



Masters in Nursing Education Program

Student Handbook



Academic Year 2025-2026

UNIVERSITY OF LUNSAR
10 Maforay Road, Lunsar

MSN Accreditation Statement

"The master's degree program in Nursing at University of Lunsar is accredited by the Tertiary Education Commission."

Introduction

Congratulations on the decision to pursue a Master of Science in Nursing (MSN) degree at the University of Lunsar. You may have just recently graduated and earned your registered nurse license, or perhaps you have been planning for a while to further your professional education. Whether you are a novice or an experienced nurse, you have made the first step in turning that dream into an action-oriented goal. To make this goal a reality, the Graduate programs are designed to meet a variety of student needs.

Graduate Nursing Programs

Welcome to the Graduate Nursing programs of University of Lunsar (UOL) which includes the Master of Science in Nursing Education (MSNE), and the Master of Science in Medical Surgical Nursing. The programs have been carefully planned for students to enjoy, as well as, to provide opportunities for a more specialized focus in personal career development. As a means of introducing the University and the School of Nursing, the mission statements, philosophy, and statement of values are included.

University Mission Statement

University Vision Statement

SCHOOL OF NURSING VISION, MISSION AND PHILOSOPHY

Nursing programs at The University of Lunsar are guided by the mission and philosophy of the School of Nursing as well as by the mission, vision and values of The University of Lunsar.

Mission Statement:

Our mission is to provide innovative and relevant nursing programs that enhance health and healing through nursing leadership in teaching, scholarship, practice, and service.

Philosophy and Conceptual Framework

The University of Lunsar (UOL) School of Nursing's Graduate Program's conceptual framework and philosophy reflect the beliefs of the faculty, provides the foundation for the curriculum and teaching approach, guiding how students are prepared for practice.

Philosophy

The faculty believes that:

Learning is a lifelong, dynamic process that is facilitated by the collaborative interaction between learner and teacher, each bringing life experiences, knowledge, and interests to the process. Learning requires responsibility, critical thinking, and self-motivation.

Graduate nursing education builds on baccalaureate education and is guided by advanced theory and knowledge from nursing and other sciences. A primary aim of graduate nursing education is to ensure that every student acquires the ability to analyze, synthesize and utilize knowledge to advance the practice of nursing. Graduate education prepares the nurse to engage in scholarly enquiry using research and quality improvement methods, contemporary technology and interprofessional collaboration.

A competent nurse educator should have the knowledge, skills and attitudes to adopt new approaches in planning, organizing, implementing and evaluating nurse education programs.

University Educational Philosophy

University of Lunsar has adopted an educational philosophy that includes a course delivery format: blended learning. Blended learning includes content and activities delivered in a web based format, while other content and activities are offered in a classroom setting. The blended course promotes learning that is interactive and engaging for students in the classroom, but also allows them the autonomy to learn at their own pace outside the classroom. In the blended format, a portion of the course activities will be completed on campus, to provide real-time contact with course instructors. Course activities may include, but are not limited to, lecture content, case scenarios, chats or discussions, exams, and clinical involvement. Real-time interactions may occur in the classroom or via technological interactives such as TEAMS. All graduate nursing classes are offered in a blended and/or online learning format.

PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals

1. Build upon baccalaureate education in nursing and prepare registered nurses for leadership roles in education and management.
2. Prepare the registered nurses in a selected role within the advanced roles of nurse educator and nurse leader.

3. Provide educational foundation for doctoral study in nursing.
4. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator or nurse leader.
5. Retain students with positive programming through active support and flexible programming (Program Completion Goal – 80% MSN students will complete the program in five semesters).
6. Utilize frequent feedback from course evaluations, advisory board feedback and graduation survey to monitor student and program satisfaction (Graduate Satisfaction Goal – 80% will report satisfaction on the graduate survey.)
7. Enhance students' abilities as competent leaders and educators which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

End of Program Learning Outcomes [PLO]

Our End of Program Student Learning outcomes align with the World Health Organization Nurse Educator competencies. A set of competencies for nurse educators was developed by an international group through the World Health Organization. The final competencies are depicted in the graph below.



Core Competency 1:

Nurse educators possess a sound understanding of contemporary educational theories, principles and models underlying the design of curricula and the value of adult learning.

Learning Outcome: Our graduates will be able to:

PLO 1. develop curricula based on contemporary educational theory and practice.

Core Competency 2:

Nurse educators demonstrate the skills and abilities to design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best evidence.

Learning Outcomes: Our graduates will be able to:

PLO 2. Develop syllabi and class/course outlines including learning outcomes, target audience, content of subject, teaching materials and evaluation methods.

PLO 3. Choose and develop appropriate teaching and learning materials and resources that are matched to the learning domains.

- a. Use educational approaches reflecting contemporary educational theory and practice including:
 - i. Problem-based learning
 - ii. Case-based learning
 - iii. Discussion and group work
 - iv. Seminar presentations
 - v. Experiential learning (physical examination, history taking, role plays, simulations)
 - vi. Workshops
 - vii. Projects
 - viii. Active participatory lectures
- b. Use information technologies to support the teaching and learning process.
- c. Effectively use audio-visual materials and eLearning

Core Competency 3:

Nurse educators maintain current knowledge and skills in theory and practice, based on the best available evidence.

Learning Outcomes: Our graduates will be able to:

PLO 4. Integrate advanced nursing knowledge to provide safe, competent and effective nursing care to patients and facilitate student learning in a variety of diverse healthcare and educational environments.

PLO 5. Apply research findings in practice

Core Competency 4:

Nurse educators develop their critical inquiry and the ability to conduct research and utilize findings to identify and solve educational and practice-based problems.

Learning Outcomes: Our graduates will be able to:

PLO 6. Use online resources to locate research and clinical guidelines relevant to issues.

PLO 7. Interpret the quality and applicability of research papers and reports.

PLO 8. Use relevant research in teaching and in practice.

PLO 9. Engage in scholarly writing and publication.

Core Competency 5:

Nurse educators demonstrate effective communication skills that promote collaborative teamwork and enhance partnership among health profession educational and clinical practice.

Learning Outcomes: Our graduates will be able to:

PLO 10. Demonstrate professional/interpersonal communication skills in clinical teaching with patients, learners and other members of the health-care team.

Core Competency 6:

Nurse educators demonstrate professionalism including legal, ethical and professional values as a basis for developing nursing education policies, procedures and decision making.

Learning Outcomes: Our graduates will be able to:

PLO 11. Use knowledge of ethical code of conduct as a basis for designing, implementing and evaluating academic policies and procedures.

PLO 12. Incorporate legal and regulatory requirements into nursing education including the implementation and assessment of teaching and learning.

Core Competency 7:

Nurse educators utilize a variety of strategies to monitor and evaluate nursing programs, the curricula and mastery of student learning.

Learning Outcomes: Our graduates will be able to:

PLO 13. Use appropriate methods of assessment and evaluation of learning that are linked to learning outcomes/goals, including:

- a. Single/multiple choice examination
- b. Essay writing
- c. Seminar presentation
- d. Case study
- e. Projects
- f. Objective structured clinical exams (OSCEs)
- g. Objective structured behavioral exams (OSBEs).

PLO 14. Participate in program, curriculum and course evaluation.

PLO 15. Adapt, design and use tools for assessing and documenting clinical practice.

