The information in this *Graduate Nursing Student Handbook* 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 Helen S. Breidegam 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. MSN Students are also responsible for the information on policies and procedures found in the Moravian College’s *Handbook for Students Enrolled in Graduate Level Programs and Courses.*

**Nondiscrimination Policy**

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.

Approved by President’s Council 2/11/2014

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*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](http://www.aacn.nche.edu/ccne-accreditation))*

*The Moravian College pre-licensure and CRNP programs are approved by the Pennsylvania State Board of Nursing.*

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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 MSN 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, nurse educator or nurse practitioner, you have the opportunity to advocate for high quality and safe health care for our changing health care environment. 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.

We hope you find this material in the MSN Student Handbook, 2016-2018 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 of Science in Nursing (MSN) degree. This handbook is also available at the school of nursing’s website at www.moravian.edu/nursing.

Sincerely,

Lori Hoffman, PhD, RN
Associate Professor and Director
Master’s of Science in Nursing Program
MORAVIAN COLLEGE: Helen S. Breidegam School of Nursing

School of Nursing

St. Luke’s Hospital in Bethlehem, Pennsylvania, established a School of Nursing in 1884. Women and men graduating from the Diploma Program have served as professional staff for St. Luke’s Hospital, which expanded its operations in the late 20th century so that it became a regional health network serving the greater Lehigh Valley region of Pennsylvania.

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 21st century Professional Nurse of clinical excellence. The partnership was formed and the School of Nursing opened on the Moravian campus in 1998.

The first group of 17 nursing students was admitted to Moravian College for the 1999-2000 academic year. Dr. Janet A. Sipple was appointed as the first nursing Professor and Chairperson of the School of Nursing. The original nine nursing faculty members were selected in June 1999. The first B.S. degrees in nursing were awarded on May 17, 2003. Within the next few years, the School of Nursing developed a baccalaureate degree completion program for registered nurses; the first students to receive B.S degrees with a major in nursing graduated from this program in 2007. The development of a master's degree program in nursing followed in 2009. Tracks offered in this M.S. program included Nurse Administrator, Nurse Educator, and Clinical Nurse Leader. The first M.S. degrees in nursing were awarded to graduates of this program in May 2011. In February 2014, the Pennsylvania State Board of Nursing (PA SBON) approved proposals to offer Adult-Gerontology Primary Care and Adult-Gerontology Acute Care Nurse Practitioner programs.

In April 2013, Moravian College and St. Luke’s University Health Network (formerly St. Luke’s Hospital and Health Network) mutually agreed to
dissolve the joint governance structure for the School of Nursing, after receiving formal approval to do so from the PA SBON. The St. Luke’s School of Nursing at Moravian College had operated as an academic department within the College; this operating structure now became finalized, and the School of Nursing became the Department of Nursing and Public Health, Moravian College. In May 2015, Moravian College awarded the degrees Bachelor of Science in Nursing (B.S.N.) and Master of Science in Nursing (M.S.N.) for the first time to graduates of its respective undergraduate and graduate nursing programs.

In May 2016, the department was renamed, the Helen S. Breidegam School of Nursing, in honor of Mrs. Breidegam, a Registered Nurse and major contributor to the Center for Health Sciences which will house nursing and other applied sciences as of fall 2017. The center is named after Mrs. Breidegam’s daughter, Sally Briedegam Miksiewicz, a Moravian College alumna who served on the College’s Board of Trustees.

**School of Nursing CREST**

Graduates from the nursing programs receive a nursing pin, which was originally and purposely crafted to reflect the St. Luke’s and Moravian College partnership that gave birth to the program. On the left side of the crest is the Moravian College Colonial Hall cupola, long used as the logo for Moravian College. In tandem with the cupola is the year 1742, the year that the College was founded. The St. Luke’s seal comprises the right side of the crest. Placed prominently at the top of the crest between the cupola and the St. Luke’s seal is the Moravian star, used extensively as a symbol or logo by both Moravian College and St. Luke’s. To the bottom of the crest is the Nightingale lamp, used for many years as a logo by the St. Luke’s Hospital School of Nursing diploma program.

