PREFACE

This Handbook will provide you with information about the programs of study and the policies and procedures specific to our School of Nursing. It should be used as a supplement to the Widener University Bulletin, Widener University Student Handbook, and other University Publications. As such, the policies, procedures, regulations, requirements, standard of conduct and other information contained in such other publications are not reprinted herein, but are incorporated by reference herein as if all of the foregoing were set forth at length. All students are obliged to be familiar with and to comply with all of the policies, procedures, regulations, requirements, standards of conduct and other information set forth in such other publications.

The contents of this Handbook provide for the continuing integrity of the programs of study in the School of Nursing, thereby preparing you, the student, for professional roles. The University and the School of Nursing reserve the right and authority at any time to alter any of all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admissions, and to dismiss from the University any student at any time, if it is deemed by the University or the School of Nursing to be in the best interest of the University, the School of Nursing, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or prospective student and Widener University.

ACCREDITATION AND APPROVAL

Widener University’s School of Nursing’s Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs are fully accredited by the Commission on Collegiate Nursing Education, and the BSN and MSN Family Nurse Practitioner programs are approved by the State Board of Nurse Examiners of the Commonwealth of Pennsylvania.

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Washington, DC 20036
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Commonwealth of Pennsylvania
State Board of Nursing
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Harrisburg, PA 17105
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Handbook revised 9/09; 9/11 bjp
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## FULL TIME FACULTY

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OVERVIEW
VISION/MISSION/GOALS

WIDENER UNIVERSITY VISION STATEMENT
Widener aspires to be the nation’s preeminent metropolitan university recognized for an unparalleled academic environment, innovative approaches to learning, active scholarship, and the preparation of students for responsible citizenship in a global society.

WIDENER UNIVERSITY MISSION STATEMENT
As a leading metropolitan university, we achieve our mission at Widener by creating a learning environment where curricula are connected to societal issues through civic engagement. We lead by providing a unique combination of liberal arts and professional education in a challenging, scholarly, and culturally diverse academic community. We engage our students through dynamic teaching, active scholarship, personal attention, and experiential learning. We inspire our students to be citizens of character who demonstrate professional and civic leadership. We contribute to the vitality and well-being of the communities we serve.

WIDENER UNIVERSITY GOALS
• Develop a university community whose diversity enriches the lives of all members and where our students are prepared for living in a pluralistic and ever-changing world.

• Achieve an unparalleled academic environment by promoting rigorous educational programs, productive scholarship and lifelong learning.

• Create a student-centered living and learning experience that supports the achievement of academic excellence.

• Transform Widener into a university known for distinctive education programs that effectively use experiential and collaborative learning, mentoring, and engaged teaching and that emphasize the linkage between the curricula and societal needs.

• Expand and diversify the university’s financial resources and manage its assets in an efficient and effective manner.

• Make Widener an employer of first choice and a place that attracts talented people at all levels to work or volunteer to help us fulfill our unique mission.

• Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate student has common educational experiences involving civic engagement and experiential learning.

• Foster an environment that will encourage innovation in teaching, scholarship and program development.

• Raise the profile of Widener among metropolitan leaders, the general public, the academic disciplines and the national higher education community.

• Optimize the university’s enrollment to achieve a vital university community at both the undergraduate and graduate levels.
• Address the metropolitan region’s most pressing concerns and enhance our program offerings to respond to the educational needs of our communities.

• Actively promote the development of leadership skills and provide opportunities for leadership experiences for members of the university community so that they may demonstrate civic and professional leadership.

• Ensure academic excellence by maintaining the university’s commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum and scholarship.

5/04

SCHOOL OF NURSING
OVERVIEW

The School of Nursing is an integral part of Widener University. The University was founded in 1821 and has grown to become a multi-campus metropolitan university located in the Commonwealth of Pennsylvania and the state of Delaware. The University’s motto is “Reach higher. Go farther. Choose Widener.” The School of Nursing’s vision, mission and goals are reflective of and consistent with the vision, mission, and goals of the University.