PLO 16. Make objective judgements about the competence/ proficiency of students including cultural competency and respectful care.

Core Competency 8:

Nurse educators demonstrate the skills of system management and leadership to create, maintain and develop desired nursing programs and shape the future of education institutions.

Learning Outcomes: Our graduates will be able to:

PLO 17. Develop collegial working relationships with clinical agency personnel to improve clinical teaching and learning practice.

PLO 18. Develop nursing curricula integrating the institutional vision, mission and philosophy, current health-care trends and community needs.

PLO 19. Develop the clinical aspect of curricula, integrating the complex, dynamic, multicultural health-care environment.

PLO 20. Work in a multidisciplinary, interdisciplinary team to address health-care and educational needs.

PLO 21. Provide organizational leadership at various levels of institutional governance.

PLO 22. Demonstrate a leadership role outside institutions, e.g. with government and professional associations.

CURRICULUM MAP

		Program Learning Outcomes [PLO] #																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
C O U R S E S	NURS 501					X	X	X	X	X													
	NURS 502																					X	X
	NURS 503																					X	X
	NURS 504											X	X								X		
	NURS 510				X																		
	NURS 511				X																		
	NURS 512				X																		
	NURS 514				X																		
	NURS 531	X																	X	X			
	NURS 532		X	X													X						
	NURS 534													X	X	X							
	NURS 560									X													
	NURS 568								X		X							X			X		
	NURS 569									X													
	NURS 570									X													

ONLINE EDUCATION

Online teaching includes opportunities for real-time (synchronous) interaction with faculty and peer students. Asynchronous interactions in discussion forums foster collaboration, cooperation, and community-building through student engagement, learning accountability, and strong faculty presence. Collaborative activities and other interactive content enhance comprehension and retention.

MSN Project

Master of Science in Nursing (MSN) education projects are included in the curriculum to prepare graduates for the complex roles of **nurse educators, leaders, and mentors** in diverse healthcare and academic environments. These projects bridge the gap between theoretical knowledge and practical application, equipping future educators with essential skills for teaching, curriculum design, and quality improvement.

Projects focus on the principles of evidence-based curriculum development, instructional design, and program evaluation. This ensures that educational programs remain relevant, up-to-date with the evolving healthcare landscape, and aligned with professional standards and competencies.

Projects in leadership and systems management equip students with skills to influence policy and lead healthcare teams effectively.

Students will complete an individual MSN project in their chosen track of concentration. As early as the first semester, students may begin collaborating with the faculty and advisors regarding the chosen project. This project will be completed with the faculty, approved preceptor, and student.

Examples of MSN education projects

- **Curriculum development:** Designing a new nursing course or revising an existing one to align with current standards and evidence-based practices.
- **Simulation-based learning:** Creating and implementing simulation scenarios to teach clinical skills in a safe environment.
- **Professional development program:** Developing and delivering a training program for practicing nurses to improve a specific skill or knowledge area, like wound care or electronic health records.
- **Research project:** Conducting a research study related to nursing education to identify best practices or to improve student outcomes.

- **Clinical mentorship:** Creating a structured mentorship program to guide and support new nurses in their first year of practice.
- **Online course design:** Building an engaging online course for a specific nursing topic, including interactive elements and assessments.
- Exploring new nurse teachers' perception and understanding of reflection: An exploratory study
- Facilitation of reflective learning in nursing: reflective teaching practices of educators
- Novice Nurse Educator Entry-Level Competency to Teach: A National Study
- From Learning to Teach to Teaching Effectiveness: Nurse Educators Describe Their Experiences
- A model for mentoring newly-appointed nurse educators in nursing education institutions in Sierra Leone.

GRADUATE NURSING ADMINISTRATIVE AND ACADEMIC PERSONNEL

University of Lunsar
School of Nursing
10 Maforay Road, Lunsar

Administrators

Registrar: Walcott Fofanah
Dean Faculty of Nursing & Allied Health: Dr. Marie Umar-Kamara
Email: don@universityoflunsar.edu.sl
Phone: 8044181852

Staff

Student Academic Support Services: Leticia M. Kabia
Administrative Assistant Nursing: Musu Kamara

Faculty

STUDENT RESOURCES

LEARNING RESOURCES

University of Lunsar is committed to ensuring positive learning outcomes for students enrolled in online courses. Students have access to several learning resources, including:

1. The library
2. Student Academic Support Services
3. *Turn-it-in* Plagiarism Checker
4. Faculty Advisors

Graduate Admission, Progression, and Completion Policies

Admission Requirements

- **Bachelor of Science in Nursing (BSN):** Applicants must have earned a Bachelor of Science in Nursing from an accredited nursing program through the Tertiary Education Commission (TEC) and the Nurses and Midwives Council (NMC).
- **Experience: Two (2) year** of experience as a Registered Nurse in an inpatient setting.
- **Registered Nurse License:** Active Registered Nurse license in the Sierra Leone
- **GPA:** An overall undergraduate GPA of 3.0 or higher
- Provide a resume or curriculum vitae (CV) that highlights nursing experience.
- Submit a statement of purpose or personal statement explaining career objectives as a nurse educator.
- **Undergraduate Statistics Course:** A grade of “C” or better in an undergraduate statistics course
- All prospective applicants wishing to gain admission into the University of Lunsar **MUST** obtain an application receipt at the Union Trust Bank in Freetown or any of their branches in the regions at the cost of **Le 1200**. The application fee is non-refundable.

Applicants with a diploma in nursing [SRN] and Bachelors in another field:

- Applicants under this category must complete the SRN to BSN course before progressing to the MSNE program.
- Applicants will be admitted as SRN to MSN students [Total length: 4 years]

Tuition and Fees Per Academic Year/Other Expenses

Tuition	Le 38,000	
Fees	Le 2,800	Skills lab, technology and university fees.
Transportation (If living off campus vicinity)	Varies	
Matriculation fee	TBD	One time
Sports fee	Le 50,000	
Student Nursing Association	Le 50,000	Optional-Members only
Clinical placement	Varies	Lodging, food and transportation
Graduation fee	TBD	

Advisement

Upon admission, each student is assigned a faculty advisor (FA). The student is expected to meet with his/her FA early in the first semester and at the beginning of each semester thereafter. In collaboration with his/her FA, each student develops a *Plan for Success* (PFS).

Role of the Faculty Advisor

The FA plays an important role in orienting the student to the SON and the program, assisting with the initial PFS and clarification of goals, helping the student to structure a meaningful and integrated learning experience, and monitoring the student's progress in adjusting to graduate study. The specific responsibilities of the FA to the student are to:

- Interpret the Master's in Nursing Education program design, requirements and policies.
- Assist in planning objectives for Master's in Nursing Education study and clarifying career goals.
- Assist in developing the student's original and ongoing PFS in accordance with program degree requirements, individual project interests and career goals.
- Monitor student progress through verification of completion of coursework and progression in required nursing and elective courses as indicated in established PFS.
- Communicate with the student on a regular basis and assist the student to identify strategies for success in the program.

*Student Responsibilities with Respect to Advisement**

The student is responsible for:

- Communicating each semester with his/her FA regarding progress, goals and plans.
- Meeting with the FA at the beginning of each semester to review and update the PFS.
- Initiating contact with the FA with questions regarding the program, progression, student concerns in a timely manner.
- Reporting problems that delay completion of the degree requirements to the FA in a timely manner.
- Becoming familiar with and complying with all relevant policies and procedures.