In 2013, the Department of Nursing gave due consideration to make the most appropriate change to the Department of Nursing Crest to reflect the nursing program’s change in title and governance. The Nursing Faculty unanimously agreed to keep the pictorial components of the St. Luke’s School of Nursing at Moravian College crest intact, so that the program’s rich historical foundation would not be minimized nor forgotten. The only change to the crest included changing the name of the program on the perimeter of the pin from “St. Luke’s School of Nursing at Moravian College” to “Moravian College.”
MORAVIAN COLLEGE: MISSION AND VISION

Preamble

The Moravians who founded Moravian College boldly challenged the status quo with a vision of a more humane world rooted in traditional virtues and personal reflection. Moravian College grew out of several Moravian schools that were innovative in their teaching methods and revolutionary in their inclusion of women, the underprivileged, and non-Europeans. Moravian education has always promoted the well-being of students, sought to build healthy local communities, and dared to cross geographical and cultural boundaries. Nurtured by the local community, Moravians have encouraged a global perspective that cherishes mutual respect. Drawing strength from the balance of opposites, Moravian College has also been stimulated by the synergy of contrasting ideas to pursue fresh endeavors rooted in a traditional liberal arts core.

The history of Moravian College offers many examples of convictions and achievements that inspire the 2015--2020 strategic plan. In addition to educating women and learning Native American languages, Moravian educators embraced advances in science and technology. Music and visual arts were integrated into instruction. Moravian College has a proud heritage of educating first generation college students and preparing men and women of all ages for productive and meaningful vocations. This strategic plan now directs the undergraduate college, the theological seminary, and the Comenius Center towards a constantly renewing realization of its heritage.
Moravian College 2020

From its early roots as the sixth oldest college in America and the first school to educate women, Moravian College has been a pioneer. Rather than simply following the history of others, Moravian College innovates and provides what students and society need most. This revolutionary spirit finds its way into all aspects of the college and transforms the student. Whether in the undergraduate day program, the Seminary, or the division of Graduate Studies and Continuing Education, students will have an experience that will forever change who they are and who they will become.

Moravian College’s revolutionary student experience is focused on creating a community of learners where students work closely with professors to develop the skills and habits of mind of the liberal arts and integrate them into professional careers through experiential learning. By focusing on the skills of communication, quantitative and qualitative analysis, teamwork and leadership, ethical reasoning, global awareness, and critical thinking, Moravian College prepares students with the transferable skills they will need for any career. A Moravian education is unique in its use of history, the skill of reflection, and the encouragement to be producers. The Moravian practice of writing a personal statement called the Lebenslauf, or course of life, is included in the curriculum so that students will learn to reflect on their own lives and the impact they have on others and in the world. The founders of Moravian College were producers as well as educators, so a Moravian education focuses on the production of new knowledge, music, literature, art, and technology. Students put all these skills into practice through undergraduate research, study abroad, internships, co-ops, certificates, and first professional graduate degrees.

By 2020, Moravian College will be a unified institution focused on three areas of service: undergraduate education, graduate education, and professional adult education. All three areas will embrace the skills of liberal arts, experiential learning, and career preparation to provide students with a revolutionary experience that transforms who they are and who they will become in a world of constant change. The College population will be about 2000 undergraduate day students with 10% from international countries, 500 graduate and adult students, and 120 Seminary students.
Long before the founding of our great country, Moravian College, led by a sixteen year-old girl, existed to provide an education never before seen to a group of students who had never been served. It is this revolutionary spirit that we advance in the 21st Century.

**The Moravian College 2015 -2020 Strategic Plan Mission**

Moravian College’s liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.

**Vision 2020**

Moravian College will challenge each individual, at all stages of life, with a revolutionary professional educational experience embedded within and strengthened by a liberal arts education in the service of self and community.

**Moravian College’s Five Strategic Pillars**

**Pillar #1: Academic Excellence and Innovation**

Using multiple delivery methods, students at Moravian College are offered outstanding professional and academic experiential learning opportunities that are imbued with the liberal arts and constant reflection that allows them to better understand themselves and their impact on society.

**Pillar #2: Growth Through Partnership**

Through qualified partnerships Moravian College provides the opportunities for service learning, community service, internships, co-ops, and other academic endeavors required for “Vision 2020” success.

**Pillar #3: A Culture of Community**

Moravian College cultivates a sense of community that embraces individual spirit in the service of self and community.
Pillar #4: Enroll and Retain Students and Engage Alumni

Moravian College identifies, enrolls and retains students who aspire to participate in our revolutionary educational experience and establish lifelong relationships within our community.

Pillar #5: Entrepreneurial Stewardship

Moravian College generates the resources to fund new initiatives that are consistent with the strategic plan while preserving the integrity of the mission and improve the financial strength of the College.
Helen S. Breidegam School of Nursing
Ethos, Philosophy, and Program Objectives

**Ethos Statement**
Grounded in local and global partnerships, nursing at Moravian blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, inter-dependent community. The program cultivates a professional nurse graduate who values lifelong learning and service to others within a framework of social justice.

