitted to the practicum course faculty member every 2 weeks on day 7 of the semester.

4. The completed journal is due on the last week of the semester on day 6.
5. Each student is to schedule **two** individual telephone/electronic conferences with the practicum Course Coordinator to discuss his/her practicum experience. The scheduling of the conference (by student initiated e-mail) should correspond with submission of the practicum experience journal.
6. Have a copy of your e-journal available at the conference call time.

### **Preceptor Evaluation of Graduate Online Learner (Appendix F)**

At the end of each Practicum experience, the graduate learner's preceptor is asked to complete an evaluation of the learner's practicum performance. The purpose of this assessment is to provide formative feedback to the practicum course instructor. This evaluation is not a part of your course grade.

### **Graduation Policies and Procedures for All Graduate Students**

To graduate from a graduate program at Cumberland University, the student must fulfill all degree requirements, meet all deadlines, and conform to all policies as set forth by the university (see Graduate Catalog) and the Nursing Student Handbook.

1. A "Notice of Intent to Graduate" form (**Appendix H**) must be filed in the Registrar's Office prior to the end of the final semester in which the student expects to complete the requirements for a graduate degree or certificate.
2. All debts to the university must be cleared by the final semester of study.

**Graduation is a time for celebration!**

**Congratulations to all those students who have accomplished this milestone!**

**"Your education is a dress rehearsal for a life that is yours to lead" Nora Ephron**

## APPENDIX A

### Rudy School of Nursing and Health Profession Health Requirement Document

Please note this document is required prior to Practicum Experience

NOTE TO HEALTH CARE PROVIDER: Health examination form may be completed by a physician, nurse practitioner or a licensed physician's assistant.

\_\_\_\_\_  
Last Name First MI

\_\_\_\_\_  
HomeAddress  
Street City State Zip Code

\_\_\_\_\_  
Date of Birth Social Security No. Sex Marital Status Home Phone Cell Phone

\_\_\_\_\_  
Name of Health Insurance Company & Group/Policy Number(s)

#### PAST MEDICAL/SURGICAL HISTORY

Have you had surgery? List surgery dates.

\_\_\_\_\_  
Have you been treated for any serious illness? Give details

\_\_\_\_\_  
Are you presently on any medication? If so, list medication(s).

\_\_\_\_\_  
Have you been treated for any psychological/emotional problems? Give details.

\_\_\_\_\_  
Is there a family history of a bleeding disorder, cancer, hypertension or diabetes? List and state relationship.

\_\_\_\_\_  
Do you have any current health problems/limitations that will affect your ability to function as a nursing student? Give details

## CHILDHOOD DISEASES

Have you ever had:

MUMPS: Yes No CHICKEN POX: Yes No  
 SCARLET FEVER: Yes No  
 MEASLES: Yes No DIPHTHERIA: Yes No  
 GERMAN MEASLES: Yes No

### PHYSICAL EXAMINATION:

Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_ Blood Pressure \_\_\_\_\_

	Normal	Abnormal	Comments
Eyes	_____	_____	_____
Ears	_____	_____	_____
Nose and Throat	_____	_____	_____
Sinuses	_____	_____	_____
Mouth and Teeth	_____	_____	_____
Chest	_____	_____	_____
Heart	_____	_____	_____
Abdominal Viscera	_____	_____	_____
Endocrine Viscera	_____	_____	_____
Nervous System	_____	_____	_____
Lymphatic Glands	_____	_____	_____
Orthopedic Defects	_____	_____	_____

TB SKIN TEST Date \_\_\_\_\_ TB SKIN TEST RESULT \_\_\_\_\_ Date Read: \_\_\_\_\_