Procedure for Changing a Faculty Advisor

When a graduate student seeks a change in his/her FA, the following procedure must be followed:

1. It is highly recommended that the student speaks first with his/her FA prior to requesting a change.
2. The student must submit to the Dean of Graduate Studies a written request for change of FA.

This request shall contain the rationale on which the request is based and may if the student wishes, propose a specific replacement.

3. If the Dean of the Faculty of Nursing and Allied Health Sciences accept the rationale, and if a qualified replacement is secured, the student will be reassigned to a FA and the Dean will document final approval, placed in the student file.

4. Should the Dean of the Faculty of Nursing and Allied Health Sciences not agree to the proposed change and the conditions thereof, and if no compromise acceptable to all parties can be reached, the matter shall be arbitrated by a team setup by the Registrar.

Graduate Completion

University of Lunsar will consider students for graduation and conferral of an MSNE when the general requirements for graduation are met and when:

1. Completion of a minimum of 44 semester hours of applicable credits
2. Completion of the prescribed course of study for the degree with a minimum nursing GPA of 3.0 and a minimum cumulative GPA of 3.0
3. Achievement of a minimum grade of “B” (3.0) in each nursing, cognate, and general education course.

Progression through the program anticipates that the student will:

1. Repeat only one Graduate Nursing course for any reason, (including withdrawals).
2. Earn a grade of B or higher in each course.
3. Complete within 3 years of holding a BSN.

Students enrolled in all graduate programs must achieve a B or higher in all courses. If a student receives a C in any course, the student will be required to retake the course in which a C was achieved. If the student receives a second C in any additional course, the student will be dismissed from the program. Any student who receives a D or F in any course will be dismissed from the program.

Students who receive a grade of “U” or unsatisfactory in any required clinical or lab course will be dismissed from the graduate program. A grade point average of 3.0 must be maintained for progression in the Masters in Nursing Education program.

If the Faculty Advisor (FA) in the SON determines that a student is not making satisfactory progress toward the degree, a request may be submitted to the Dean of the Faculty of Nursing and Allied Health to place the student on probation. Unsatisfactory progress may include; unsatisfactory grades, incomplete grades not completed by the time agreed to on the “Incomplete Contract”, failure to maintain communication with FA, and/or failure to successfully complete any component of the Master’s in Nursing Education program. Failure to maintain any requirements may result in dismissal from the graduate program in the SON.

Specific Policies

The following guidelines describe regulations of the program governing specific situations. Students participating in the program are expected to abide by these policies.

Professional Licensure

Students in graduate nursing programs are required to maintain an active unencumbered registered nursing license in good standing throughout their course of study. The nursing program reserves the right to request updated evidence of licensure status at any time. If at any time a student becomes unlicensed for any reason, or the student is obligated to surrender licensure in any jurisdiction for disciplinary reasons or experiences any other change in licensure status (e.g., expiration dates, revocation, suspension, change of names) the student must inform UOL School of Nursing of the change. This notification must occur immediately if the student is currently participating in a course. If the student is not registered in a course at the time of the change, the notification must occur prior to registering for the next course. A copy of all licensure changes must be submitted to the Registrar. *Please be aware that the University is obligated to report any attempts at misrepresenting licensure status to appropriate regulatory agencies.*

Confidentiality of Information

All agency and client information that students receive while completing practice immersion is considered confidential. Students must not discuss agency business outside the clinical agency with anyone, including other students, family members, or agency personnel by any means – orally, in writing, or via social media; doing so will violate the right of privacy of others.

Relevant client/agency information that is shared in group activities, discussion forums, or written assignments must be done in a manner that ensures the confidentiality and anonymity of the involved clients or agency. Students may ensure confidentiality and anonymity by using alternate names or initials. ***If photos are taken of students engaged in practice immersion experiences, clients or patients should not be included in the picture.*** Any inappropriate or unauthorized retrieval, review, or sharing of confidential information is considered a breach of confidentiality. Students who violate or participate in a breach of confidentiality will face disciplinary action (see *Disciplinary Policy*).

Dress Code

University of Lunsar subscribes to a dress code that reflects professionalism. In keeping with this philosophy, students are required to adhere to the following dress code when completing clinical projects and assignments:

1. Students who implement clinical assignments within an agency must abide by the agency's dress code. Students must identify themselves as students of the University by wearing their University-issued identification badges. ***Students are not permitted to wear employer identification badges while in the pursuit of course-related activities.***
2. The acceptable jewelry is a wedding band and/or engagement ring and post-type earrings; one on each earlobe.
3. Makeup and nail polish, if worn, should be minimal and must maintain a healthy, natural look.

4. Any time students are on official [non-clinical] business in an agency, they must dress appropriately. This means professional-type attire that would be worn in an office or business- type setting (dress slacks or a skirt with a professional top). ***Jeans, flip-flops, shorts, low-cut tops, halter tops, leggings, and revealing clothing are not considered appropriate attire.*** Uniforms and scrubs are not appropriate for these activities unless specifically required by the agency personnel.
5. Tattoos, nose rings, multiple ear piercings must be covered.

Civility Policy

Students, faculty, and staff are required to demonstrate civility in all interactions and communication, e.g., in-person, on-line, emails, and cell phone calls, virtual interactions, texting. They must always treat each other with respect and caring. Students, faculty, and staff will demonstrate civility, professional, and caring behaviors in all interactions and communication, e.g., consideration, kindness, patience, grace, a positive attitude.

Students, faculty, and staff who demonstrate incivility and unprofessional behaviors in interactions and communication, e.g., confrontational, interrupting, bullying, cursing, vulgarities, sarcasm, aggressiveness, threatening, accusatory, disrespectful, unkind, impatient, negative tone of voice, negative behavior, negative communication, judgmental, devaluing students, peers, faculty, staff, colleagues, and administration will be documented in a Disciplinary Process. This may lead to referral to the disciplinary Committee and dismissal from the Programs in the School of Nursing, based on the frequency and severity of the behaviors.

Grading Policy

A variety of assignments and other tools will be used to evaluate student progress and in computing course grades. The criteria for these evaluations are listed within each specific course syllabus. Course grades are recorded as follows:

Grade	Percentage *	GPA
A	90-100%	4.00/4.00
B	80-89%	3.00/4.00
C	70-79%	2.00/4.00
D	60-69%	1.00/4.00
F	0-59%	0.00/4.00

***No Rounding**

Withdrawal/Drop Policy

Students must download the withdrawal form from the UOL website, complete the form and submit it to the Registrar. The grade recorded will be based on the date the withdrawal form is received. If the student stops attending a course and does not submit the withdrawal form by the deadline, a grade of “WF” (withdrawal/failing) may be recorded for that course.

Incomplete Grade Policy

A grade of Incomplete (I) is assigned when extenuating circumstances, such as illness, the death of a family member, or a family emergency, prevent a student who is *passing a course* from completing the *final assignment* and other course requirements by the end of the semester.

Students must notify the course’s lead faculty of their intent to apply for an incomplete grade. The information submitted to the lead faculty must be specific enough that an appropriate determination for approval may be made. The lead faculty determines whether the request meets the criteria for an incomplete grade and forwards the request to the Dean of the School of Nursing who makes the final determination for approval.

