

MORAVIAN COLLEGE  
Department of Nursing

Master of Science Program in Nursing

Graduate Student Handbook

**2013-2014**

The baccalaureate degree in nursing and master's degree in nursing programs at Moravian College are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.aacn.nche.edu/ccne-accreditation>).

The information in this document is provided for the assistance of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the School of Nursing in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. MS Students are also responsible for the information on policies and procedures found in the Moravian College Comenius Center's *Handbook for Students Enrolled in Graduate Level Programs and Courses, 2010-2012 (Comenius Center Handbook)*

#### Nondiscrimination Policy

Nondiscrimination Policy - Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

No student will be barred from admission based upon unlawful considerations including, but not limited to, race, religion, color, national origin, handicap, age, sex, sexual orientation, or status as a disabled or Vietnam-era veteran. The College reserves the right to deny admission, continued enrollment, or re-enrollment to those whose personal history indicates that their presence at the College would endanger the health, safety, welfare, or property of any members of the academic community or interfere with the orderly and effective performance of the College's functions.

By the act of registering for a course, the Moravian College student signifies agreement to abide by the College's established policies, regulations, and procedures. Students also agree to abide by and support the orderly processes established by the College for the resolution of disputes and the violation of policies, regulations, and procedures and submit to the sanctions imposed by the College for such violations.

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**MORAVIAN COLLEGE**  
Department of Nursing

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# SECTION I

Dear Graduate Student of Nursing,

Welcome! We are pleased you have chosen to continue your graduate education at Moravian College. The graduate courses you will take are designed to prepare you for leadership roles in nursing education, administration, and practice. Our faculty is dedicated to providing an excellent education, and anticipates that you will use your skills to influence positively the future of health care. As you may know, our MS program was fully accredited with no issues of compliance by the Commission on Collegiate Nursing Education (CCNE) in November 2011.

As a clinical nurse leader, nurse administrator, or nurse educator, you have the opportunity to advocate for high quality and safe health care for changing health care world. You also have the responsibility to work hard and learn well the knowledge, skills, and values necessary to lead critical projects and processes that will improve systems of health care delivery.

I hope you find this material in the *MS Student Handbook* useful, and that you will contact me if you have any further questions. I look forward to talking with you further about your goals and interests as you complete your Master's of Science Degree (MS) Program with the major in Nursing.

Sincerely,

A handwritten signature in cursive script that reads "Lori Hoffman".

Lori Hoffman, PhD, RN  
Associate Professor and Coordinator  
Master's of Science Degree Program in Nursing

## **MORAVIAN COLLEGE DEPARTMENT OF NURSING**

St. Luke's Hospital and Health Network established a School of Nursing in 1884 at the Bethlehem, Pennsylvania campus. Since that time, young women and men graduating from the Diploma Program have served as professional staff for the St. Luke's Health Network.

As the complexity of health and nursing care developed over the years, the nursing faculty recommended that St. Luke's Hospital and Health Network convert the Diploma School to a Baccalaureate Degree program. St. Luke's Hospital and Health Network began to seek an academic partner for this purpose in 1995. Moravian College was selected as the most appropriate higher education institution to work with the Hospital in developing an innovative partnership. It was the intent of the new St. Luke's Hospital and Health Network and Moravian College Partnership to bring together the best of clinical nursing education with the best of liberal arts education creating a 21<sup>st</sup> century Professional Nurse of clinical excellence. The partnership was formed and the School of Nursing opened on the Moravian campus in 1998. The first B.S. degrees with a major in Nursing were awarded on May 17, 2003.

The SON received provisional approval from the Division of Program Services, Pennsylvania Department of Education (PDE) in June 2009 to launch its Master of Science Program in Nursing (MS Program) through the College's Comenius Center. The MS Program was approved to offer three specialty tracks which prepare Nurse Administrators, Nurse Educators and Clinical Nurse Leaders (CNL). The degree conferred for graduates of any of these three program tracks will be the Master's of Science (MS) Degree with a major in Nursing. This type of degree is consonant with Moravian College's liberal arts traditions and mirrors the bachelor's of science (BS) degree with a major in nursing that is conferred upon graduates of the baccalaureate degree program.

The College began to recruit graduate students into specialty tracks as soon as the PDE approved the program and admitted its first graduate students in the Nurse Administrator and Nurse Educators tracks in the fall of 2009. Recruitment for students for the CNL track began a year later, with students admitted to that track in Fall 2010.

All of the nursing programs have consistently met or exceeded every benchmark of quality set by its governing organizations; namely, Moravian College and St. Luke's University Health Network (formerly St. Luke's Hospital and Health Network). Although Moravian College and St. Luke's University Health Network have reaped many benefits from their partnership, they mutually decided to dissolve the contract that dictated joint governance of the nursing program. In the academic year 2013-2014, Moravian College became sole owner and now governs all of the nursing programs.

## **SCHOOL OF NURSING AND NURSING PIN**

MS Degree Candidates of the MS program are eligible to purchase a nursing pin. During the 2013-2014 academic year, a new Department of Nursing pin will be commissioned for future Moravian College graduates.

## **HISTORY AND EXPLANATION OF THE NURSING PIN**

During the 11<sup>th</sup> century the Knights Hospitallers of St. John began the custom of wearing a piece of professional jewelry in the shape of a cross (commonly called a badge) that would identify individuals as care givers to others. These men started their hospital near Jerusalem in order to care for those who had been wounded in the battles of the Crusades. One of the men, St. Gerard, started the custom of wearing a recognizable uniform as they entered the battlefields to care for the injured. The uniform they wore was

a black robe with a large white Maltese cross on the front. This made the Hospitallers clearly identifiable so they hopefully would not be attacked during battle. The Maltese cross came to symbolize other care giving groups, such as the United States Nurse Corps members in World War II.

The wearing of an actual badge or pin is a custom from the 16<sup>th</sup> century; a period when the wearing of a “coat of arms” indicated distinguished service to a particular king. The privilege of wearing these symbols of excellence in service to others was passed on from generation to generation. Often the badge reflected values such as faith, wisdom, strength, and courage.

In the 19<sup>th</sup> century, Florence Nightingale received a badge of commendation from Queen Victoria for her nursing contributions during the Crimean War. Recognizing the pride and inspiration that came from receiving such a medal of honor for military service, Ms. Nightingale decided to give the graduates of her first nursing school such a special nursing pin. The Maltese cross symbol was on the first nursing pins at the Nightingale established St. Thomas Hospital School in England.

Schools continue to create special pins, with unique inspirational symbols. Each school pin is unique and graduates wear them proudly. Often school pins have crosses on them, whether the school has a religious affiliation or not. Crosses reflect the Christian influence in the work of nurses throughout time.

## NURSING FACULTY

 <p><b>Dr. Kerry H. Cheever</b>  <b>Professor and Department Chairperson</b>  <a href="mailto:kerry.cheever@moravian.edu">kerry.cheever@moravian.edu</a>          B.S.N., Allentown College of St. Francis de Sales; M.S.N., University of Florida; Ph.D., University of South Carolina</p>	 <p><b>Dr. Marianne Adam</b>  <b>Assistant Professor</b>  <a href="mailto:adammm@moravian.edu">adammm@moravian.edu</a>          B.S., SUNY College of Technology; M.S., Adelphi University, M.S.N., DeSales University; Ph.D., Pennsylvania State University; C.R.N.P., Certified Registered Nurse Practitioner</p>
 <p><b>Dr. Pamela Z. Adamshick</b>  <b>Associate Professor</b>  <a href="mailto:adamshp@moravian.edu">adamshp@moravian.edu</a>          B.S.N., University of Detroit Mercy; M.S.N., University of Illinois; Ph.D., Pennsylvania State University; B.C., P.M.H.C.N.S., Certification in Psychiatric-Mental Health Nursing as a Clinical Nurse Specialist</p>	 <p><b>Dr. Michele M. August-Brady</b>  <b>Associate Professor</b>  <a href="mailto:augustm@moravian.edu">augustm@moravian.edu</a>          B.S.N., University of Pennsylvania; M.S.N., Allentown College of St. Francis de Sales; Ph.D., Widener University</p>