VISION STATEMENT

The Widener University School of Nursing aspires to be a preeminent school of nursing in a metropolitan university recognized for developing clinically prepared, scientifically oriented, technologically proficient, professional nurses who provide leadership as clinicians, educators, scholars and researchers to transform the health and quality of life of diverse communities in a global society.

MISSION STATEMENT

As a comprehensive School of Nursing we achieve our mission by creating a learning environment where curricula are connected to societal health issues through diverse community engagement. We lead by providing a unique professional nursing education in a challenging, scholarly, and supportive learning community. We engage our students through interactive teaching, professional role modeling, active scholarship, and experiential learning. We inspire our students to be professionals who demonstrate leadership in nursing practice, education, scholarship, and research throughout the global community. We contribute to the health and well-being of the communities we serve.

Approved by faculty 9/24/04
SCHOOL OF NURSING STRATEGIC GOALS

1. Foster a SON community whose diversity of all members and where our students are prepared for living and serving in a pluralistic and ever changing world.

2. Achieve an unparalleled academic environment in the SON by promoting rigorous educational programs, productive scholarship, and lifelong learning.

3. Create a student centered living and learning experience that supports the achievement of academic excellence by nursing students.

4. Promote the SON as a school known for offering programs that use experiential learning and collaborative learning, mentoring, and engaged teaching that emphasize the linkage between the curricula and societal needs.

5. Expand and diversify the SON’s financial resources and manage its assets in an efficient and effective manner.

6. Make the SON and employer first choice and a place that attracts talented people at all levels to work or volunteer to fulfill the mission of the SON.

7. Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate nursing student has common educational experiences involving civic engagement and experiential learning.

8. Foster an environment that encourages innovation in teaching, scholarship, and program development.

9. Raise the profile of the SON among metropolitan nursing leaders, the general public, and among the national professional and higher education communities.

10. Optimize the SON’s enrollment to achieve a vital university community at both the undergraduate and graduate levels.

11. Address the metropolitan region’s most pressing health concerns and enhance our program offerings to respond to the needs of our community of interest.

12. Actively promote the development of leadership skills and provide opportunities for leadership experiences for students, faculty, and alumni of the SON so that they may demonstrate civic and professional leadership.

13. Ensure academic excellence by maintaining the SON’s commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum, and scholarship.

Approved FF 5/2010
OVERALL OUTCOMES FOR THE SCHOOL OF NURSING

Nursing education has the mandate to both respond to and influence society and the health care system. To meet these responsibilities the School of Nursing through its various programs produces graduates who can influence society and the health care system through their leadership. Program outcomes for the baccalaureate, master’s advanced practice and doctoral levels are as follows:

BACHELOR OF SCIENCE IN NURSING
The Bachelor of Science in Nursing program prepares graduates to function as generalists in multiple settings. The program equips graduates to assume professional responsibility for making knowledgeable, collaborative judgments leading to nursing diagnoses and interventions. As members of a learned profession, these graduates accept personal and professional responsibility and exercise leadership within their communities by acting as consumer advocates and educators in promoting health.

MASTER OF SCIENCE IN NURSING
The Master of Science in Nursing program provides opportunities for individuals to develop leadership in diverse health care settings as advanced practitioners. The graduate of the Master's program uses knowledge in a specialized area of nursing, and in related sciences and humanities to improve health care in a variety of cultures and settings. Graduates are prepared to use nursing theories and research findings to guide and enhance evidence-based practice. The Master's program serves as a foundation for Doctoral study.

DOCTOR OF NURSING PRACTICE
The Doctor of Nursing Practice (DNP) program prepares nurse to provide clinical leadership in the delivery of culturally competent, evidence-based, disease state management and/or system-based care. The graduate is also prepared for interprofessional collaboration and outcome management to support the provision of quality and safety in complex health care systems.