The form then is sent to the Office of the Registrar. Incomplete coursework must be ***completed by the subsequent semester per the academic catalog***. It is the student’s responsibility to maintain contact with the lead faculty during the time contracted to complete the coursework. Students must submit all coursework established in the incomplete contract to change an incomplete grade to a course grade. If the student does not complete the contracted work by the established deadline, the incomplete grade will automatically revert to the grade earned at the end of the course. Students who cannot complete the contractual work by the specified deadline may request an extension from the lead instructor. Requests for extensions are individually considered and must be submitted ***in writing at least three days*** before the deadline established in the contract. Students will not be granted additional time to complete assignments submitted after the contracted date without the ***approved extension***. Students are assessed a charge for the processing of an Incomplete grade.

Assignment Submission

Students are expected to be actively engaged in enrolled courses. This includes the timely and complete submission of all course components (e.g., assignments, projects, postings, exams) prior to the last day of the semester term. All due dates will include the “GMT” for all assignments, papers, and projects. Each course faculty will determine the late submission policy, which will be specified in each course syllabus. Submissions made after the deadline **will not be accepted and students will earn a grade of zero**. Any partial work submitted, or a failure to attempt work, will also be evaluated for a grade by each course faculty. Failure to complete all coursework by the end of the semester term will result in a grade of an “F” or Incomplete, which will be at the faculty’s discretion.

When uploading documents to the assignment drop boxes and discussion forums, it is the student's responsibility to ensure that the attachment has been successfully submitted. Any submissions made in which the attachment is not present in the assignment drop box the final grade may result in a **zero**. The document that is submitted will be considered the official submission for that student. Students are responsible for ensuring that the document they submit prior to the deadline is reflective of their final work.

Attendance Policy

Students must interact in their respective courses during the first week of the semester to validate attendance. Several opportunities are provided in the course to validate attendance. Students failing to participate in course activities are subject to administrative withdrawal from the course. The student will be administratively withdrawn from the course if there are two consecutive weeks of recorded absence without notification to the faculty.

Students who do not provide prior notification of an intended absence (i.e., except in extenuating circumstances) will not have opportunities to complete missed assignments. Students who have extenuating circumstances that will prohibit them from actively participating in the course are responsible for notifying the faculty. If arrangements cannot be made, the student may consider requesting an incomplete grade, if applicable, or withdrawing from the course. Documentation of the circumstances necessitating the absence may be required.

Mandatory Orientation Attendance Policy

All students are required to attend the mandatory on Campus and Online Nursing Orientation at the beginning of the program. The Nursing Orientation is offered only once per year. Any student who does not attend the Nursing Orientation will be unable to start the program. Students will receive several emails detailing the orientation schedule prior to the beginning of the nursing program. Students with extenuating circumstances should notify faculty immediately.

Student Participation in Governance of the Program

Students will be invited to participate in a Nursing Forum each semester. Announcements of the forums will be made via the nursing course messaging system.

Professional Behaviors During Clinical Experiences

When completing clinical assignments, students are responsible for:

1. Arriving on time for scheduled appointments.
2. Completing required documents and reviewing procedures related to immersion experiences or project presentations.
3. Seeking every possible learning opportunity by using initiative, asking questions, and becoming active participants in the learning process.
4. Behaving as a "guest" in the clinical facility.

5. Establishing positive rapport with the "host" by:
 - A. Being polite in one's interactions with the staff.
 - B. Abiding by policies and procedures unique to the facility.
 - C. Using professional judgment when expressing negative feelings about occurrences in the clinical agency.
 - D. Showing interest and enthusiasm for learning.
 - E. Expressing appreciation to those who helped contribute to one's learning experiences.

Photographs

A University-issued identification badge is required and must be worn during attendance at all practicum assignments. It is also required that a photograph of each student is posted in the online classroom for the following verification purposes:

1. Identification as an UOL student when completing practicum assignments.
2. Identification as the presenter in practicum assignments.
3. A face-to-face contact for online communication and examination.

Graduate Nursing Academic and Professional Integrity

Students in graduate nursing programs are expected to exhibit high levels of integrity in all activities. University of Lunsar reserves the right to deny admission to or remove a student from, a graduate nursing program if the student has a record of misconduct unbecoming of a professional practitioner or demonstrates behaviors that put the student, peers, or the University at risk. Academic dishonesty will be determined at the discretion of the university faculty. The use of assistive websites is highly discouraged including but not limited to Course Hero, Quizlet, Chegg, Brainly, and any artificial intelligence (AI) resources. Academic dishonesty will not be tolerated in any graduate nursing program. Students who exhibit academic dishonesty on exams, assignments, projects, or research will receive a zero and will be dismissed from the graduate nursing program.

UOL Academic Integrity and Code of Conduct

With each course, students must adhere to academic integrity and the code of conduct. Academic misconduct, including but not limited to, cheating on examinations, plagiarism, fabrication, forgery, obstruction, multiple submissions, complicity, misconduct research assignments, computer misuse, and the misuse of intellectual property will not be tolerated. Students who are found to be cheating may be administratively dismissed from the program.

A student who violates standards of academic and professional integrity *may* receive a failing grade for the assignment or the course. The student will not have the option of a grade of "W" in the course and depending on the nature of the offense, *may be subject to warning, academic probation, suspension, or immediate dismissal from the program and/or the University*. Refer to the *Disciplinary Policy* for further information. Integrity issues are referred to the UOL Disciplinary Committee.

Turnitin Policy

All written assignments must be submitted to Turnitin per each course syllabus and in each course, faculty will determine the similarity percentage acceptable for course assignments with the maximum being no higher than **15** percent similarity.

Generative AI

Though generative AI changes many things, it does not change the fundamental expectation of ethical student behavior. UOL's Academic Misconduct Policy still applies. Generative AI must be properly cited like any other source pursuant to the UOL plagiarism requirements.

Artificial Intelligence Classroom (AI) Usage Policy

UOL encourages the adoption and responsible use of AI tools as aids to enhance learning and productivity. It is important to understand that AI tools are intended to support student work, and not to replace original thought or effort. These tools should be used only with explicit and clear permission from the course faculty, and then only in the ways allowed by the instructor.

All submissions, unless otherwise specified by the course faculty, must be the student's own, original work. This includes but is not limited to draft or final assignments, papers, projects, exams/quizzes, oral presentations, discussion boards, or other work. Use of any other person, or AI for submitted work it will be treated as non-original work and is considered academic misconduct and is subject to appropriate penalties.

Netiquette Guide for Online Platforms

It is important to recognize that the online classroom is a learning environment, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Do not use passwords that are based on personal information that can be easily accessed or guessed.
- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Logging on and allowing others to access course materials is considered an academic violation.

General Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms. Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Convey a positive tone through word choice, syntax, punctuation, letter case, sentence length, opening, and closing. Written tone affects the reader just as the tone of one's voice.
- Use standard fonts
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like or :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via e-mail.
- Check your email daily.

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Use a salutation when writing a message "Hello, good morning, etc"
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name, course name, and best contact/email address if it differs from the platform you are using.
- Think before you send the e-mail to more than one person. Does everyone need to see your message?
- Be sure you want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.
- Double check the accuracy of the email address and email recipient before you click "send".

Message Board Netiquette and Guidelines

When posting on the Discussion Board (Forum), you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before submitting them.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

SCHOOL OF NURSING POLICIES AGREEMENT

In signing this paper, I acknowledge that I am responsible for all policies located in the student handbook herein.