## Nursing Faculty (continued)



**Janice Farber**  
Instructor

[mejef01@moravian.edu](mailto:mejef01@moravian.edu)

B.S., Moravian College; M.S.N., Drexel University; C.N.O.R.,  
Certification in Peri-Operative Nursing;  
Current Doctoral Study, Widener University



**Dr. Dawn M. Goodolf**  
Coordinator, Comenius Center B.S. Programs

[dgoodolf@moravian.edu](mailto:dgoodolf@moravian.edu)

B.S.N., West Chester University; M.S.N., DeSales University;  
Ph.D., Widener University



**Dr. Beth Gotwals**  
Assistant Professor

[mebag01@moravian.edu](mailto:mebag01@moravian.edu)

B.S.N., Bloomsburg University; M.S.N., Allentown College of St.  
Francis de Sales; Ph.D., Widener University



**Karen Groller**  
Instructor

[mekdgo1@moravian.edu](mailto:mekdgo1@moravian.edu)

B.S.N., Cedar Crest College; M.S.N., DeSales University; B.C.,  
C.M.S.R.N., Certification in Cardiac/Vascular and  
Medical-Surgical Nursing; Current Doctoral Study,  
University of Kansas



**Dr. Lori Hoffman**  
Associate Professor and MS Program Coordinator

[LoriHoffman@moravian.edu](mailto:LoriHoffman@moravian.edu)

B.S.N., Illinois Wesleyan University, M.S., Boston University;  
Ph.D., University of Kansas



**Taylor Grube**  
Instructor

[grubet@moravian.edu](mailto:grubet@moravian.edu)

B.S.N., East Stroudsburg University; M.S.N, Drexel University;  
Certification in Neonatal Intensive Care Nursing (RNC-NIC);  
Current Doctoral Study, Widener University

## Nursing Faculty (continued)



**Donna Keeler**

**Instructor**

[medmk02@moravian.edu](mailto:medmk02@moravian.edu)

B.S.N., Kutztown University; M.S.N., Drexel University; Current  
Doctoral Study, Widener University



**Dr. Helen Kohler**

**Visiting Professor**

[hrkohler1@aol.com](mailto:hrkohler1@aol.com)

B.S., University of Pennsylvania; M.S., University of Minnesota;  
Ph.D., University of North Carolina, Chapel Hill



**Dr. Alma Miles**

**Visiting Professor**

[MilesA@moravian.edu](mailto:MilesA@moravian.edu)

B.S., Drury College; M.P.H., University of Illinois;  
M.S., Rush University; Ph.D., Temple University



**Dr. Susan P. Scholtz**

**Associate Professor**

[scholtz@moravian.edu](mailto:scholtz@moravian.edu)

B.S.N., Pennsylvania State University; M.N., University of  
Pittsburgh; Ph.D., Widener University



**Dr. Jennifer Specht**

**Assistant Professor**

[mejas02@moravian.edu](mailto:mejas02@moravian.edu)

B.S.N., Villanova University; M.S.N., DeSales University;  
Ph.D., Villanova University



**Dr. Janet A. Sipple**

**Visiting Professor**

[sipplej@moravian.edu](mailto:sipplej@moravian.edu)

B.S.N., West Virginia University; M.S.N., University of North  
Carolina at Chapel Hill; Ed.D., University of South Carolina;  
N.P., University of Missouri

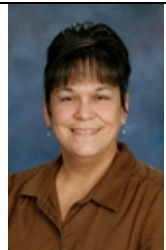
## **NURSING FACULTY (continued)**



**Dr. Paige Thompson**  
**Visiting Associate Professor**  
[pt@moravian.edu](mailto:pt@moravian.edu)

B.S., Duke University; M.S.N., Allentown College of St. Francis  
de Sales; D.N.Sc., Columbia University

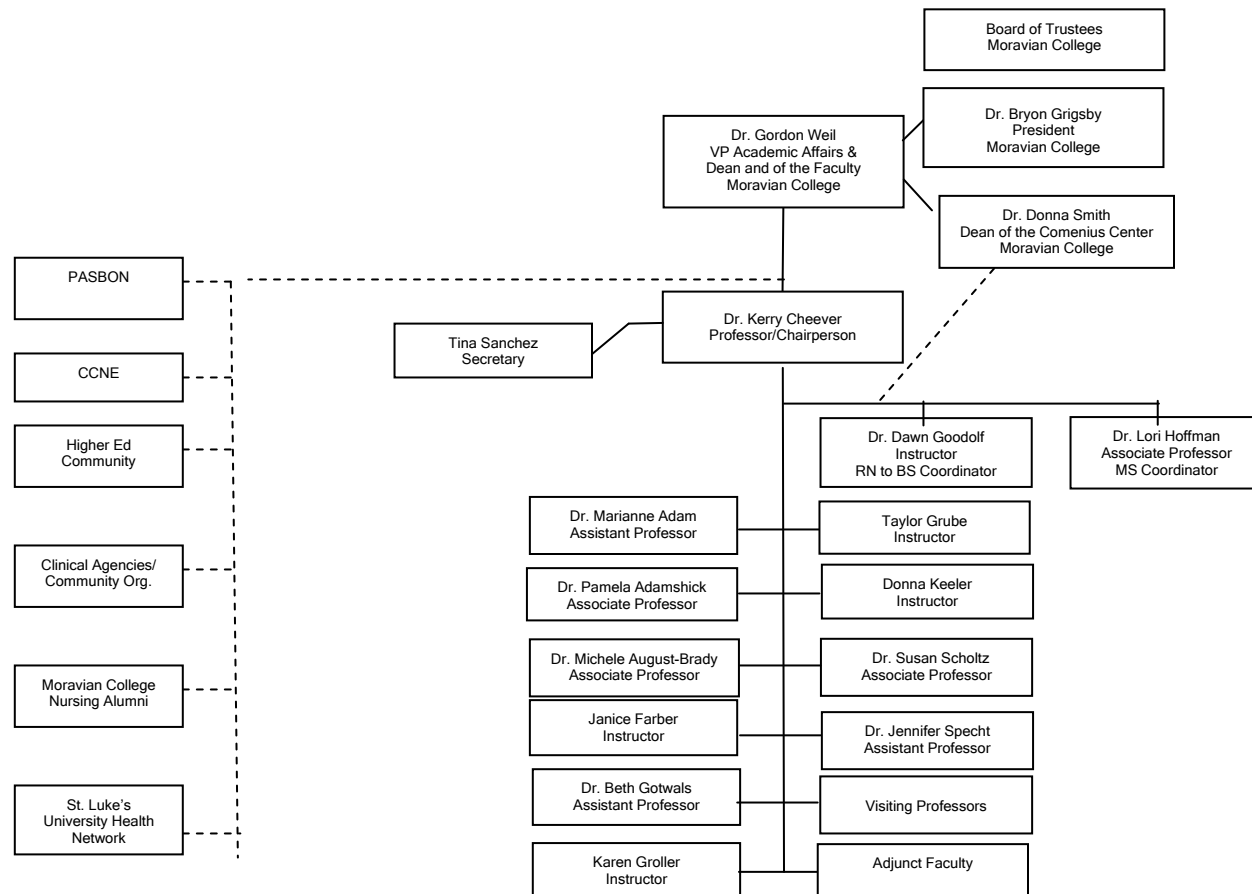
## **NURSING DEPARTMENT SECRETARY**



**Tina Sanchez**  
[merns02@moravian.edu](mailto:merns02@moravian.edu)

Nursing Office, Hamilton Hall

**The Department of Nursing at Moravian College**  
**ORGANIZATIONAL CHART**  
**Effective July 1, 2013**



Revised 8/2013



## **Vision, Mission, Philosophy, and Program Outcomes**

### **Revised, September 2013**

#### **Vision**

The Department of Nursing at Moravian College will provide supportive and creative educational programs, which inspire those who teach and those who learn, based on mutual respect and a commitment to contribute to the health of individuals, families, communities, and the environment.