DOCTOR OF PHILOSOPHY
The Doctor of Philosophy program prepares nurse scholars and educators and is based on the belief that nursing is a professional discipline with its unique role and body of knowledge. The graduate applies rigorous methods of disciplined inquiry to scholarship, teaching, and service to the profession and society.

Approved 5/97
Reviewed 8/05
Revised 5/02/11
Approved SON 5/24/11
ORGANIZING FRAMEWORK

Introduction The organizing framework of the Widener University School of Nursing is derived from the unique mission and vision of the university and the School of Nursing that addresses the needs of our community of interest. It embraces professional nursing standards and the essential concepts as articulated by the American Association of Colleges of Nursing Essentials documents for undergraduate and graduate education. Foundational to the organizing framework are the metaparadigm concepts: human being, environment, health and nursing, which are incorporated throughout the curricula in all programs.

- The Bachelor of Science in Nursing (BSN) program prepares graduates to function as generalists in multiple settings.
- The Master of Science in Nursing (MSN) program prepares graduates for leadership in diverse health care settings as advanced practice registered nurses.
- The Doctor of Nursing Practice (DNP) program prepares nurses to provide clinical leadership in the delivery of culturally competent, evidence-based, disease state management and/or system-based care.
- The Doctor of Philosophy (PhD) program prepares scholars for educational leadership roles, disciplined inquiry, and the dissemination of new knowledge.

Definition of Essential Concepts (American Association of Colleges of Nursing)

Liberal Education
The baccalaureate nursing curriculum provides a liberal education that includes broad exposure to multiple disciplines and ways of knowing, as well as in-depth study in the discipline of nursing. Learning outcomes include knowledge of human culture and the natural world gleaned from science, social science, mathematics, humanities, and the arts. Intellectual and practical skills, including written and oral communication; inquiry; critical and creative thinking; quantitative literacy; information literacy; teamwork; and integration of learning are additional outcomes of a liberal education. Civic responsibility and engagement demonstrate individual and social responsibility. Liberal education also fosters ethical reasoning, knowledge of diverse cultures, and a propensity for lifelong learning. The graduate curriculum builds upon the liberal education acquired at the baccalaureate level. (AACN, 1998; AAC&U, 2005).

Role
Nursing education prepares its graduates to assume the role of the professional nurse – generalist at the baccalaureate level and advanced practice nurse at the graduate level. Nurses are prepared to be a provider of care, a designer/manager/coordinator of care, and an active member of the nursing profession within a global community. The nurse cooperates and collaborates with consumers, educators, and other health professionals in multidisciplinary settings to promote, maintain and restore health.

As a provider of care to diverse populations in a global community, the professional nurse must have a theoretical and evidenced based body of knowledge. Nurses are prepared to transform the health and quality of life of diverse communities using professional ethical frameworks and enhanced knowledge and by providing culturally sensitive care. As an advocate, the nurse engages in partnership with patients/clients – whether individuals, families, groups, or communities – to deliver high quality care, evaluate care outcomes, provide leadership in improving care, promote reduction of health disparities, and foster active participation in health care decisions. As an educator, the nurse must help individuals, families, groups, and communities acquire, interpret, and use information related to health care, illness, and health promotion.
The nurse must be a health care designer, manager, and coordinator using research findings and guided by evidenced based outcomes. As a designer of care, the nurse must design and implement high quality, evidenced based, cost effective care guiding the patient/client through the health care system. As a manager of care, the nurse must be a supervisor and evaluator of other health care providers; an interpreter of information related to health care, illness, and health promotion; and an information manager, assisting patients/clients in accessing, understanding, evaluating, and applying health related information. As coordinator, the nurse manages care to meet the needs of vulnerable populations in order to maximize independence and quality of life.

Core Competencies
Professional nursing requires strong critical thinking, communication, assessment, and technical skills as a foundation for the development of sound clinical judgment and decision-making. The nursing curricula are designed to provide graduates with course work and clinical experiences that promote the development of these essential core competencies for this practice discipline.