**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. Program options include the following:

- The BSN degree for those students who are entering the four-year program of study for an initial professional degree,
- the RN to BSN degree for those RNs who wish to complete the B.S.N. degree, and
- A sixteen-month second degree BSN option for those who have already earned a baccalaureate degree in another field other than nursing.

The master’s program 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. Applicants to any of these programs must have completed a bachelor's degree, either in nursing or in another major, so long as they are registered nurses and enroll in the RN to MSN Bridge program. Program options include the following:

- Nurse Administrator,
- Nurse Educator,
- Clinical Nurse Leader,
- Adult-Gerontology Primary Care Nurse Practitioner, and
- Adult-Gerontology Acute Care Nurse Practitioner.

**Program Philosophy**

The philosophy of the nursing programs evolves from the missions of Moravian College and 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. At the time that the undergraduate program was conceived, the nursing faculty adopted core components for the curriculum that included Community, Holism, Inquiry & Professionalism (CHIP). These core components provided the foundation for the original program objectives and 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.

### Baccalaureate and Master of Science Program Objectives

The School of Nursing offers five MSN specialty tracks: Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Nurse Administrator, Nurse Educator, and Clinical Nurse Leader program objectives are congruent with the baccalaureate program objectives.

<table>
<thead>
<tr>
<th>Baccalaureate Objectives</th>
<th>Master’s Program Objectives</th>
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<tbody>
<tr>
<td>● Synthesize knowledge from the humanities, sciences, and nursing theory as a basis for making decisions in the practice of nursing.</td>
<td>● Propose evidence-based solutions to practice dilemmas through synthesizing advanced theories from nursing and other disciplines that contribute to nursing knowledge.</td>
</tr>
<tr>
<td>● Provide holistic nursing care that contributes to safe and quality outcomes among individuals, families, and communities.</td>
<td>● Design interventions, projects, and programs that assure safe and quality health outcomes to meet the diverse and complex needs of individuals, families, and communities.</td>
</tr>
<tr>
<td>● Collaborate with other health care team members to foster optimal health of individuals, families and communities.</td>
<td>● Incorporate theories of nursing, leadership, and education into quality and performance initiatives within multidisciplinary settings.</td>
</tr>
<tr>
<td>● Provide culturally sensitive care with diverse populations in local, regional, national, and global settings.</td>
<td>● Advocate for the profession of nursing in the local, regional, national, and global community to influence health care through cultural sensitivity, ethical behavior, and civic engagement.</td>
</tr>
<tr>
<td>● Plan and implement theory-based and evidence based nursing interventions in the care of individuals, families, and communities.</td>
<td>● Promote a culture of inquiry that transforms nursing practice through evidence-based and research initiatives.</td>
</tr>
<tr>
<td>● Exhibit civic and leadership behaviors grounded in a social justice framework to guide practice and foster the attainment of health outcomes for individuals, families, and communities.</td>
<td>● Demonstrate leadership ground in a social justice framework to guide practice and impact health outcomes.</td>
</tr>
<tr>
<td>● Demonstrate professional accountability and advocacy in making ethical decisions through adherence to professional standards.</td>
<td>● Engage in moral and ethical decision-making through adherence to professional standards of practice and codes of ethics and accountability.</td>
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Revised: GCET, 4/21/2011 NFO, 12/15/2015
Ratified: NFO, 9/12/2011
The additional objectives for the Adult-Gerontology Acute Care Nurse Practitioner (AG-AC NP) and Adult-Gerontology Primary Care Nurse Practitioner (AG-PC NP) programs mirror the objectives of the MSN tracks.

The AG-AC NP program objectives articulate that by completion of the program students will:

1. Use evidence-based interdisciplinary best practices for acute care when assessing, diagnosing, and treating patients, including young adults, adults and old adults.
2. Meet the diverse and complex needs of adults across the adult lifespan spectrum, from young adults to old-old adults, through fostering interpersonal, intraprofessional, and collaborative relationships aimed at effecting therapeutic outcomes of acute care, accessing health care technologies as appropriate.
3. Provide leadership in the education of adults, adult patients, patients’ caregivers, and other professionals to promote quality and safety in acute care.
4. Adhere to professional standards for ethical decision-making, interprofessional and intraprofessional collaboration, and engagement in strategic initiatives in acute care, that promote optimal health in the adult.
5. Continuously monitor and assure one’s own practice competency and initiate approaches that improve the quality of acute care delivered to adults of all ages.
6. Apply principles of leadership, social justice, and cost effective care management in the provision of acute health care for adults of all ages.
7. Provide direct acute health care services that respect individuals’ cultural and spiritual beliefs and their impact on health behavior and use of health resources.