#### **Mission**

The Department of Nursing at Moravian College provides nursing education that prepares men and women for continuous learning, advanced study, leadership, and service for the common good. The faculty seeks to develop, in students of all backgrounds, a professional nurse with the capacity to learn, reflect reason, communicate, and act with integrity. The program graduates will assume entry level and leadership roles that respond to the challenges and effectively change the landscape of health care in the Lehigh Valley and beyond.

#### **Programs**

The baccalaureate program prepares the graduate to practice as an entry-level generalist who is a self-directed professional nurse providing compassionate nursing care through the roles of practitioner, counselor, educator, advocate, and coordinator. The program also serves as a basis for graduates to shape professional nursing practice and to promote healthy communities. (Approved by Nursing Faculty Organization, April 27, 2007; see meeting minutes) Program options include the following

- The B.S. degree for those students who are entering the four-year program of study for an initial professional degree, and
- The R.N. to B.S. degree for those RNs who wish to complete the B.S. degree.
- The Accelerated R.N. to B.S. second degree option for those who have already earned a baccalaureate degree

The Master's Degree Program in Nursing prepares professional nurses at the graduate level for essential leadership roles in nursing administration, education and practice environments. Graduate level coursework is designed to foster exchange and learning between nursing, education, and business administration programs. This interdisciplinary approach broadens and enriches the health care perspectives of the graduates.

### **Program Philosophy**

The philosophy of the nursing program evolves from the mission of Moravian College. The philosophy supports the College's quality values of learning, collaboration, compassion and personal faith.

The Nursing Faculty is dedicated to providing a baccalaureate and master's level nursing education program based on the complexities and demands of a rapidly changing world. The faculty in collaboration with students ascribes to self-governance for the nursing program. The faculty view nursing as a humanistic art and science in which the primary concern is the health care of diverse individuals, families and communities. Faculty believes nursing has an innate responsibility to ensure access to essential health care. Faculty believes health care encourages and requires the values of respect, altruism, autonomy, human dignity, social justice, and spirituality.

The curriculum promotes development of leadership skills in the professional nurse, who, in collaboration with other health care professionals and groups, provides safe, quality holistic care in a variety of settings. The educational methodology develops the ability to think critically, solve problems and incorporate inquiry and research into practice. The program seeks to foster comprehensive development of the student as a lifelong learner who contributes to humanity while experiencing a deeper enjoyment of life. The academic program is based on faculty's beliefs about humanity, health, environment, learning and nursing.

Humankind is multidimensional, incorporating body, mind and spirit. Each human is a whole, congruent being living in an environment that is compatible with life. Rational thought, the capacity for caring, freedom of choice, perceptions and feeling are attributes of this human system. These attributes allow relationships and phenomena to occur with other individuals, family and community systems. Fluidity provides the energy and forward direction for humankind within a mutually valued community. Within this community system, humanity is the foundation for promoting harmony, integrity and optimal health. All elements of humanity -- individual, family, community and beyond -- are open, interconnected and complex systems.

Health is a dynamic state of physical, psychological, social and spiritual well being, unique to each individual. Health includes the ability to adapt to changes in both the internal and external environment. Being heterogeneous in nature, health behaviors are influenced by motivations, past experiences and personal beliefs and values. Human beings respond to actual or potential health problems with patterns of behaviors that determine their health states. Health promotion activities are directed toward developing resources to maintain and/or restore wellness and to educate human beings. Human beings, through education, can acquire the ability and accept responsibility to participate in the management of health.

The ever-evolving environment is viewed from an ecocentric perspective. Thus the environment context includes all variables which unite humankind with other systems throughout the universe.

The faculty of the nursing program values learning as a process that is interdependent and reciprocal occurring through caring teacher-student and student-student relationships. Learning is a component of growth and development that promotes change resulting from ongoing and lifelong experience. A variety of teaching styles is used to promote inquiry, research, critical thinking and problem solving. Teachers encourage learning through positive reinforcement, immediate feedback, motivation, advocacy and creativity. Student attributes of commitment, flexibility, risk-taking and self-motivation promote a successful learning process. Overall, the process of learning involves accountability, diversity, mutual respect, openness, honesty and a reality base. The nursing faculty has adopted core components for the curriculum and these are Community, Holism, Inquiry & Professionalism (CHIP). These core components provide the foundation for the program and learning outcomes.

Nursing is an art and a science dedicated to the promotion of health for diverse individuals and families. The art of nursing is an expression of human caring and commitment to the worth and dignity of humanity. Through phenomenological engagement with the human experience, nursing addresses the deepest and most intimate perceptions of humankind. Nursing interfaces with the lived experience of humanity and nurtures each person's realization of capabilities, strengths and health. The science of nursing is based on its own theoretical and research context and is enhanced by the physical, natural and behavioral sciences. Nursing is proactive in meeting society's evolving health care needs. The promotion and pursuit of health is accomplished through holistic assessment of and intervention in actual or potential health problems. The creative use of nursing science, advanced technology, health concepts and a caring presence is the basis of nursing interventions.

The programs prepare self-directed professional nurses who provide compassionate nursing care through the roles of practitioner, counselor, educator, advocate, and coordinator at the baccalaureate and graduate levels. The education of professional nurses is best articulated in the context of broad general education in a higher education institution and clinically based practice environments. Nursing care is implemented through models of nursing practice and critical thinking, and is advanced through continuous inquiry and research. The professional nurse accepts commitment as a citizen through ethical behavior and participation in health care, education and the community.

<b>Baccalaureate and Master's Program Outcomes</b>	
<b>Baccalaureate Outcomes</b>	<b>Master's Program</b>
Synthesize knowledge from the humanities, sciences, and nursing theory as a basis for making decisions in the practice of nursing	<ul style="list-style-type: none"> <li>Propose evidence-based solutions to practice dilemmas through synthesizing advanced theories from nursing and other disciplines that contribute to nursing knowledge</li> </ul>
<ul style="list-style-type: none"> <li>Provide holistic nursing care that contributes to safe and quality outcomes among individuals, families, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Design interventions, projects, and programs that assure safe and quality health outcomes to meet the diverse and complex needs of individuals, families, and communities.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with other healthcare team members to foster optimal health of individuals, families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate theories of nursing, leadership, and education into quality and performance initiatives within multidisciplinary settings.</li> </ul>
<ul style="list-style-type: none"> <li>Provide culturally competent care utilizing nursing roles of practitioner, counselor, educator, advocate, and coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Advocate for the profession of nursing in the global community to influence health care through cultural competence, ethical behavior, and civic and political engagement.</li> </ul>
<ul style="list-style-type: none"> <li>Plan and implement theory-based and evidence based nursing interventions in the care of individuals, families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Promote a culture of inquiry that transforms nursing practice through evidence-based and research initiatives.</li> </ul>
<ul style="list-style-type: none"> <li>Exhibit civic and leadership behaviors to guide practice and foster the attainment of health outcomes for individuals, families and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate creative leadership to guide practice and impact health outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate professional accountability and advocacy in making ethical decisions through adherence to professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in moral and ethical decision-making through adherence to professional standards of practice and codes of ethics and accountability.</li> </ul>
<div>Revised: GCET, 4/21/2011</div> <div>Ratified: NFO, 9/12/2011</div>	

## MORAVIAN COLLEGE AND COMENIUS CENTER: MISSIONS

### Moravian College Mission

Moravian College is a residential, liberal arts college that draws on the Moravian traditions of community, engagement in the world, and balance among body, mind, and spirit in the life of the individual. The College seeks to develop in students of all backgrounds the capacity to learn, reflect, reason, communicate, and act with integrity as individuals and in association with others. This education prepares men and women for advanced study and continuous learning, individual achievement, and leadership and service for the common good.