CHEST X-RAY (if positive skin test): Date \_\_\_\_\_ Results \_\_\_\_\_

Examiner's Signature \_\_\_\_\_ Date \_\_\_\_\_

### IMMUNIZATIONS/TITERS REQUIRED

	DATE	HEALTH CARE Provider's Initial
HEPATITIS B VACCINE		
Dose # 1	_____	_____
Dose # 2 (to be given 1 month after the 1 <sup>st</sup> injection)	_____	_____
Dose # 3 (to be given 6 months after the 1 <sup>st</sup> injection)	_____	_____
TETANUS (within the last 10 years)	_____	_____
**MUMPS TITER (attach copy of lab report)		
**RUBEOLA (Red Measles) TITER (attach copy of lab report)		
**RUBELLA (German Measles) TITER (attach copy of lab report)		
**VARICELLA TITER (attach copy of lab report)		
**HEPATITIS B TITER (attach copy of lab report)		

### ADDITIONAL INFORMATION

Signature of Graduate Online Learner \_\_\_\_\_ Date \_\_\_\_\_

Date



## APPENDIX B

### Rudy School of Nursing and Health Profession Background Check

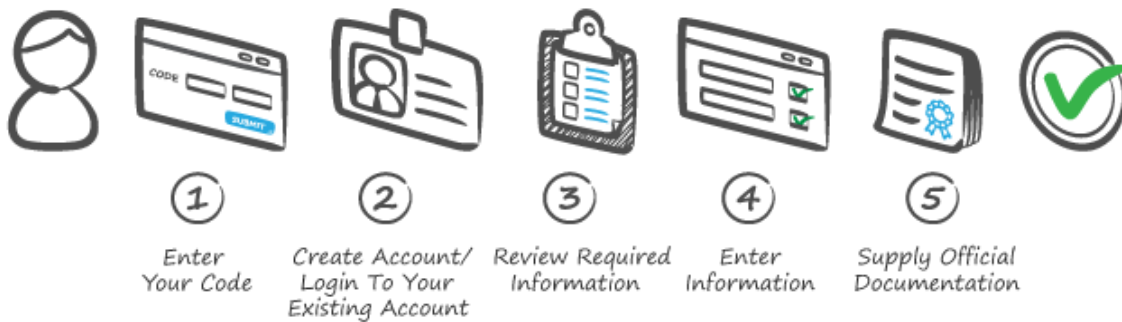
**Cumberland University  
Masters Nursing Program**  
Required Qualifications for Your Program

**TIME SENSITIVE  
DO NOT DELAY**

#### ATTENTION Students:

We've partnered with Verified Credentials, Inc. to help you supply the required qualifications for your program. To get started, carefully follow the instruction below:

#### How it Works:



**IMPORTANT** – Use the CODE below to get started:

Program:	Code:
Background Check - Masters Nursing Program	JKCPK-62766

**GET STARTED NOW** at:

<http://scholar.verifiedcredentials.com/cumberland>

**For Best Results** - Use a **laptop** or **desktop computer** to complete this process.

## APPENDIX C



### Cumberland University

#### Full Time Program of Study: Full Time Program of Study: MSN Nurse Educator

##### SEMESTER 1

Term A (8 weeks) MSN5000 Foundations of Professional Writing	1 CR
Term A (8 weeks) MSN5100 Nursing Theoretical Foundations	3 CR
Term B (8 weeks) MSN5105 Integrated Advanced health Assessment and Patho	4 CR

##### SEMESTER 2

Term A (8 weeks) MSN5110 Nursing Research & Scholarly Synthesis	3 CR
Term B (8 weeks) MSN5220 Advanced Pharmacology	3 CR

##### SEMESTER 3

Term A (8 weeks) MSN5120 Health Information Systems and Nursing Technology	3 CR
Term B (8 weeks) MSN5230 Nursing Leadership in Legislation, Policy, Regulations...	3 CR

##### SEMESTER 4

<u>Term A</u> (8 weeks) MSN6100 Nurse Educator Foundations	3 CR
<u>Term A</u> (8 weeks) MSN6120 Teaching Strategies, Learning and Evaluation Methods	3 CR
<u>Term B</u> (8 weeks) MSN6130 Curriculum Frameworks and Design	3 CR
<u>Term B</u> (8 weeks) MSN6570 Nursing Education Graduate Experience I	1 CR (60 clinical hours)

##### SEMESTER 5

Term A & B (16 weeks) MSN6590 Nursing Education Capstone	3 CR
Term A & B (16 weeks) Nursing Education Graduate Experience II	3 CR (180 clinical hours)