Core Knowledge
Nursing core knowledge builds upon the nursing essential core competencies. An appropriate set of values, an ethical framework, knowledge and action within the political and regulatory processes defining health care delivery and systems of care are required along with a commitment to lifelong learning. The School’s Mission Statement embodies the key concepts of core knowledge in its five-pronged approach to professional nursing education by creating curricula to address diverse societal health issues, promoting supportive and challenging learning environments, engaging students in scholarship and experiential learning, motivating students to demonstrate leadership in all areas of professional nursing, and contributing to the overall health and well-being of the communities we serve. Opportunities to explore emerging health care technologies are afforded to our students through a variety of course objectives and experiences.

Professional Values
Students enter nursing education already possessing a diverse set of personal beliefs and values. The delivery of health care and nursing education is fraught with moral dilemmas and the need to make ethical decisions based on professional values as well as the values of the patient/client. The School of Nursing promotes the development of professional values by providing curricula that incorporate the concepts of caring, altruism, autonomy, human dignity, integrity, social justice, and accountability.

References

Approved by Full Faculty
5.22.06
SCHOOL OF NURSING OPERATIONAL DEFINITIONS

**Academic Policies:** Published rules that govern the implementation of the academic program including, but not limited to, admission, retention, progression, graduation, grievance, and grading policies (CCNE, 2009, p. 19).

**Academic Support Services:** Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services. (CCNE, 2009, p. 19).

**Advanced Practice Nursing (APN):** is recognized as the role of “licensed registered nurses (RN’s) who are prepared at the graduate level in nursing as nurse practitioner, clinical nurse specialist, certified nurse-midwife, or nurse anesthetist. It is recognized that those roles or titles may change over time or new roles may evolve. However, APN...applies to any nurse prepared at the master’s degree level “to provide direct client care” (AACN, 1996, p. 12).

**Caring:** is the provision of a supportive, protective, dignity enhancing and nurturing mental, physical, sociocultural and spiritual environment through scientific problem-solving, responsibility, commitment, participative teaching/learning, interpersonal relationship skills and the promotion of acceptance of human diversity (adapted from the Watson Caring Framework).

**Change:** is a planned or unplanned alteration in a human being, family, community or environment.

**Chief Nurse Administrator:** the registered nurse with a graduate degree who serves as the administrative head of the nursing unit (CCNE, 2009, p. 19).

**Communication:** is the process of sending, receiving and interpreting messages. The process consists of three components: the communicator, the message and the receiver. Communication competence is the ability to speak, listen, behave and interact in a way that is both appropriate for the setting and effective for the desired purpose. Communication modes encompass verbal (oral and written), nonverbal and technological means (adapted from Rubins, 1983). While the definition of communication remains constant across the programs in the level of communication ability increases in depth and breadth from the undergraduate program through the graduate program.

**Community of Interest:** The School of Nursing defines the community of interest as internal and external constituencies that have an interest in the mission, vision, goals and expected outcomes of the School of Nursing and its effectiveness in achieving them. The community of interest may include, but is not limited to, the internal community of interest, comprised of current School of Nursing students, faculty, administrators and staff and the administration of Widener University and the external community of interest including clinical affiliating agencies where students complete their education, other academic institutions, prospective students and families, patients/clients, preceptors, alumni, employers, professional organizations, and regulatory/certification bodies. (SON, 5/06, revised 9/06). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program (CCNE, 2009, p. 19).

**Critical Thinking:** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by,
observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The process of critical thinking can be taught by faculty and learned by students, and requires knowledge of the discipline (nursing) since critical thinking within a discipline is context dependent.

**Cultural Competence:** awareness, knowledge and skills that enable one to respect individuals and understand the points of view of those who are culturally different from oneself and to provide care to those who are culturally different from oneself (SON Strategic Plan, 2006).