The privilege of being a student at Moravian College, Moravian Theological Seminary, and the Comenius Center (from here on, the Institution) carries with it the responsibility of following standards of conduct appropriate to our institutional vision and shared values, as articulated during development of the 2008-2015 Strategic Plan.

Our vision calls for the Institution to excel as...

- **A community of the great embrace**, welcoming men and women from all walks of life, locally, nationally, and globally;
- **A community of liberal learning**, where scholarship, intellectual curiosity, and creative expression invigorate all facets of our lives;
- **A community of service**, which equips and empowers men and women to serve others with professional skill, grace, and integrity, including those who live out their lives on the periphery of society; and
- **A community of wise stewards**, who care for and enhance our treasures of heritage, people, and place for generations to come.

As such, Moravian will be a leader within higher education – **a community of choice** for students, faculty, and administrators, a model of excellence.

### Comenius Center Mission

The Comenius Center serves adult and part-time students through programs distinguished by academic excellence, which can lead to Baccalaureate and Master's degrees and to professional certifications. As an integral part of an institution that values continuous learning, the Comenius Center prepares individuals for challenging professional positions, for service and leadership to the community and its organizations, and for the demands of a rapidly changing world.

## PROGRAM REQUIREMENTS:

All MS students complete four (4) core courses, as well as specialty courses relevant to their programs as clinical nurse leader, nursing administration, and nursing education students. The total number of credits for the Master's of Science Degree with a major in nursing vary are as follows: CNL Track, 34 credits; Nurse Administrator Track, 35 credits; and, Nurse Educator Track, 36 credits. Each program track has a practicum, with contact hours for these experiences that are important opportunities for role specialization and are completed during daytime hours. Currently, students taking courses with practicum or laboratory practice hours are assigned a special lab fee of \$200, in addition to the course fee of \$100 for courses with the NURS prefix.

All program tracks include precepted clinical hours in the final capstone course, and these hours are expected to be completed during weekday, daytime hours. For the clinical nurse leader student, there are 400 contact (immersion) hours in NURS 626+: CNL Internship, taken at the end of the program of study. Nursing administration students complete a 2 credit seminar and 3 credit practicum as courses in their final semester, NURS 624.2 Nurse Administrator Capstone Seminar, and NURS 625: Nurse Administrator Capstone Internship (150 contact hours). The students preparing for careers in nursing education have a final course, NURS 622: Nurse Educator Capstone Seminar and Internship, during which 100 practicum hours (including at least 25 direct care hours) are completed. Students taking NURS 534: Advanced Health and Physical Assessment have 30 lab practice hours, and those in NURS 506: Nursing Role Theory and Evidence Based Practice there are 50 practicum hours.

Students complete their final seminar/internship courses in their final semester of study (See Capstone Project Guidelines and Capstone Project Table, pp. 25-35.0 Internship hours must be scheduled in order to assure that students have substantive opportunities to develop in their specialty roles.

Nursing course are offered regularly, however are not always offered on an annual basis or in a semester when students wish to take them. There are courses that are scheduled only every other year, and other situations may arise in which enrollment is not sufficient to provide courses as planned, Students are advised to outline their tentative program plans in consultation with the MS Coordinator.

## ROLE SPECIALIZATION TRACKS

The program requirements for each of the program tracks follow:

## **ORGANIZATIONS**

### **STUDENT REPRESENTATION ON DEPARTMENTAL COMMITTEES**

MS Student representatives serve as direct communication links between the faculty and students. Students are invited at the beginning of each semester to participate on departmental standing committees, including Graduate Curriculum and Evaluation Team and Nursing Faculty Organization. Students may also contact faculty or other student representatives to express their desire to participate in program governance.

Committee student representatives are volunteers and are responsible for attending scheduled meetings. Representatives elicit ideas, questions, or concerns from other students and provide information to them as well.

### **Nursing Faculty Organization**

The functions of Nursing Faculty Organization are:

- Formulate the mission, philosophy, and outcomes the nursing degree programs.
- Participate in the development of a strategic plan designed to implement and evaluate outcomes of the educational programs.
- Insure the development and implementation of the Program Assessment Plan for the nursing programs.
- Identify the structure and operational framework of its teams.
- Develop, implement and evaluate academic policies of the programs.
- Vote on recommendations presented to the Organization by its members with regards to policies that support the educational program; curriculum changes; and the Program Assessment Plan.
- Monitor and make recommendations regarding admission and progression of nursing students.
- Provide an open forum for discussion and exchange of information.
- Provide a mechanism for an effective decision-making process.
- Promote professional and personal growth and interests of the Faculty.
- Participate in the development of personnel policies specific to the nursing program.
- Participate in the development of a budget plan by making recommendations regarding resources including personnel, equipment, supplies, and educational facilities.
- Facilitate communication and cooperation with college and network departments and committees, cooperating agencies, and the community.
- Insure the selection and evaluation of learning resources.
- Review and recommend changes in curriculum.
- Monitor and make revisions in grading policies for the nursing program.

### **Graduate Curriculum and Evaluation Team (GCET)**

The functions of GCET are:

- Coordinate and monitor the Program Assessment Plan for the graduate nursing program.
- Evaluate and interpret outcome measures as designated in the Program Assessment Plan.
- Review and recommend changes in the mission, philosophy, and program outcomes to Nursing Faculty Organization.
- Review annual course reports on graduate courses and make recommendations to Nursing Faculty Organization for changes in individual courses.
- Review and recommend inclusions and/or changes in the graduate curriculum and methods of evaluation to Nursing Faculty Organization.
- Review professional and legal standards periodically, including, but not limited to, the AACN Essentials of Masters Education; ANA Standards of Clinical Nursing Practice, ANA's Nursing: A Social Policy Statement, and ANA Code for Nurses with Interpretive Statements.
- Recommend the purchase of appropriate graduate resources for support of learning experiences to the Chairperson/Faculty.

**GCET (continued)**

- Review academic/programmatic policies and make recommendations for change to the Nursing Faculty Organization.
- Provide a forum for students to give input relative to curricular/program issues.
- Submit written reports, including an annual report, to the Nursing Faculty Organization.

**HONORS AND AWARDS****SIGMA THETA TAU INTERNATIONAL**

The Upsilon Alpha Chapter of Sigma Theta Tau, the international nursing honor society, is the chapter at St. Luke's School of Nursing at Moravian College. Upsilon Alpha Chapter was established in April of 2006 with 50 members, and has grown to over 125 members. The goals of the Nursing Honor Society are to: recognize superior achievement, develop professional leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of nursing.

To apply for membership in the Upsilon Alpha Chapter, the graduate student must meet the following criteria.

- Have completed at least 9 credit hours of the MS in Nursing program
- Have a minimum GPA of 3.5
- Meet the expectation of academic integrity

Beginning in 2011, an annual research fund award will be made on a competitive basis to a chapter member with master's preparation in support of outcome or theoretical research.

For further information on membership in this distinguished organization the home page can be reviewed at <http://www.nursingsociety.org> or the Upsilon Alpha Chapter's home page at <http://upsilonalpha.nursingsociety.org/UpsilonAlphaChapter/Home/> Dr. Lori Hoffman currently serves as the Faculty Counselor for the organization and will send invitation to membership to qualified graduate students during summer months. Induction to chapter members generally occurs in fall of the academic year. You may contact Dr. Hoffman for additional information on honor society membership.

**THE HANK AND JOANNE BARNETTE SCHOLARSHIP**

This scholarship is awarded to a nurse employed by St. Luke's University Health Network who is enrolled in either the RN to BS degree completion program or the MS program in nursing. Scholars will be selected based upon merit and financial need and, when feasible, preference will be given to graduates of Liberty High School or Northampton Community College. This scholarship will be awarded prior to the start of each fall semester.