MSN Core Requirements – 20 hours

Nurse Executive Leadership Requirements – 16 hours

TOTAL requirements for graduation – 36 hours

## APPENDIX C



### Cumberland University

#### Full Time Program of Study: Full Time Program of Study: MSN Nurse Educator

##### SEMESTER 1

Term A (8 weeks) MSN5000 Foundations of Professional Writing	1 CR
Term A (8 weeks) MSN5100 Nursing Theoretical Foundations	3 CR
Term B (8 weeks) MSN5230 Integrated Advanced health Assessment and Patho	4 CR

##### SEMESTER 2

Term A (8 weeks) MSN5110 Nursing Research & Scholarly Synthesis	3 CR
Term B (8 weeks) MSN5220 Advanced Pharmacology	3 CR

##### SEMESTER 3

Term A (8 weeks) MSN5120 Health Information Systems and Nursing Technology	3 CR
Term B (8 weeks) MSN5230 Nursing Leadership in Legislation, Policy, Regulations...	3 CR

##### SEMESTER 4

<u>Term A</u> (8 weeks) MSN6301 Financial Management in Healthcare	3 CR
<u>Term A</u> (8 weeks) MSN6310 Healthcare Operations: Law, Policy, Quality, Ethics...	3 CR
<u>Term B</u> (8 weeks) MSN6340 Nursing Leadership in Integrated into Healthcare Delivery	3 CR
<u>Term B</u> (8 weeks) MSN6545 Executive Leadership Practicum Experience I (60 clinical hours)	1 CR

##### SEMESTER 5

Term A & B (16 weeks) MSN6550 Executive Leadership Capstone	3 CR
Term A & B (16 weeks) MSN6555 Executive Leadership Practicum Experience II (180 clinical hours)	3 CR

MSN Core Requirements – 20 hours

Nurse Executive Leadership Requirements – 16 hours

**TOTAL requirements for graduation – 36 hours**

## APPENDIX D

### Rudy School of Nursing and Health Profession Preceptor & Graduate Online Learner Contract Agreement

Complete the application and submit an electronically scanned copy by e-mail along with the preceptor's CV to your Practicum Course Coordinator.

As a graduate online learner, it is your responsibility to match the practicum experience with your overall goals for the MSN program. It is important that you choose a preceptor who can help you in meeting your goals. All placements are subject to approval by the MSN Program Director.

---

Graduate Learner Name

---

Preceptor Name

Preceptor Title

---

Preceptor Credentials

---

Preceptor Phone Number

Preceptor E-Mail

---

Practicum Site Organization Name

Practicum Site Organization Phone

---

Practicum Site Organization Address

Is the preceptor you have chosen your immediate supervisor, boss, or manager? Yes No  
For what reasons have you selected this individual to precept your practicum experience?

How will your preceptor serve to foster your overall practicum experience?

---

Graduate Learner Signature

---

Date

**Preceptor:**

Are you authorized to approve practice experiences within your organization? Yes No  
Has the facility Director, Dean, and/or Manager, etc. approved this preceptorship? Yes No

---

Preceptor Signature

---

Date

## APPENDIX E

### Rudy School of Nursing and Health Profession Practicum/Clinical Experience Time Log

MSN Graduate Learner Practicum Information	
Graduate Learner Name:	
Learner CU Email:	
Practicum Site:	
Preceptor's Name:	
Preceptor's Telephone:	
Preceptor's Email:	

MSN Graduate Learner Practicum Objectives	
<i>Identify your personal Practicum objectives/goals (min. 5) for this semester. Feel free to add rows if necessary. Use the number of the goal to map your practicum activities below. An activity may map to more than one objective. You may add objectives/goals that are carried over from previous semester.</i>	
1	
2	
3	
4	
5	

## MSN Graduate Learner Practicum Time Log

Date	Hours	Code (see legend below)	Total Hours To Date	Activity	Objectives Addressed (use numbers from above)	If activity fulfills M.S.N. Program Outcomes (see legend below)	If activity fulfills AACN M.S.N. Essentials list here (see legend below)