Signature _____

Date _____

Print Name _____

Disciplinary Process

The disciplinary process is intended to help the student identify and correct unacceptable behaviors or noncompliance with one or more of the University or Departmental policies. The implementation of disciplinary action is used to maintain a positive learning environment and to promote professional growth. There are four steps in the disciplinary process and these steps may be implemented at any time throughout the program. The ***process may begin at any step*** depending on the circumstances and behaviors. Formal documentation of the circumstances warranting the disciplinary action and the outcomes of the action is recorded in the student's academic file. The disciplinary process is cumulative and remains in effect throughout the graduate program. The four steps of the disciplinary process are:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Depending on the circumstances and severity of the infraction, the student may be immediately placed in the warning, probation, or dismissal status. The following are common infractions that would lead to disciplinary action, up to and including dismissal from the program. (Note: this list is not inclusive of all possible infractions):

1. Breaching confidentiality (see Confidentiality Policy)
2. Fabricating data
3. Giving, receiving, or using unauthorized information
4. Cheating on assignments, examinations, or other academic work
5. Plagiarizing the work of others
6. Being disruptive or unpleasant to others in group activities, discussion forums, student lounges, or other interactive communication media
7. Using unacceptable language or tone in any means of communication
8. Engaging in dishonest, unethical, or unprofessional conduct with immersion agency staff
9. Inflicting physical, mental, or emotional harassment directed at any student, faculty, or staff associated with UOL or its affiliate agency partners
10. Failing to follow rules and regulations established by the School of Nursing
11. Failing to follow rules and regulations established by the University

Disciplinary Process Steps

1. **Documentation.** Documentation is initiated immediately following unacceptable or non-compliant behavior. Application of other steps in the disciplinary process may be required, based on the severity of the action.
2. **Warning.** Students are placed on warning status with the second documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
3. **Probation.** Students are placed on probationary status with the third documentation of unacceptable or non-compliant behavior. Application of further steps in the disciplinary process may be required, based on the severity of the action.
4. **Note:** All students who are readmitted to the nursing program after dismissal re-enter the program on a probationary status. Failure to comply with the terms of the readmission contract will lead to the next step in the disciplinary process, which is dismissal.
5. **Dismissal.** A first documented unacceptable or non-compliant action may lead to immediate dismissal, depending on the severity of the infraction. An example of an action that may lead to immediate dismissal is gross plagiarism (taking ownership of the original work of others). Students may be dismissed from the nursing program with the fourth documented unacceptable or non-compliant behavior.

Faculty Obligations

1. The graduate faculty member will confer with the student and complete the first page of the disciplinary action documentation form. The faculty will inform the student that the outcome will be determined by the faculty. If the infraction is minor and only warrants documentation, the student will be informed immediately of the outcome by the lead faculty (next step in the disciplinary process).
2. The graduate full-time faculty will refer the infraction to the disciplinary committee and the Dean of the Faculty of Nursing for collaboration in determining the severity of the infraction whenever the student may potentially be placed on warning, probation, or dismissal status.
3. The Registrar will complete the documentation for all students placed on warning, probation, or dismissal status. In addition, the student will be informed of the decision in writing on a “Disciplinary Action” form and in a telephone or face-to-face conference, depending on the student’s geographic location.

Conflict Resolution/Grievance

The School of Nursing promotes open communication, professionalism, and resolution of conflict at the level at which it occurs. Students who believe that their academic rights have been infringed upon or that they have been treated unjustly are entitled to fair, impartial consideration.

Definition of Terms

- Concern/Complaint: A matter for the faculty to consider
- Conflict: differences expressed verbally or in writing
- Grievance: written statement submitted by the student to the Department Dean, after completing steps one through three below

Resources

An open access policy is maintained throughout the School of Nursing to promote communication and resolution of concerns. Individuals are encouraged to attempt resolution at the level at which it occurred. Students have access to the faculty’s telephone numbers and may contact the faculty either through the course e-mail or the faculty’s University e-mail.

Note: Most of the concerns expressed by students relate to grades. Assignments are graded by the faculty without bias, using the grading rubrics developed by the faculty. Read the faculty feedback and review the assignment against the rubric to ensure compliance with the grading criteria before expressing concerns about grades. All concerns regarding grades should be communicated to the faculty ***within one week*** of receipt of the grade.

Students with grievances which are not covered under the Academic Appeal Policy (*Academic Bulletin*) or the Discipline Policy (*Student Handbook*) are encouraged to take the appropriate steps to resolve the issue informally by discussing it directly with the individual(s) involved. If informal resolution is not possible or the issue was not resolved,

students may submit a written grievance to the Registrar within ten business days of the incident. The Registrar will investigate the case and respond to the student in writing within ten business days.

Grievance Process

The following grievance process applies to the graduate nursing program:

Step 1: Discuss the concern/complaint with the involved faculty member no later than 1 week after the incident.

Step 2: The involved faculty must respond in writing to the student within one week of receipt of the complaint.

Step 3: If the issue is not resolved, a written statement should be submitted to the next level no later than one week after the response from the first response. The next-level faculty will then confer with the initial faculty and respond to the student in writing within one week of receiving the student's written statement.

Step 4: If a resolution is not reached, the student submits a written statement to the Department Dean no later than one week after the Online Graduate Program Coordinator's response. The Department Dean will investigate the issue and reply in writing to the student within one week of receiving the student's written statement. ***This step is considered to be a formal grievance at this point.*** The student must submit the written formal grievance within 4 weeks of the occurrence.

Step 5: If the student is still not satisfied with the outcome, the student may request that all materials related to the grievance be given to the Faculty of Nursing and Allied Health Dean who will review the grievance materials and return a written decision within two (2) weeks.

SCHOOL OF NURSING DISCIPLINARY ACTION DOCUMENTATION FORM

Student Name

Date of Incident

Course number and name

The disciplinary process involves four steps:

1. Documentation
2. Warning
3. Probation
4. Dismissal

Steps taken in this process remain in effect throughout the entire program (See the Disciplinary Policy).

DESCRIPTION OF BEHAVIOR(S) OR INCIDENT(S):

GOAL(S) FOR IMPROVEMENT:

Faculty's Signature:

Date:

ACTION TAKEN:

☐ DOCUMENTATION ☐ WARNING ☐ PROBATION ☐ DISMISSAL

Comments:

STUDENT'S RESPONSE

Signature _____ *Date* _____ Student

FACULTY SIGNATURES and DATE

Course Faculty _____ *Online Graduate Program Coordinator*

Graduate Assistant Dean _____ *Date*

Copies to: Student, Academic Record

MSN Curriculum

All students must participate in a series of core classes, which contain material expected of all MSN students. Students may choose either the Medical-Surgical or Education tracks. Courses are offered as 15-week courses during each semester.

MSN Practicum Experiences

Practicum experiences are a part of the Medical-Surgical Nursing and Education tracks. These experiences include a variety of activities in collaboration with the graduate faculty's recommendation, divided between two to three terms, or in the final semester after preparatory coursework completion.

The Graduate Clinical Coordinator strives to assign clinical sites and preceptors to graduate students in the city or town of their residence. *However, clinical placement and preceptors are not guaranteed, students can identify preceptors or clinical sites.*

SCHOOL OF NURSING UOL GRADUATE CLINICAL COMMITMENT CONTRACT

Please initial each statement:

_____ I understand that I will follow the clinical schedule provided by the preceptor at 100%. If not, I will forfeit all current and future clinical placement by UOL clinical coordinators and clinical placement **will not** be reconsidered for any reason.