In order to be a candidate for this scholarship, the student must:

- Have achieved at least a 3.5 grade point average in current program or at last school attended.
- Be admitted or enrolled in the RN to BS degree completion program or the MS program in nursing at Moravian College.
- Submit the following materials to the Scholarship Selection Committee by the published deadline.
  1. Copies of relevant transcripts (i.e., current program or last program attended); these may be unofficial but must be legible. If you are a graduate of either Liberty High School or Northampton Community College, make certain those transcripts are included with your application. (Please note that transcripts from other high schools are not required).

2. A brief statement (500 word maximum) about your goals and aspirations as they relate to your education, career, and future plans in nursing. Explain why you are a qualified candidate and should be considered for the scholarship. Any special financial considerations that you wish the selection committee to understand should be noted in this statement (e.g., intentions to accelerate your program of study and take additional coursework this coming academic year).
- In addition, if selected as the recipient of this award, you must be willing to write a letter of appreciation to Hank and Joanne Barnette (submitted via the Department of Nursing at Moravian College) and be willing to meet with the Barnettes upon request. Failure to do so may result in garnishing of awarded scholarship funds.
  - The award recipient will be primarily selected by the Scholarship Selection Committee on the basis of excellence in nursing scholarship, professionalism, educational commitment, and financial need. Candidates who are graduates of Liberty High School or Northampton Community College will be given special consideration for this award.

## **Section III**

### **STUDENT RIGHTS AND RESPONSIBILITIES**

#### **NURSING STUDENTS RIGHTS AND RESPONSIBILITIES \***

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio , Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

*\* These Student Rights and Responsibilities are from "The Bill of Rights and Responsibilities for Students of Nursing," National Student Nurses' Association, Inc. These student rights and responsibilities are inspiration in nature and they are not intended, nor shall they be construed to represent a contract between the School of Nursing and students, or a guarantee, promise, or assurance of any of the subject matter set forth therein. To the extent there is any inconsistency between these rights and responsibilities and any of the policies and procedures set forth elsewhere in this Handbook, such policies and procedures will govern.*

## **STUDENT ADVISEMENT**

MS Students are required to meet with the Program Coordinator for preparing an academic program plan and for further guidance as needed. Students are responsible for knowing the requirements of their academic programs and needed courses. A face-to-face meeting with the Program Coordinator should occur at least once per academic year in order to map out the student's program completion plan.

At the beginning of each semester and summer sessions students will be informed that the next sessions' course schedule at the Comenius Center website. Registration may occur in the meeting with the Program Coordinator or online at the Comenius Center website. Ordinarily courses will be offered in a way that will facilitate program completion; yet, there may be times when a course is not available during a semester when the student needs it to be.

\*Special forms are to be completed by St. Luke's employees at the time of registration and sent to the Program Coordinator.

\*\*In addition, mandatory screening and various signed forms must be completed prior to beginning the final clinical internships, and these are determined by the agency where the internship will occur. *Note that forms for clinical agencies may differ from year to year and you will be advised by the MS Program Coordinator as to the appropriate clearances and forms to complete for internship experiences.*

## **CAPSTONE INTERNSHIP AND PRECEPTOR SELECTION**

### Purpose:

The intent of this policy is to describe guidelines for identifying and approving the primary preceptors and capstone internship placements for MS Students. Capstone courses are completed at the end of students' programs of study. Experiences in these courses are expected to provide opportunities for students to meet professional development goals, assume the roles and responsibilities of selected areas of specialization, and fulfill course and program requirements.

### Internship Experience:

1. For specific graduate tracks the following precepted internship hours are required:
  - a. Clinical Nurse Leader: 400 hours
  - b. Nurse Administrator: 150 hours
  - c. Nurse Educator: 100 hours
2. A primary preceptor is the individual who provides supervision of the MS Student in the role specialization internship.
3. In selecting preceptors for the internship experience, the following criteria must be met. The primary preceptor:
  - Has the knowledge, skills, and attitudes to facilitate the student's professional development in the area of role specialization.
  - Must be a professional nurse associated with an affiliating, accredited clinical agency.
  - Is approved by the appropriate organizational supervisor.

- Is in compliance with the mandatory requirements and policies of the affiliating agency, e.g. St. Luke's University Health Network
- Has a master's degree in Nursing or other master's degree that is commensurate with his or her role and responsibilities. *For preceptors for Nurse Educator students, the doctoral degree is preferred.*
- Has at least two (2) years of experience in the designated role.
- Demonstrates a willingness to serve as the preceptor and to collaborate with the course faculty member.

Process:

1. By *at least* the end of the semester prior to enrolling in the capstone course, each student must consult with the designated capstone faculty member, and the Department Chairperson or MS Program Coordinator to discuss potential preceptors and site placements for the student's capstone internship experiences.
2. Based on the students' goals for role specialization experiences, she or he may contact a qualified preceptor to determine if the preceptor is willing to supervise the student's experience. The student will then provide the name of this person to the MS Program Coordinator, as well as the faculty teaching the course.
3. The MS Program Coordinator will then notify the appropriate department at the affiliating site(s) to confirm the availability of the student's identified preceptor and discuss the arrangements that need to be made prior to the internship experience, e.g. mandatory health requirements, child abuse/criminal check, agency contract, confidentiality statements, etc.
4. The MS Program Coordinator will ensure that all prerequisite health and background screening are completed and on file in the SON.
5. Course faculty will contact the preceptor and the appropriate personnel at the affiliating site to confirm when the internship will be and to coordinate arrangements for the experience.
6. Once the preceptor has been determined, course faculty will provide the course syllabus to the preceptor and obtain a signed letter of agreement.
7. Course faculty will meet with the preceptor and student throughout the semester to review the student's progress towards meeting professional development goals.
8. Preceptor feedback to course faculty will be integrated into the student's evaluation. Course faculty is responsible for determining the student's grade for the capstone internship course.

## CAPSTONE PROJECT GUIDELINES

### Purpose:

Capstone Projects for graduate students in the MS Program in Nursing (M.S. Program) afford opportunities for synthesis of the knowledge, skills, and attitudes gained through their graduate program of study. These scholarly projects, based on each student's area of study (i.e., administration, education, or clinical nurse leadership) show evidence of a synthesis of knowledge that adds to the body of nursing science. This knowledge will be disseminated through the student's written work and oral presentation. Capstone projects begin prior to the last semester and are completed in consultation with the student's faculty review committee. Completion of these scholarly projects enables the student to achieve the MS in Nursing program outcomes.

### Process:

Students must select a focused area of nursing scholarship that integrates the new role(s) that their graduate study prepares them to assume. This selection process should occur *well before the last semester of study*.

By *at least* spring semester, one year prior to anticipated graduation, each student must consult with the Department Chairperson or MS Program Coordinator to determine the faculty members willing and able to serve on the student's Review Committee. The student may also identify additional members of the Review Committee at that time. (See Capstone Project Timeline)

-By February 28<sup>th</sup>, Review Committee members are identified

-By April 1<sup>st</sup>, Student arranges meeting with Review Committee members

1. The Review Committee will guide and advise the student in completion of the Capstone Project, including the proposal and actual project. The committee will review and approve the student's proposal and evaluate the final project submitted to partially fulfill capstone course requirements, hence graduation requirements.

### Review Committee:

The Review Committee will be comprised of:

- Two to three faculty members. These may include an adjunct or non-nursing faculty member who teaches in the graduate program.
  - At least one must be full-time doctorally-prepared nursing faculty member
4. By *at least* September 15<sup>th</sup> of the semester prior to enrolling in the final semester of study, each student must submit a Capstone Project Proposal to the Review Committee in sufficient time for the proposal to be reviewed and deemed acceptable for use as the capstone project. The faculty on the Review Committee will determine the time-sufficiency factor and not the student.
  5. Review Committee approval of the Capstone Project Proposal and IRB proposal, if deemed necessary, must be obtained by October 15<sup>th</sup> of the semester prior to enrolling in the final semester of study.
  6. Failure to adhere to deadlines for Capstone Project approval, as indicated in these guidelines and the attached timeline, will result in students not being permitted to enroll in final semester courses.