### Legend

Code	M.S.N. Program Outcomes	AACN MSN Essentials
A = Practicum	1. Use critical thinking skills to plan and provide care for individuals, families, communities, and populations at risk based on the application of knowledge, evidence based practice (EBP), research from nursing science, behavioral science, and natural sciences as well as the humanities.	Essential I: Background for Practice from Sciences and Humanities
B = Clinical Experience	2. Use the nursing process and evidence-based practice to design and implement care that promotes, maintains, and/or restores the optimal functioning of clients on the wellness-illness continuum in a variety of health care settings.	Essential II: Organization and Systems Leadership
C = Meetings with Preceptor	3. Communicate effectively, using a variety of strategies and teaching/learning techniques in collaboration with the client, family caregiver, and interdisciplinary healthcare teams to promote optimum health outcomes.	Essential III: Quality Improvement and Safety
D = Scholarly writing (Project Synthesis Paper)	4. Advocate a standard of care integrating, principles of law, ethics, and recognizing cultural and spiritual diversity within the global market place.	Essential IV: Translating and Integrating Scholarship into Practice
E = Literature review	5. Practice nursing utilizing principles of information technology, health care policy and health care economics within regulatory environment.	Essential V: Informatics and Healthcare Technologies

<b>F = Other (must be approved by Course Coordinator)</b>	<b>6. Demonstrate leadership for quality care and patient safety with emphasis on improved patient outcomes.</b>	<b>Essential VI: Health Policy and Advocacy</b>
	<b>7. Display a personal commitment to the advancement of professional nursing.</b>	<b>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</b>
		<b>Essential VIII: Clinical Prevention and Population Health for improving Health</b>
		<b>Essential IX: Master’s Level Nursing Practice</b>

**Time Log must be signed at the end of your each practicum experience prior to final submission.**

**PRACTICUM I**

\_\_\_\_\_

**Graduate Learner Signature** **Date**

\_\_\_\_\_

**Preceptor Signature** **Date**

**PRACTICUM II**

\_\_\_\_\_

**Graduate Learner Signature** **Date**

\_\_\_\_\_

**Preceptor Signature** **Date**

## APPENDIX F



### **Rudy School of Nursing and Health Professions**

Online Master's of Nursing Program

Preceptor Evaluation of Graduate Online Learner

Practicum Project

Thank you for participating as a preceptor in the Cumberland University School of Nursing Online Master's of Nursing Program (MSN). We appreciate your time and commitment to our graduate online (GOL) nursing students. As a continuing evaluation of our program we would ask for you to evaluate the performance of the GOL you are working with. Please answer the following questions using the following scale:

Evaluation scale:

0= no opportunity to assess,

1 = poor and/or minimal,

2 = limited and/or some,

3 = average and/or moderate,

4 = good and/or as expected,

5 = excellent and/or exceeded expectations

Preceptor Evaluation of Graduate Learner						
	5	4	3	2	1	0
1. Is the student prepared for the Practicum project?						
2. Does the student demonstrate necessary organization skills for a successful Practicum project?						



3. Does the student demonstrate necessary communication skills with preceptor?						
4. What is the student's demonstrated level of professionalism?						
5. Does the GOL demonstrate adequate skills of routine productivity tools (Word, Excel, PowerPoint, etc.)?						
6. What is the student's ability to function as a viable member of an education team, at this time?						
7. What is the student's ability to function as a leader of an education team, at this time?						
8. What is the student's ability to communicate with others?						
9. The student's Practicum project provides value to the site/educational team, and current organizational goals.						
10. The student's Practicum project has a timeline that is achievable within the defined timeline.						
11. The quality (content depth, scope, & presentation) of the Practicum project is appropriate for the chosen site?						
12. The final deliverable of the Practicum project has a final deliverable that will (does) benefit the Practicum site.						

Additional Comments:

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**Preceptor Signature**

**Date**

Thank you for the evaluation of your GOL. We ask that this evaluation be filed at the end of Practicum 1 and Practicum 2. If you need to communicate with either Dr. Landers or Course Instructor in-between scheduled evaluations, please use the following contact information.