_____ I understand that clinical hours will be scheduled at the availability of the preceptor. Preceptors are not required to meet the personal schedules of students.

_____ I understand that clinical rotations are the priority. Personal and work schedules are expected to accommodate the provided clinical schedule.

_____ I understand that full-time employment is not recommended during the last two semesters of the program. If working, the provided clinical schedule must be a priority.

_____ I understand that I am responsible for transportation to my assigned clinical rotations.

_____ I understand that if I decline clinical placement, I will be required to find my clinical placement outside of all UOL clinical partner sites.

_____ I understand that if clinical requirements are not met, I will receive an incomplete, graduation may be delayed and I will be responsible for finding **all** remaining clinical rotations.

Please Check Only One:

_____ I accept the terms of clinical placement by UOL as described above.

_____ I decline clinical placement by UOL and will be responsible to find my rotations.

Print name
Date

Sign

GRADUATE COURSE DESCRIPTIONS

MSN EDUCATION TRACK

M.S.N. PROGRAM CURRICULUM NURSE EDUCATION TRACK

Overview of Curriculum

The typical MSN in Nursing Education program curriculum consists of a total of 36 credit hour courses usually completed within a 2-year timeframe. Coursework typically includes courses in curriculum development, teaching methodologies, student assessment, educational technology, Advanced Pathophysiology, Pharmacology, Health Assessment, Teaching Practicum and a dissertation project.

University of Lunsar School of Nursing MSN Education Degree Plan and Course Sequence

Semester 1 (12 Hours): January to May 2026

NURS 510 Advanced Health Assessment [3 Credit Hours]

NURS 511 Advanced Health Assessment Lab [1 Credit Hour]

NURS 501 Synthesis of Writing, Research, And Statistical Principles in Healthcare [3 Credit Hours]

NURS 531 Curriculum Development for Nurse Educators [3 Credit Hours]

NURS 504 Teaching in Nursing: Roles and Professional Issues [2 Hours]

Long Vacation: To Be Determined

Semester 2 (12 Hours)

NURS 512 Advanced Pathophysiology [3 Credit Hours]

NURS 532 Teaching in Academic and Practice Settings [3 Credit Hours]

NURS 514 Advanced Pharmacology [3 Credit Hours]

NURS 502 Roles and Financial Management for Nurse Educators [3 Credit Hours]

Semester 3 (9 Hours)

NURS 534 Assessment and Evaluation in Nursing Education [3 Credit Hours]

NURS 560 Best Practices in Online Teaching [3 Credit Hours]

NURS 503 Leadership and Management for the Nurse Educator [3 Credit Hours]

Semester 4 (4 Hours)

NURS 568 Nursing Education Practicum (180) [4 Credit Hours]

NURS 569 Dissertation Seminar I [0 Credit Hours]

Semester 5 (4 Hours)

NURS 570 Dissertation [4 Credit Hours]

TOTAL HOURS: 44

GRADUATE NURSING COURSE DESCRIPTIONS

NURS 501 Synthesis of Writing, Research, and Statistical Principles in Healthcare

This course prepares graduate students in health professions to critically analyze professional literature with a focus on research design, methodology, implementation and statistical analysis. This course will facilitate the development of scholarly writing skills to communicate a critical analysis of the evidence with an application to practice.

Student Learning Outcomes:

Upon completion of the course, the successful student will be able to:

Communication

1. Develop effective professional written communication strategies using information and communication technologies.
2. Describe a clinical problem through scientific writing that reflects the use of professional literature.

Critical Reasoning

3. Analyze the results of healthcare research as it applies to clinical problems.
4. Critically appraise statistics used in published research studies.

Professionalism and Professional Values

5. Explore the ethical issues associated with research methodology and professional writing.

Assessment of Student Learning Outcomes:

Component	Points/%
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Topic/Concept Paper
Evidence Table
Annotated Bibliography
Data Source Analysis
Research Concepts Quizzes
Final Comprehensive Exam: Dissertation Proposal

Total 100%

NURS 502 Roles and Financial Management for Nurse Educators

This course explores the organization and administrative/leadership roles of nurse educators in higher education and healthcare agencies. Students will be introduced to the concepts of leadership, financial management, budgeting process, and reimbursement mechanisms in nursing education.

Student Learning Outcomes

By completing all course requirements, students will be able to:

1. Discuss issues and trends influencing the role and functions of the nurse educator.
2. Discuss the core roles and functions of the nurse educator in teaching, service, and scholarship.
3. Engage the role of the nurse educator as a change agent and leader.
4. Interpret the basic accounting and finance concepts related to healthcare.
5. Monitor the finance performance in an organization.

Graded Activities	Percent of Overall Course Grade
Discussion Boards	5%
Reflective Journals	5%
Nurse Educator Interview	5%
Personal Development Plan	15%
Leadership Book Review	10%
Budgeting and Accounting Vocabulary	15%
Budgeting and Accounting Worksheet	15%
FINAL EXAM	30%

NURS 503 Leadership and Management for the Nurse Educator

This course is designed to help students gain the competencies to lead and manage nursing services in healthcare facilities as well as nursing programs in Tertiary education.

Student Learning Outcomes

At the conclusion of the course, students should be able to:

1. Critically appraise leadership theories, quality systems, and best practices.
2. Analyze their own leadership potential and develop a personal philosophy of nursing leadership.
3. Understand the principles and functions of management
4. Understand the elements and process of management
5. Appreciate the management of nursing services in the hospital and community.
6. Apply the concepts, theories and techniques of organizational behavior and human relations.
7. Develop skills in planning and organizing in service education
8. Understand the management of nursing educational institutions.
9. Describe the ethical and legal responsibilities of a professional nurse
10. Understand the various opportunities for professional advancement.

Methods of Evaluation:

Quizzes:15%

Exams: 65%

Assignment 1: 10%

The purpose of this assignment is to provide an opportunity for the student to self-identify leadership skills and potential areas for growth. This is intended for personal use. This assessment highlights seven (7) leadership competencies:

- A. Governance
- B. Leadership
- C. Relationship Building & Collaboration

- D. Inspire
- E. Adaptability
- F. Communication
- G. Engage

Assignment II: 10%

Selected topic presentation

NURS 504 Teaching in Nursing: Roles and Professional Issues 2 Hours

This course provides an overview of the role of the nurse educator in academic settings. Includes selected topics relevant to successful transition to an academic role such as legal, ethical, and professional issues.

Student Learning Objectives: At the completion of this course the student will:

1. Discuss the US National League of Nursing (NLN) Core Competencies for Nurse Educators as the basis for practice as a nurse educator in academic and practice settings.
2. Differentiate between the role of the nurse educator in practice and academic settings.
3. Analyze legal, ethical, professional and other issues impacting nurse educator professional practice.
4. Reflect on the professional roles of other service partners within an interprofessional team.

Evaluation:

Presentation on a current topic 20%

Quizzes: 30%

Exams: 50%

NURS 510 Advanced Health Assessment

This course provides a focused examination of health assessment across the human lifespan.

Focusing on the concepts of health promotion, disease prevention, and nursing care, we will be building on the students' basic physical assessment skills and developing advanced health examination skills as well as critical thinking. The role of nurse educator on health promotion and health restoration of the individual, family, and community is stressed. This course includes 20 hours of clinical experience to enhance advanced skills in history taking and physical examination.