This will delay graduation for at least one year or until the final internship and seminar courses are offered again.

### Capstone Project Recommendations:

Each student will develop and submit an evidenced-based project proposal to complete course requirements in *Nursing 506: Nursing Role Theory and Evidence-Based Practice*

Although the proposal completed in this course may be developed as the final Capstone Project, a student is not obligated to use this proposal as the springboard for the Capstone Project. Scholarly, evidence-based projects in other core and specialty courses may be strengthened and developed to serve as the Capstone Project Proposal. Proposals should provide for a critical appraisal and synthesis of relevant literature with recommendations for empirical study

The following outlines elements of strong Capstone Projects.

These projects must be:

- Evidence-based (for students in all tracks, desirable outcomes are cost-benefit analysis, quality improvement, safety, interdisciplinary teamwork, client-centered care, and/or informatics)
- Data-driven with an empirical base
- Valuable for nursing and the parent health care organization
- Demonstrate achievement of program outcomes

### Capstone Project Proposal:

1. The Capstone Project Proposal should be written in a succinct and scholarly manner, consistent with grammatical tenets found in the *APA Manual (6<sup>th</sup> Edition)*. The ultimate objective is that each student will select a topic that will advance the body of knowledge in her/his chosen area of nursing expertise, and that the topic studied and developed can be published in a peer-reviewed journal upon program completion. Therefore, given these objectives, students will select an appropriate peer-reviewed journal as a venue for publication of their projects.
2. A copy of the selected journal's *Author Guidelines* must be submitted to each Review Committee member at the time the Capstone Project Proposal is submitted. In general, most journals enforce page limitations. If the selected journal does not identify page limitations, then the main body of the Capstone Project Proposal (e.g., excluding title page, abstract, references, tables, and appendices) may be no longer than 15 double-spaced pages.
3. General guidelines for the sections that must be included in the Capstone Project Proposal, should they not be clearly identified in the proposed journal's *Author Guidelines*, include the following:
  - Abstract – should typically be no more than 150 words, and includes:
    - Title and topic of study
    - Overview of the problem identified or significance
    - Summary of the project's purpose or aims
    - Identification of methods to complete the project
    - Summary of importance of project to advance the body of knowledge
  - Introduction/Background
    - Identification of problem or issue/concept studied and its significance
    - Identification of the proposed project and its relevance to advancing nursing knowledge
    - Definitions of any key terms and variables

- Description of any model used to direct the project
  - Review of literature
    - Succinct review of key findings in the nursing and allied health literature, including an analysis of the strength of those findings
    - Identification of any voids in the research-based literature that this proposed project may help provide direction
  - Methodology
    - Identification how the project is to be managed and developed. Include sample (if any), timeline, setting (and the reason the setting was selected), ethical considerations,
    - Description of the procedures and processes needed to bring the project to fruition
  - References
    - Listed as per *Author Guidelines* specifications
4. If the student's project is of a research nature, then it is mandatory that *Institutional Review Board (IRB)* approval be obtained prior to commencement of the project at Moravian College and/or at the agency where the student's project is to be developed. It is the ultimate responsibility of the student to assure that all IRB mandates are approved by the Review Committee prior to submission to the institutional IRB. All IRB proposals are to be submitted by at least October 15<sup>th</sup> of the semester prior to commencement of the project.

#### Capstone Project Defense:

1. During each student's last semester of study, the Capstone Project, as described within the proposal, is completed. Should a student have difficulty completing the project as described within the timeline identified, she/he is responsible for proactively discussing these difficulties with her/his Review Committee for guidance as needed.
2. Upon completion of the capstone project, the student modifies the Capstone Project Proposal (including the abstract) so that it is no longer written in the future tense. The abstract is revised so that it includes the results of the project, a discussion of the significance of the findings and recommendations for the practice of nursing, nursing education, and/or nursing research. The following sections (or their equivalents, as specified in the selected journal's *Author Guidelines*) are then written, in accordance to the space and stylistic elements noted in the *Author Guidelines*.
  - Results
    - Description of the project findings/results (with use of tables as needed)
  - Discussion
    - Description of the implications of the findings in terms of nursing practice, nursing education, and/or nursing research
    - Notation of any limitations to the project or unforeseen barriers that arose and how these were handled
    - Recommendations for nursing practice, nursing education, and/or nursing research
  - References (Updated as necessary from the date the proposal was submitted)
3. The student must prepare a scholarly defense of her/his project with Review Committee members. This date must be confirmed before the midterm of the final semester, and can be scheduled for no later than the last week of examinations for that semester. The student is responsible for submitting the project paper to each committee member no later than ten days prior to the defense.

- a. For this scholarly defense, the student will conduct a formal presentation and poster exhibit of the Capstone Project in an open forum that includes the members of the Review Committee. In addition, other internal and external constituents of the MS Program may be invited to attend. The student will respond to questions from those in attendance, to further describe and explain the completed work and its implications.
- b. The Review Committee may decide to pass the student, conditionally pass the student, or fail the student. Majority rules in the review committee decision-making process. However, if there is a split decision among the members of the review committee, the committee member with the academic rank seniority decides the vote.
- c. If a student receives a conditional pass, the student must complete or correct specified parameters within a very short timeframe to be eligible to graduate from the MS program that semester. If the student receives a failing grade, then the student also fails the capstone course. The student then follows the guidelines for course failure noted in the Moravian College Comenius Center Student Handbook which notes that the student may repeat a failed course if it is a program requirement.

### Outcomes

The final Capstone Project Paper is a manuscript that is ready for publication in a peer reviewed journal selected for relevance and appropriateness to the student's area of study. Though not a program requirement, students are encouraged to submit their manuscripts for publication. The outcomes associated with these scholarly projects are expected to be of value to nursing science and health care. Knowledge gained should be disseminated to promote excellence in nursing and quality in health care.

The Capstone Project is expected to provide evidence for accomplishment of the following MS Program Outcomes:

1. Propose evidence-based solutions to practice dilemmas through synthesizing advanced theories from nursing and other disciplines that contribute to nursing knowledge
2. Design interventions, projects, and programs that assure safe and quality health outcomes to meet the diverse and complex needs of individuals, families, and communities
3. Incorporate theories of nursing, leadership, and education into quality and performance initiatives within multidisciplinary settings
4. Advocate for the profession of nursing in the global community to influence health care through cultural competence, ethical behavior, and civic and political engagement
5. Promote a culture of inquiry that transforms nursing through research initiatives
6. Demonstrate creative leadership to guide practice and impact health outcomes.
7. Engage in moral and ethical decision-making through adherence to professional standards of practice and codes of ethics and accountability.

Initial Approval: NFO, 5/31/2010

Revised: 12/13/2011

Approval: 12/13/2011

**CAPSTONE TIMELINE (Next page)**

## **COMPLAINT POLICY**

Nursing Faculty realize that students need a mechanism to report complaints such as parking problems, computer issues, registration concerns, and academic concerns. Formal complaints are those that students submit in writing to the MS Program Coordinator or Department Chairperson. MS Students are advised to contact the MS Program Coordinator or Department Chairperson to report complaints and submit a written complaint. Complaints are clarified with the student submitting the complaint and addressed by program administrators. Student complaints may then be referred to the appropriate standing committee, or sent to NFO to determine an appropriate response or resolution. Complaints and actions taken will be recorded and filed in a confidential file in the nursing department.

The GCET, with MS Student representation is an additional venue for voicing of student concerns and shared governance. Concerns that become apparent through student satisfaction surveys or course evaluations are discussed with outcomes documented in GCET minutes and reported to MS Students and NFO as appropriate.