The AG-PC NP program objectives articulate that by completion of the program students will:

1. Use evidence-based interdisciplinary best practices for primary care when assessing, diagnosing, and treating patients, including young adults, adults and old adults.
2. Meet the diverse and complex needs of adults across the adult lifespan spectrum, from young adults to old-old adults, through fostering interpersonal, intraprofessional, and collaborative relationships aimed at effecting therapeutic outcomes of primary care, accessing health care technologies as appropriate.
3. Provide leadership in the education of adults, adult patients, patients’ caregivers, and other professionals to promote quality and safety in primary care.
4. Adhere to professional standards for ethical decision-making, interprofessional and intraprofessional collaboration, and engagement in strategic initiatives in primary care, that promote optimal health in the adult.
5. Continuously monitor and assure one’s own practice competency and initiate approaches that improve the quality of primary care delivered to adults of all ages.
6. Apply principles of leadership, social justice, and direct care management for cost-effective use of clinical therapies and resources in providing direct primary care health care services for adults of all ages.
7. Provide direct primary health care services that respect individuals’ cultural and spiritual beliefs and their impact on health behavior and use of health resources.
PROGRAM REQUIREMENTS:

All MSN students complete four (4) core courses, as well as specialty courses relevant to their programs. One additional course credit is required for the final synthesis of course work into a portfolio. The total number of credits for the Master's of Science Degree with a major in nursing vary are as follows:

- Adult-Gerontology Nurse Practitioner (Acute and Primary Care): 43 credits, 650 hours practicum
- Clinical Nurse Leader: 35 credits, 400 hours, immersion clinical
- Nurse Administrator: 36 credits, 150 hours, internship
- Nurse Educator: 37 credits, 100 hours, internship

As of fall 2016, students taking courses with practicum or laboratory practice hours are assigned a special lab fee of $300.

All program tracks include precepted clinical hours in the final course, and these hours are expected to be completed during weekday, daytime hours. Internship/practicum 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 confirm their tentative program plans in consultation with the MSN Director annually.

ORGANIZATIONS

STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

MSN Student representatives serve as direct communication links between the faculty and students. Students are invited at the beginning of each semester to participate on School of Nursing (SON) standing committees, including Graduate Curriculum and Evaluation Team (GCET). 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.

Graduate Curriculum and Evaluation Team (GCET)

The functions of GCET are:

1. Coordinate and monitor the Program Assessment Plan for the nursing programs.
2. Evaluate and interpret outcome measures as designated in the Program Assessment Plan.
3. Review and recommend changes in the ethos, philosophy, and program objectives to Nursing Faculty Organization.
4. Review course reports on graduate courses and make recommendations to course faculty or Nursing Faculty Organization to ensure consistency with course and program objectives.
5. Review and recommend revisions in the graduate curriculum and methods of evaluation to Nursing Faculty Organization.
6. Review professional and legal standards periodically, including, but not limited to, the AACN Essentials of Masters Education; AACN/NONPF Criteria for Evaluation of Nurse Practitioner Programs, PA SBON CRNP Regulations, ANA Standards of Clinical Nursing Practice, ANA’s Nursing: A Social Policy Statement, and ANA Code for Nurses with Interpretive Statements.
7. Recommend the purchase of appropriate graduate resources for support of learning experiences to the Chairperson/Faculty.
8. Review academic/programmatic policies and make recommendations for change to the Nursing Faculty Organization.
9. Submit written reports, including annual reports, to the Nursing Faculty Organization and the College’s Committee on Assessment of Student Learning.
10. Provide a forum for students to give input relative to curricular and program issues.

HONORS AND AWARDS

SIGMA THETA TAU INTERNATIONAL
The Upsilon Alpha Chapter of Sigma Theta Tau, the international nursing honor society, is the chapter 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 MSN 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](http://www.nursingsociety.org) or the Upsilon Alpha Chapter’s home page at [http://upsilonalpha.nursingsociety.org/UpsilonAlphaChapter/Home/](http://upsilonalpha.nursingsociety.org/UpsilonAlphaChapter/Home/) A member of the nursing faculty 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 BSN degree completion program or the MSN 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 BSN degree completion program or the MSN 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, the award recipient must be willing to write a letter of appreciation to Hank and Joanne Barnette (submitted via the Department of Nursing and Public Health 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 *

1. 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).

2. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

3. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

4. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

5. 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, lifestyle, disability, or economic status.

6. 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.

7. 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.

8. 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.

9. The student should have the right to have a responsible voice in the determination of his/her curriculum.
10. 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.

11. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. Students have the right to belong or refuse to belong to any organization of their choice.

18. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

19. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

20. 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.
21. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

22. 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. (Revised 2006, http://www.nsna.org)

**MSN STUDENT ADVISEMENT**

MSN Students are required to meet with the program's director 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. The student should discuss with the program director at least once per academic year in order to confirm the student's program completion plan.

At the beginning of each semester and summer sessions students will be informed of the next sessions' course schedule. Registration occurs online after a student has registered for the first time. Course schedules and other forms are available at the Access to Moravian Online (AMOS) intranet site. 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 director.*
GRIEVANCE AND APPEALS
The Moravian College policies for a graduate student who wishes to file a formal complaint, such as a grievance or academic appeal, can be found in the Moravian College Student Handbook, found online at the following website: http://www.moravian.edu/student-life/handbook

CLINICAL INFORMATION AND PRECEPTOR SELECTION

Purpose:
The intent of this policy is to describe guidelines for identifying and approving the primary preceptors and internship and/or practicum experiences for MSN Students. Capstone courses that include supervised internship or practicum hours 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. Adult-Gerontology Nurse Practitioner, Acute and Primary Care: 650 hours
   b. Clinical Nurse Leader: 400 hours
   c. Nurse Administrator: 150 hours
   d. Nurse Educator: 100 hours

2. A primary preceptor is the individual who provides supervision of the MSN 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 or Lehigh Valley 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; for Nurse Practitioner students the preceptor must be CRNP or physician.
- 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, MSN Program Director, or NP Program Director to discuss potential preceptors and site placements for the students’ 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 MSN Program Director, NP Program Director, or Clinical Coordinator, as well as the faculty teaching the course.

3. The MSN Program Director or NP Program Director will then notify the appropriate department at the affiliaiting 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. Along with the Clinical Coordinator, the program directors will ensure that all prerequisite health and background screening are completed and on file in the department.

5. Course faculty will contact the preceptor and the appropriate personnel at the affiliaiting 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 during 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.
COMPUTING AT MORAVIAN

Computer Access and Resources
Usernames and passwords are a vital link to the Moravian College campus for access to library databases, AMOS, Canvas (the learning management system), email, grades, registration information, 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://www.gmail.com. Official correspondence from the college will be sent to your via your Moravian College email.

If you are new to the MSN Program, you must obtain your username and password from Moravian College's Information Technology (IT) Help Desk, located on the first floor of Memorial Hall. If you register just prior to your first class, it may take up to a week for your information to be available.

AMOS
Access Moravian Online Services (AMOS)
https://amos.moravian.edu
- This is the starting point for accessing all of the College’s online resources:
- Provides quick links to the learning management system, Gmail, 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 log-in information.

MSN 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.
- An additional laboratory fee of $300 is charged for select courses: All NP practicum, capstone internship courses and NURS 534: Advanced Health and Physical Assessment.
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-** 90-92.99  3.67 points
- **B+** 87-89.99  3.33 points
- **B** 83-86.99  3.00 points
- **B-** 80-82.99  2.67 points
- **C+** 77-79.99  2.33 points
- **C** 73-76.99  2.00 points
- **C-** 70-72.99  1.67 points
- **D+** 67-69.99  1.33 points
- **D** 64-66.99  1.00 points
- **D-** 61-63.99  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, students may be eligible to receive a grade of W.
APPENDIX A: FAQ’s about the MSN Program in Nursing

Below are answers to questions often asked about our MSN 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 MSN Program has five tracks, preparing RN’s who already have baccalaureate degrees for roles as Adult-Gerontology Nurse Practitioners in Acute or Primary Care, Clinical Nurse Leaders (CNL), Nurse Administrators, and Nurse Educators.

2. “What is a Clinical Nurse Leader?”
   The CNL is a relatively 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. “Are the MSN Programs 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 MSN 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.

4. “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. Nurse Practitioners complete 43 credit hours, including 650 practicum hours in acute or primary care. For the Nurse Administrator, there are 36 credits; for the Nurse Educator, 37 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 35 credits, with 400 hours of a clinical internship or “immersion” experience in the last semester.

5. “What is my tuition benefit?”
   Note: The tuition benefit that MSN Students receive is determined by the student’s employer.
6. **“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 full-time course load is three (3) courses, although few students can go to school full-time due to other life and work commitments. Typically students take one or two courses per semester; a few courses are available in summer.

7. **“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 MSN courses at Moravian College.

8. **“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 MSN Program and may begin as non-matriculated students in the RN to MSN Bridge Program. Qualified RN’s with non-nursing baccalaureate degrees are eligible to apply to the MSN Program once pre-MSN competencies are met. Eligible RN’s must show baccalaureate level nursing competency through prior course work, challenge examinations, and/or relevant experience.