Pre-requisite: Undergraduate health assessment course.

Course Learning Outcomes:

By the end of the course, students should be able to:

1. Synthesize and analyze the data from health history and physical examination for significant health problems.
2. Perform a systematic and comprehensive physical examination of a client that is relevant to the client's age and development.
3. Obtain an appropriately focused health history and perform a system specific physical examination for a specific health problem.
4. Document findings from the health history and physical examination systematically and accurately using SOAP format.
1. Foster strategies for health promotion, risk reduction, and disease prevention across the lifespan.
2. Develop a teaching plan and health fair presentation to serve the needs of the community.
3. Obtain a systematic and comprehensive health history of a client that is relevant to the client's age and development.
4. Utilize active listening when obtaining a client's health history.
5. Develop an educational presentation/teaching plan for peers in regards to common diseases including medical diagnosis, treatment plan and health promotion strategies.

Methods of Evaluation:

1. Health History Paper	10%
2. SOAP notes (2) from class	10%
3. Group Health Promotion Project	10%
4. Presentation of Health Promotion Project	10%
5. Quizzes/Exams	30%
5. Comprehensive Exam	30%

NURS 511 – Advanced Health Assessment Laboratory

The clinical laboratory practicum associated with NURS 503 theoretical information. Skill development includes obtaining and recording a comprehensive physical examination and demonstrating advanced clinical judgment in the assessment of individuals. Evaluation of skills proficiency is conducted in the laboratory setting at the completion of grouped units and with the

final comprehensive health assessment. Practice and evaluation of health assessment skills will be provided in the on-campus lab. There are 30 hours of practice lab under the guidance of skilled faculty.

Learning Outcomes

Upon completion of the course the student will be able to:

1. Demonstrate age-appropriate interviewing techniques while systematically eliciting a reliable health history
2. Competently perform thorough health assessment, including detailed history/ physical exam
3. Develop a comprehensive data base and problem list, including complete functional assessment, health history, physical examination and appropriate diagnostic testing
4. Perform client risk assessment including assessment of lifestyle and factors
5. Relate assessment findings, including signs and symptoms of common emotional illnesses to probable pathologic conditions.
6. Select basic laboratory tests and interpret laboratory and diagnostic findings.
7. Establish a differential diagnosis list based on the health assessment findings.
8. Develop an effective and appropriate plan or care for clients taking into account specific life circumstances, cultural, ethnic and developmental variations.
9. Demonstrate sound critical thinking and decision-making skills.
10. Communicate in both verbal and written modes, the health history and physical exam findings in an acceptable format using appropriate terminology

Methods Of Evaluation:

1. Final Physical Exam demonstration #1	50%
2. Final Physical Exam re-demonstration #2	50%
TOTAL	100%

NURS 512 Pathophysiology for Advanced Nursing Practice

This course in organ systems physiology is designed to integrate advanced physiology with pathophysiology and clinical implications across the life span for advanced nursing practice. Organ systems function and dysfunction from cell level through integrated organ levels will be presented as well as the genetic basis of disease. An understanding of alterations in biological

processes that affect the body's dynamic equilibrium or homeostasis will be discussed, allowing students to differentiate abnormal physiologic functions that result in illness.

Learning Outcomes

By the end of this course, students will be able to:

1. Describe and accurately apply advanced concepts of biochemistry, biophysics, and cell biology as they relate to physiology and the pathophysiology of disease across the life span, and the biological underpinnings of health promotion activities and screening aimed at reducing morbidity and mortality.
2. Articulate concepts of molecular biology and genetics and apply these to understanding the molecular and cellular basis of diseases resulting from inherited or spontaneous mutations.
3. Explain sociocultural patterns of health and disease emphasizing potential biological pathways linking stress, adversity, and trauma to later morbidity and mortality.
4. Describe alterations of cell, tissue, organ, and integrative functions associated with a broad range of acute and chronic diseases across the life span. Relate these alterations to the associated symptoms, physical signs, and laboratory results commonly seen in those diseases. Demonstrate the ability to explain to patients and families the scientific basis of clinical decision-making, and communicate in professional language with all members of healthcare teams.
5. Identify and explain the cellular basis and major sources of evidence-based practice guidelines and their roots in the pathophysiologic basis of diseases. Demonstrate physiologically based comprehension of pharmacodynamics of common categories of therapeutic agents.
6. Demonstrate quantitative and qualitative problem-solving skills and diagnostic reasoning based on physiological and pathophysiological concepts.

Graded Activities	
Quizzes	25%
Quarter Exam	15%
Midterm	20%
Assignment	10%
Final Exam	30%

NURS 514 Advanced Pharmacology

The advance study of pharmacotherapeutics of select drug groups with implications for patients from across the lifespan. The pharmacokinetics, pharmacogenetics, and pharmacodynamics of drugs are reviewed. Emphasis is on the importance of the nurse educator's role in teaching safe and effective medication management.

Learning Outcomes:

At the completion of this course, the student will be able to:

1. Comprehend the pharmacotherapeutics of broad categories of drugs;
2. Analyze the relationship between pharmacologic agents and physiologic/pathologic responses;
3. Understand the pharmacokinetics and pharmacodynamics of broad categories of drugs;
4. Safety and appropriately select pharmacologic agents for the management of client health problems based on client variations, the problem being managed, and cost-effectiveness;
5. Provide comprehensive and appropriate client education in relation to prescribed pharmacologic agents;
6. Use the material to design/ plan appropriate methodologies for clinical instruction related to medications
7. Incorporate appropriate teaching/ learning techniques specific to clinical instruction related to pharmacotherapy

Graded Activities	
Quizzes	25%
Quarter Exam	15%
Midterm	20%
Assignment	10%
Final Exam	30%

NURS 531 Program and Curriculum Development in Nursing Education

This course focuses on program and curriculum development including theoretical frameworks and design, philosophical foundations, educational technologies and selection of learning experiences to achieve learning outcomes.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Evaluate the role of the nurse educator in planning, teaching, learning, assessment, and collaboration on education and interprofessional teams.

- 2: Integrate standards for nursing education, program outcomes, competency requirements, learning activities, and evaluation strategies in curriculum design.
- 3: Synthesize evidence, education theories and concepts, and educational technologies in curriculum design.
- 4: Design a course that includes best practices in course design.

Graded Activities

Presentation	25%	Accreditation & Approval Assignment	In this assignment, you will create a presentation to explore accreditation and approval as they relate to nursing education and a self-selected nursing program curriculum.
Presentation	15%	Group Curriculum Review Presentation	You will work with your group to review a curriculum and prepare a presentation to evaluate a curriculum related to crucial components and readiness for accreditation.
Assignment	10%	Course Syllabus Development	
Quizzes and tests	20%		
Final Exam	30%		

NURS 532. Teaching in Academic and Practice Settings

Analyze theories, issues, and research related to teaching and educational leadership in nursing. Design educational programs with a focus on facilitating learning.

General Course Overview

This course is designed to prepare students to teach in academic and practice settings. Students will critically examine different philosophies and theories of traditional and mediated teaching and learning; design content and learning experiences for selected topics; compare and contrast various culturally relevant, learner centered strategies, technologies, media and Web-based tools for classroom and clinical use; and analyze evaluation methods.