**Curriculum:** All planned didactic and clinical educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences (CCNE, 2009, p. 19).

**Diversity:** Differences between and among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (WU Strategic Plan, p. 145).

**Education:** is the formalized and informal acquisition of knowledge for nursing practice which is principally and broadly organized according to three generally accepted metaparadigm propositions:

1. the principles and laws which govern the life process and health of the human being as a whole
2. the patterns of human-environment interaction which facilitate health
3. the environmental conditions and nursing actions which best prevent illness, assist the reparative process, and nurture health and well-being.

**Environment:** is everything external to the human being as a whole and includes spiritual, social, cultural, economic, and political elements at the local national and international levels. Human beings are continuously engaged in mutual, dynamic interaction with their environment, a process that is characterized by increasing complexity and diversity in pattern and organization. Patterns of human-environmental interaction facilitate health (SON Handbooks, 2008).

**Goals:** Statements of general aims for the program that are consistent with the institutional and program missions and reflect the values and priorities of the program (CCNE, 2009, p. 19).

**Health:** is a dynamic state of well-being which is value-related and in intrinsic to the life process; it is a mutable manifestation of patterns of human environmental interaction. Identifiable principles and laws govern life processes and health of the human being as a whole. The nurturance and promotion of health and well-being are the primary social responsibility of the nursing profession (SON Handbooks, 2008).

**Healthy People 2020:** a document that outlines the national goals and objectives for health (Source: http://www.healthypeople.gov/2020/about/default.aspx)

*Healthy People provides science-based, 10-year national objectives for improving the health of all Americans. For 3 decades, Healthy People has established benchmarks and monitored progress over time in order to:*

- **Encourage collaborations across sectors.**
- **Guide individuals toward making informed health decisions.**
- **Measure the impact of prevention activities.**
**Human Being:** is a holistic individual who, as a member of a family or community group, continuously engages in a mutual dynamic interaction with the environment to encourage personal, spiritual, social, cultural, economic and political development. All human beings have intrinsic worth, unique potential, and right and responsibilities and are potential consumers of health care. Nursing’s concern with the human being as a whole occurs at three levels of complexity: individuals, families, and communities (SON Handbooks, 2008).

**Leadership:** can be understood as the collective activity of organizational members to accomplish the tasks of setting direction, creating alignment, and gaining commitment. All of these tasks enable individuals to work together effectively as a collection (WU Strategic Plan, p. 145).

**Learning:** is a shared and dynamic process which evolves from theoretical knowledge incorporated with life experiences and continues throughout life. It involves cognitive, perceptual effective and motor domains and is manifested by increasingly diverse and complex changes in ideas, attitudes, and behaviors (SON Handbooks, 2008).

**Learning Environment:** is an educational climate which is conducive to freedom of thought, creative and independent inquiry, critical thinking, and open communication (SON Handbooks, 2008).

**Mission:** A statement of purpose defining the unique nature and scope of the parent institution and the nursing program (CCNE, 2009, p. 20).

**Nursing:** is a science and an art based upon compassionate care and service to society and is composed of activities which best prevent illness, assist the reparative process and nurture and promote optimal health and well being. As a science it is an organized body of knowledge specific to nursing arrived at by logical analysis and scientific rationale through observation and by being an educated consumer of research. As an art, nursing practice is guided by the creative use of the science of nursing (SON Handbooks, 2008).

**Nursing Practice:** in the diagnosis and treatment of human responses to actual or potential health problems, characterized by:

1. attention to the full range of human experiences and responses to health and illness without restriction, a problem-focused orientation
2. integration of objective data gained from an understanding of the patient or group’s subjective experience
3. application of scientific knowledge to the processes of diagnosis and treatment
4. provision of a caring relationship that facilitates health and healing.


**Nursing Science:** is an organized body of knowledge specific to nursing. It includes frameworks, theories, principles and concepts at various stages of development, generated by logical analysis and subject to verification by empirical search (SON Handbooks, 2008).