## **DISCIPLINARY AND GRIEVANCE POLICY**

Nursing Faculty realizes misunderstandings and disagreements may arise regarding issues such as academic matters, progression policies, and faculty decisions. The Grievance Procedure is an orderly process with the goal to achieve a fair and expeditious resolution of problems at the lowest authority level.

### **Disciplinary Policy**

The College's Comenius Center policy and procedure govern disciplinary procedures for all program matters and is outlined in the *Moravian College, Comenius Center's Graduate Student Handbook*. This policy is as follows:

*Initial Conversation* - When inappropriate behavior occurs in the classroom or with an instructor outside of the classroom, the instructor should meet privately with the student to address the matter. If the behavior persists, the instructor should discuss the problem with either the Comenius Center dean or the director of the program. Together they will decide whether the instructor should continue to address the problem with the student or whether the dean/program director should do so.

If, in the instructor's judgment, the inappropriate behavior threatens the learning environment for others in the class, the instructor may require a student to leave the class. In such an event, the instructor must notify the dean of the Comenius Center within 24 hours of the incident. The dean will arrange a meeting with both the student and instructor at the earliest possible time.

Repeated problems or initial violations that are sufficiently serious to warrant sanctions must be brought to the Comenius Center dean for action.

Violations which are not directly connected to a course (for example, those occurring in the library or destruction of College property) will be brought directly to the dean of the Comenius Center for actions.

*Sanctions* - For many problems, the process of airing the issues will be sufficient to resolve the matter. The dean or program director will keep a written record of the nature of the problem and resolution in the student's advising file. (Advising files are separate from the official records which are maintained by the Registrar's office.)

Sanctions will vary with the nature, severity, and repetitiveness of the violation. Options may include (but are not limited to) a written reprimand, suspension from the College, dismissal from a program of study, or expulsion from the Comenius Center and Moravian College. The Comenius Center reserves the right to suspend and bar from campus a student who has been charged with a felony offense pending outcome of criminal prosecution, even if the offense has no connection with Moravian College.

*Appeal* - A student who wishes to appeal a sanction that has been imposed by the Comenius Center dean must do so in writing to the President of Moravian College. The President will respond in writing to both the student and the dean. This will be the final resolution of the matter.

The student has the right:

- To have the alleged violation and penalty described in writing.
- To receive assistance from a Comenius Center faculty/administrator in preparing an appeal to the Comenius Council.
- To receive a decision from the Comenius Council within a reasonable time.
- To have all records of the alleged violation removed from the student's file in the event of an acquittal.
- To have in attendance at the hearing a member of the faculty, administration, or student body who may provide support to the student but not participate in the hearing. Individuals other than those listed above (including but not limited to family members and attorneys) will not be admitted.
- To appear in person and present information in her or his own behalf, to call witnesses, and to ask questions of anyone present at a hearing. In determining the validity of and responsibility for the alleged violation, the Comenius Council will permit witnesses of fact but not character.
- To refuse to answer or make a statement. Decisions will be based on the available evidence.
- To elect not to attend a hearing, without penalty. The hearing will be conducted in the student's absence with the evidence available, and decisions will be based on that evidence.
- To receive written documentation of the outcome of a hearing and any sanctions imposed.
- To request an appeal of the process of any hearing by the Comenius Council. Appeals will be heard by the Vice President for Academic Affairs, who will determine whether proper procedures have been followed and return the case to the Comenius Council if he deems it appropriate.

### **Grievance Policy**

When a student perceives a problem, he or she should immediately discuss the problem openly and directly with the involved party. Most problems can be clarified and resolved at this level.

If a resolution satisfactory to the student does not result from the direct discussion, and if the student perceives that an unfair, unreasonable, or arbitrary action has occurred, a grievance may be initiated. The College's Comenius Center policy and procedure govern student grievance procedures for all program matters and is outlined in the *Moravian College, Comenius Center's Graduate Student Handbook*. This policy is as follows:

*Informal Reconciliation* - When a student believes that her or his rights have been violated, the first effort should be informal reconciliation. This may involve speaking directly with the other individual or speaking with a neutral person who can serve as mediator. In the event that the problem involves two members of the same class, the instructor for the course, the program director, or the Comenius Center dean may be approached and asked to serve as mediator. If the problem involves an instructor or any member of the faculty, staff, or administration (other than the Comenius Center dean), the dean should be asked to mediate. If the problem is with the dean, then the director of Human Resources should be asked to mediate.

*Formal Grievance* - If the student is not satisfied by the outcome of the informal reconciliation process, he or she may file a grievance. This must be done in writing and should specify the nature of the event and the right that the student believes has been violated. The grievance should be filed with the Comenius Center dean, except when the dean is the subject of the grievance. In the latter instance, the grievance should be filed with the director of Human Resources. The dean or Human Resources director will respond in writing to the grievance.

*Appeal* - A student may appeal the decision of the dean or Human Resources director by appealing in writing to the President of Moravian College. The President will respond in writing to both the student and the dean or Human Resources director. This will be the final resolution of the matter.

## COMPUTING AT MORAVIAN

### Computer Logons and Resources

Logons are a vital link to the Moravian College campus for access to library databases, AMOS, Blackboard, email, grades, and account balances. **You must access your Moravian College at least weekly throughout the year when not taking classes, and daily when enrolled in classes. You may do this on campus or off campus via <http://mcmail.moravian.edu> to receive official information.** Official correspondence from the college will be sent to you via your Moravian College email.

If you are new to the MS Program, you must pick up your logon at Moravian College's Center for Information Technology (CIT) Help Desk, located on the first floor of Memorial Hall. If you register later than two days before the start of classes, your logon will be available three business days after registration.

Help Desk hours are as follows

#### Fall & Spring Hours

**Mon.-** 7am-7:30pm  
**Thurs.:**

**Fri.:** 7am-4:30pm

#### Summer Hours

**Mon.-** 8am-7pm  
**Thurs.:**

**Fri.:** 8am-4pm

If you have attended Moravian College previously, but do not currently have a logon or have forgotten your password, please visit the CIT Help Desk. You may speak with a Help Desk technician by calling 610 625-1500.

Reeves Library houses PCs on the main floor and a microcomputer lab with PCs and Macintosh computers on the lower level. All are accessible when the library is open. You may also use any of the publicly accessible classroom computers when classes are not in session.

### AMOS

Access Moravian Online Services (AMOS)

<https://amos.moravian.edu>

- This is the starting point for accessing all of the College, Seminary, and Comenius Center's online resources.
- Provides quick links to Blackboard, Moravian Email, and Reeves Library.
- Displays current course details, course history, and unofficial transcripts.

- The Registrar's Office no longer mails out paper grade reports. You must use AMOS to access your grades.
- Broadcasts for important announcements i.e. snow delays, class cancellations, etc. will be posted on the main AMOS page.
- The AMOS user name and password is the same as your Moravian Computing logons.

### **Blackboard**

<http://blackboard.moravian.edu>

- Moravian Blackboard site contains course information such as: course announcements, a syllabus, professor contact information, class assignments, discussion board, grade center and more.
- Login to Blackboard with your Moravian computing username and password:
  - The main log-in screen provides a link to a student manual for additional information on navigating Blackboard.

### **Moravian College Email (MCMail)**

<http://mcmail.moravian.edu>

- Log in to Moravian email with your Moravian computing username and password:
  - An Updated Help Info tab is provided on the main login screen for additional assistance.
- Your Moravian email account may be set up to link directly with your personal computer or Smartphone. You may also forward your email to your personal account.

### **MS PROGRAM FEES**

In addition to tuition, there are additional fees which students are required to pay.

- Technology fee with each registration for each semester or session: \$45 (change in 2013-2014) each semester.
- Nursing course fee of \$100 for all courses with the NURS prefix.
- An additional laboratory fee of \$200 is charged for select courses: All Capstone internship courses and NURS 534: Advanced Health and Physical Assessment.