Course Objectives:

Upon completion of this course the student will be able to:

1. Apply the principles and concepts of teaching and learning to contribute to adult student development
2. Convey one's values and beliefs regarding Teaching and Learning
3. Gain the knowledge, skills, and understanding to design learning experiences for a variety of nurse learning settings

4. Integrate effective evaluation methods into one's practice as a nurse educator
5. Apply various methods and models for technology enhanced instructional delivery
6. Develop a reflective approach to one's teaching practice
7. Apply learning theories to assess students' learning needs.
8. Utilize multiple teaching methodologies to meet learners' needs.

Graded Activities/ Percent of Overall Course Grade

1. How People Learn Paper 10
2. Outcomes - Discussion Board 2
3. Teaching Strategies - Discussion Board 2
4. Lesson Plan Activity 10
5. One-Hour Class Learning Experience 10
6. Exam Blueprint Activity 10
7. Test Questions Activity 10
8. Item Analysis Activity 10
9. Online/Web-enhanced Teaching – Discussion Board 2
10. Teaching & Learning - Discussion Board 2
11. Vignette Activity 10
12. Rubric Activity 5
13. Patient Care Assignment Activity 5
14. Simulation Activity 10
15. Reflection on Personal Growth Paper 2
- TOTAL 100%**

NURS 534 Assessment and Evaluation in Nursing Education [3 Credit Hours]

Assessment and evaluation strategies in nursing education are explored with an emphasis on the test plan design based upon the National Council of Licensing Examination (NCLEX), developing, analyzing, and revising classroom tests and competency validation of clinical nursing skills. Components and processes of program evaluation focuses on the nursing program, curriculum, environment, and university outcomes.

Objectives: At the completion of the course, the student will be able to:

1. Analyze evidence-based assessment and evaluation.
2. Examine best practices in classroom testing in nursing education to enhance student learning.
3. Use elements of test construction, administration, and analysis to improve assessment and evaluation skills.
4. Discussion preparation of nursing students for licensure, and certification examinations.
5. Explore related ethical, social and legal issues related to evaluation in nursing education.
6. Identify the faculty role in program evaluation related to state licensure and accreditation at the program and university/college level.

Graded Activities	
Quizzes	25%
Quarter Exam	15%
Midterm	20%
Assignment	10%
Final Exam	30%

NURS 560 Best Practices in Online Teaching

The course focuses on online pedagogy and topics that are paramount to facilitating online learning such as: adapting instruction to the online environment, defining learning outcomes and objectives, creating a navigable course structure, designing for inclusiveness and accessibility, assessing and grading, aligning and evaluating content, and building online communities.

Learning Objectives

Upon successful completion of this course, the student will be able to:

- Identify the differences and similarities between an online course and an on-ground course and will be able to identify teaching strategies that may be uniquely appropriate in an online environment.
- Identify teaching strategies that may be uniquely appropriate in an online environment.
- Write clear student learning outcomes for your course and align them with the activities and assessments in your course.
- Create a course organizational structure that will simplify navigation, facilitate learning, and support student-student and student-instructor interaction.
- Identify a variety of resources for both content and activities that can be included in your course to help your learners meet learning outcomes.
- Design course content and activities using information design techniques that enhance student comprehension and retention.
- Organize course content and activities using information design techniques that enhance student comprehension and retention.
- Identify various techniques to ensure an appropriate level of communication and interaction.
- Apply design and support strategies that will help your students succeed as online learners.
- Plan engaging collaborative learning activities within your course.
- Discuss various assessment, feedback, grading strategies - including traditional assessments, authentic assessments, and rubrics - and how to employ them in an online course.

Grading

Assignment Name:	Initial Post	Reply Post	Points Possible:
Unit 1 Discussion	50 points	50 points	100 points
Unit 2 Discussion	50 points	50 points	100 points
Unit 3 Discussion	50 points	50 points	100 points
Unit 4 Discussion	50 points	50 points	100 points
Unit 5 Discussion	50 points	50 points	100 points
Unit 6 Discussion	50 points	50 points	100 points
Backward Design Worksheet (40 points each - Units 2 - 6)			200 points
Final Reflection Paper			200 points

TOTAL POINTS POSSIBLE			1000 Points
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References

Best Practices of Online Pedagogy (n.d.) Retrieved July 11, 2025 from https://www.ct.edu/files/pdfs/BPOP_Master_Syllabus_Blank.pdf.

NURS 568 Nurse Educator Practicum

In this course the student has the opportunity to apply knowledge gained from previous courses in teaching and learning theory. Beginning educator experiences in this practicum are primarily at the undergraduate (pre-licensure) level in ADN or BSN nursing programs. Additional learning experiences may be achieved in professional development or patient education settings. The graduate student develops professionally as an educator and, upon completion of this course, can be employed as a novice nurse educator in a setting of her choice.

Learning Outcomes:

The successful graduate nurse educator student will be able to:

1. Develop appropriate educational interventions for the chosen practice setting.
2. Implement a unit of instruction (theory) in the chosen practice setting using current learning theory and instructional design.
3. Evaluate the unit of instruction (theory) that was implemented in terms of formative and summative evaluation.
4. Supervise students (staff/clients) in the clinical area using the objectives determined by the practice setting.
5. Evaluate student (staff, client) progress toward meeting practice objectives in the clinical area using both formative and summative assessment measures.
6. Analyze current societal trends, including those that are health care based, for their effect on the educator and the learner.
7. Analyze current ethical/legal issues that affect the students

Teaching Strategies:

1. Student preceptorship in clinical or classroom setting
2. External and internal assessments of performance
3. Group Discussions
4. Documentation of classroom or clinical activities

Grading activities:

Planning teaching, and evaluation of one formal class --45%

Planning teaching, and evaluation of one clinical and one lab class --. 35%

Total 6 Reflective Journals related to practicum experiences --15%

2- reflections on the staff education experience

4- reflections on the academic experience-

📅 1 Reflection for the SON Faculty Meeting

📅 1 Reflection for the College-wide Faculty Meeting

📅 1 Reflection which will describe all the observational experiences you participated in on campus- this included observing lectures, SIM experiences & any clinical labs. Please describe each briefly

📅 1 Reflection of the student clinical experience

A 1–2-page SELF- reflection of the student classroom teaching experience-- 5%

Teaching Practicum GRADE: **P- Pass/ F- Fail**

NURS 569 Nurse Educator Dissertation Seminar

Learners will be guided through the research process as they develop their dissertation proposals. By the end of the course, students produce the first draft of the proposal for the course faculty and dissertation adviser. The course is taken for pass/fail only.

Course Student Learning Outcomes -

Upon completion of the course, the student will

1. Identifying a problem related to nursing practice can be positively impacted by the nurse educator role.
2. Critically analyze evidence-based research from the literature to formulate a scholarly education project.
3. Collaborate with key stakeholders to facilitate change as a nurse educator.
4. Evaluate the outcomes and assess the effectiveness of the scholarly education project to ensure quality.
5. Demonstrate professional presentation competence in dissemination of scholarly education project findings.
6. Reflect upon achievement of the MSN Program Student Learning outcomes

FINAL GRADE Pass/Fail

NURS 570 Nurse Educator Dissertation

Learners will continue to work with their dissertation advisers as they complete the data collection phase, analyze their data and complete writing the dissertation and conducting the dissertation defense. The course is taken for pass/fail only.