Respectfully,

**Ronda Landers, DNP, RN**

Associate Professor of Nursing

Jeanette C. Rudy School of Nursing

Cumberland University

MSN Program Director

[rlanders@cumberland.edu](mailto:rlanders@cumberland.edu)

office: 615-547-1337

# APPENDIX G

## Rudy School of Nursing and Health Professions

Online Masters of Nursing Program

Preceptor Evaluation of Graduate Online Learner

Clinical Practicum (Nurse Educator Specialty)

Thank you for participating as a preceptor in the Cumberland University School of Nursing Online Masters of Nursing Program (MSN). We appreciate your time and commitment to our graduate online (GOL) nursing students. As a continuing evaluation of our program we would ask for you to evaluate the performance of the GOL you are working with. Please answer the following questions using the following scale:

Evaluation scale:

0= no opportunity to assess,

1 = poor and/or minimal,

2 = limited and/or some,

3 = average and/or moderate,

4 = good and/or as expected,

5 = excellent and/or exceeded expectations

Preceptor Evaluation of Graduate Learner						
	5	4	3	2	1	0
1. Is the graduate learner prepared for the clinical site?						
2. Does the graduate learner demonstrate necessary and adequate skills needed for advanced patient care?						
3. Does the graduate learner demonstrate necessary communication skills?						

4. What is the graduate learner's demonstrated level of professionalism?						
5. Does the graduate learner demonstrate adequate skills of routine productivity tools (Word, Excel, PowerPoint, etc.)?						
6. What is the graduate learner's ability to function as a viable member of a clinical care team, at this time?						
7. What is the graduate learner's ability to function as a leader at this time?						
8. The graduate learner's overall benefit to the clinical site?						

\*GOL – Graduate Online Learner

Additional Comments:

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**Preceptor Signature**

**Date**

Thank you for the evaluation of your GOL. We ask that this evaluation be filed at the end of the practicum experience. If you need to communicate with either Dr. Landers or Course Instructor in-between scheduled evaluations, please use the following contact information.

Respectfully,

**Ronda Landers, DNP, RN**

Associate Professor of Nursing

Jeanette C. Rudy School of Nursing

Cumberland University

## APPENDIX H

Intent to Graduate - Masters

Commencement information will be communicated to you through your CU email address and the CU website.

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Student Name (Print as you want on your diploma):

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Social Security #:

Hometown:

---

Current Mailing Address:

City:

State: Zip:

Phone:

---

After Graduation Mailing Address:

City:

State: Zip:

Phone:

---

Email Address:

---

Completion Date (MM/YYYY):

Advisor:

Major:

Minor:

Degree:

MAE

MAT

MBA

MEd

MSP

MA

MSES (Please circle one)

Please indicate if you will be \_\_\_ walking or \_\_\_ not walking.

---

Student Signature:

Date:

\*A Graduation Fee will be charged to your account. Master's Degree \$225.00

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**OFFICE USE ONLY**

Approved for Graduation: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Comps: \_\_\_\_\_ Major: \_\_\_\_\_ Degree: \_\_\_\_\_

Minor: \_\_\_\_\_ Posted: \_\_\_\_\_ Registrar's Initials: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

PRE:

Thrs \_\_\_\_\_ TQP \_\_\_\_\_ Chrs \_\_\_\_\_ CQP \_\_\_\_\_ Combined Hrs/QP \_\_\_\_\_ GPA \_\_\_\_\_

FINAL:

Thrs \_\_\_\_\_ TQP \_\_\_\_\_ Chrs \_\_\_\_\_ CQP \_\_\_\_\_ Combined Hrs/QP \_\_\_\_\_ GPA \_\_\_\_\_ Cum

Laude \_\_\_\_\_ Magna Cum Laude \_\_\_\_\_ Summa Cum Laude \_\_\_\_\_ Graduation Fee: \_\_\_\_\_

Date Charged: \_\_\_\_\_ Initials \_\_\_\_\_