### **GRADUATE FORMS AND PUBLICATIONS**

Following is the link to the *Moravian College Comenius Center's Graduate Student Handbook*, an important document that applies to all students enrolled in the graduate nursing program, as well as graduate business and education programs.

[Graduate Student Handbook](#)

The *Comenius Center's Graduate Student Handbook* as well as course schedules, registration, and other forms can also be found at <http://Comenius.Moravian.edu>. (Click on "Forms and Publications").

The following forms can be found at the Comenius Center Website: [Http://Comenius.Moravian.edu](http://Comenius.Moravian.edu) (*Forms & Publications Download Center*)

## Applications for Admission

- [Graduate Business Recommendation Form](#)
- [M.Ed. Program Application](#)
- [Graduate Business Program Application](#)

## General Forms

- [Course Add/Drop Form](#)
- [Course Registration](#)
- [ENR Term Request Form \(For Leave of Absence\)](#)
- [Academic Program Withdrawal Form](#)
- [Application for Incomplete](#)
- [Application for Graduation](#)
- [Application to Walk in May Commencement Ceremony](#)

## Other Information

- [Comenius Center Information Sheet](#)
- [ID Cards, Parking Permits, and Computer Logons](#)
- [Student Information Guide](#)

## GRADES AND QUALITY POINTS FOR NURSING COURSES

The requirements and quality points assigned for each grade are as follows:

A	93-100	4.00 points
A-	90- 92	3.67 points
B+	87- 89	3.33 points
B	83- 86	3.00 points
B-	80- 82	2.67 points
C+	77-79	2.33 points
C	73-77	2.00 points
C-	70-72	1.67 points
D+	67-69	1.33 points
D	64-66	1.00 points
D-	61-63	0.67 points
F	< 60	No points. This indicates failure.

**Other Grade Notations**

**W** Withdrawal prior to the last day for withdrawal as noted on the calendar. It does not affect the QPA.

**WF** Withdrawal after the last day permitted for withdrawal with a W. WF is computed in the Quality Point Average as an F. In cases of illness or other extenuating circumstances, the Comenius Center dean may authorize a grade of W.

**INC** No points

## Section IV

### APPENDIX A: FAQ's about the MS Program in Nursing

Below are answers to questions often asked about our MS Program that may be of interest to you and others you know:

**1. "What kind of master's program do you have at St. Luke's-Moravian?"**

Presently our MS Program has three tracks, preparing RN's who already have baccalaureate degrees for roles as Clinical Nurse Leaders (CNL), Nurse Educators, and Nurse Administrators.

**2. "What is a Clinical Nurse Leader?"**

The CNL is a new role for nurses, endorsed by the American Association of Colleges of Nursing (AACN). The CNL is a master's prepared "nurse generalist" who coordinates patients' care, optimizes outcomes, and reduces risks, typically in hospital or clinic settings. The CNL role developed in response to the Institute of Medicine's call for improved health care quality and patient safety. Settings where CNL's practice have shown increased patient, physician, and nurse satisfaction scores; improved NDNQI indicators; better adherence to Core Measures; improved care coordination; enhanced physician-nurse communication; decreased fragmentation of care; and, decreased length of stay.

**3. "Why do you offer the MS degree and not the MSN?"**

The Master's of Science (MS) Degree with a major in Nursing is the degree granted through Moravian College. The credential signifies graduation from the liberal arts college as a whole, as opposed to a separate School of Nursing within the college or university. The curriculum for both types of master's degree focuses on the discipline of nursing. Either the Master's of Science (MS) Degree in Nursing or the Master's of Science in Nursing (MSN) is a graduate degrees for nurses. There are, in fact, many other fine programs granting the MS Degree with the major in Nursing.

**4. "Is the MS Program in Nursing accredited?"**

The curriculum was structured according to AACN's essential criteria for graduate nursing education. Accreditation status will be retroactive and applied to all MS Program graduates, including those who graduate prior to accreditation being established. Accreditation was received in 2011 with no issues of compliance voiced by the CCNE visiting team of experts.

**5. "Do I have to take GRE's?"**

Applicants to the MS Program are no longer required to take the GRE or Miller Analogies Examinations.

**6. "How many credits do I need for a master's degree?"**

Our program tracks differ in the number of required course credits. Typically, each course offering is 3-credits. For the Nurse Administrator, there are 35 credits; for the Nurse Educator, 36 credits. There is a clinical practicum in the final semester that is 150 hours for the administrator and 100 hours for the educator. In the CNL program there are 34 credits, with 400 hours of a clinical internship or "immersion" experience in the last semester.

**7. "What is my tuition benefit?"**

Note: The tuition benefit that MS Students receive is determined by the student's employer.

**8. “How long does it take to get my master’s?”**

How long it takes varies according to how many courses a student takes at a time. A fulltime course load is three (3) courses, although few students can go to school fulltime due to other life and work commitments. Typically students take one or two courses per semester; a few courses are available in summer.

**9. “Is there a time limit on how long I have to complete the program?”**

Ordinarily the program must be completed within seven (7) years of initial enrollment in MS courses at Moravian College.

**10. “I have a bachelor’s degree, but it’s not in Nursing. What can I do?”**

Applicants do not need to obtain a baccalaureate degree in nursing first before applying to the MS Program and may begin as non-matriculated students in the [RN to MS Bridge Program](#). Qualified RN’s with non-nursing baccalaureate degrees are eligible to apply to the MS Program once pre-MS competencies are met. Eligible RN’s must show baccalaureate level nursing competency through prior course work, challenge examinations, and/or relevant experience.

**11. “Will I have to write a master’s thesis?”**

Each MS student completes a “Capstone Project” as a graduation requirement. The project is an evidence-based, scholarly investigation into an area of special interest to the student. Capstone Projects afford opportunities for synthesis of the knowledge, skills, and attitudes students gained through graduate coursework.

Capstone Projects are data-driven, empirical investigations, with outcomes that make valuable contributions to nursing and health care organizations. Knowledge gained from the projects is disseminated through students’ written work and oral presentations.

## **APPENDIX B: GRADUATE STUDENT INTERNSHIP REQUIREMENTS**

For student participating in clinical internship experiences at St. Luke's University Health Network there are mandatory screenings and signature forms which must be completed prior to those internships. All results and forms must be submitted to the MS Program Coordinator or Nursing Department Secretary. These are the currently the requirements for the 2013-2014 academic year; however, and if changes are noted by the Educational Services Department at St. Luke's, students will be notified by the MS Program Coordinator.

Instructions for completion of many of the requirements can be found at the following St. Luke's website: <http://www.slhn.org/intern>. These instructions include, but are not limited to Drug Screen, Immunization Verification, Information Technology Security, etc. Additional signature forms will be provided by the MS Program Coordinator in the semester prior to the scheduled precepted internship.

In addition, students must complete and provide copies of results from the PA Access to Criminal History (PATCH), FBI Cogent Fingerprinting, and Child Abuse Screenings are required and must be done within 12 months of the MS Internship. Below are the websites with information on how to obtain this information.

PATCH: <https://epatch.state.pa.us/Home.jsp>

Child Abuse Clearance:

[http://www.dpw.state.pa.us/ucmprd/groups/webcontent/documents/form/s\\_001762.pdf](http://www.dpw.state.pa.us/ucmprd/groups/webcontent/documents/form/s_001762.pdf)

FBI Cogent Fingerprint: [www.pa.cogentid.com](http://www.pa.cogentid.com)

**NOTE:** In order for MS Students to begin direct care practicum experiences, the above clearances must be completed. They each can be expected to take up to 6-8 weeks. To that end, MS students should begin to apply for Pennsylvania Access to Criminal History (PATCH), Child Abuse, and FBI Cogent Fingerprinting Clearances as soon as they are notified to do so by the MS Program Coordinator.