**Outcomes:** (CCNE, 2009, p. 20).

**Individual Student Learning Outcomes:** Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.

**Expected Outcomes:** Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are
consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

**Aggregate Student Outcomes:** Statements of the level of attainment of designated outcomes expected of a group or cohort of students as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, and employer satisfaction with graduates. Programs may identify other expected student outcomes, such as percentage of alumni pursuing further education or actively involved in professional organizations.

**Aggregate Faculty Outcomes:** Statements of expected collective faculty accomplishments that support the program’s mission and goals. Expected aggregate faculty accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role, as defined by the program and its parent institution.

**Actual Outcomes:** Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

**Aggregate Student Outcomes:** A description of the level of students’ actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

**Aggregate Faculty Outcomes:** Collective accomplishments of faculty that support the program’s mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.

**Program Improvement:** The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate (CCNE, 2003, p. 14).

**Parent Institution:** The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program. (CCNE, 2009, p. 21).

**Professional Nursing Standards and Guidelines:** Statements of expectations and aspirations providing a foundation for professional nursing behaviors from graduates of baccalaureate, master’s, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that baccalaureate or graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master’s degree programs use *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program (CCNE, 2009, p. 21).
Research: “is a scientific process that validates and refines existing knowledge and generates new knowledge that directly and indirectly influences nursing practice.”

Scholarship: Items 1-4 are from Ernest Boyer (1990); item 5 derived from Ernest Boyer (1996). Scholarship means the research, discovery and dissemination of new ideas and findings through publications and presentations. Under the Boyer definition, scholarship can have five different foci:

(1) The scholarship of discovery involves empirical, inductive research that expands the knowledge of a specific discipline and that contributes to the intellectual climate of the university.

(2) The scholarship of integration places isolated facts in a meaningful context, makes connections across disciplines, places specialties in a broad frame of reference, and provides synthesis and interpretation.

(3) The scholarship of application applies knowledge to consequential issues, for example, medical diagnosis, therapeutic intervention, public policy formation, etc.

(4) The scholarship of teaching investigates pedagogical approaches to the enterprise of transmitting, transforming and extending knowledge in the context of teaching and learning.

(5) The scholarship of engagement is scholarship that focuses on bringing the resources of the university to problem and issues of communities (Boyer gives special emphasis to scholarship concerned with the education of school children and the preparation and performance to school teachers).


Teaching-Learning Practices: Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes. (CCNE, 2009, p. 21).

Therapeutic Nursing Interventions: are theory-based goal directed behaviors by professional nurses that facilitate clients growth towards outcomes related to optimal health. Goal directed behaviors are reflected in the nursing roles.
STANDARDS OF PRACTICE

The School of Nursing's mission is responsive to an identified set of professional nursing standards and guidelines. The SON programs, including Bachelor of Science in Nursing, Master of Science in Nursing, and the Doctor of Nursing Practice, are designed in accordance with the Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (CCNE, 2009). All programs incorporate Nursing’s Social Policy Statement (2nd ed.) (ANA, 2004), the ANA Code of Ethics for Nurses with Interpretive Statements (2001), Quality and Safety Education in Nursing Graduate Competencies (QSEN, 2008), the ANA Principles for Social Networking and the Nurse (2011), and The TIGER Initiative: Collaborating to Integrate Evidence and Informatics into Nursing Practice and Education: An Executive Summary (Technology Informatics Guiding Education Reform [TIGER], 2009).

The Baccalaureate programs are guided by the American Association of Colleges of Nursing Essentials for Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the American Nursing Association Nursing: Scope and Standards of Practice (ANA, 2004).

The Master of Science in Nursing programs are guided by the American Association of Colleges of Nursing Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996), Nursing: Scope and Standards of Practice (ANA, 2004), Nursing’s Social Policy Statement (2nd ed.) (ANA, 2003), and the Code of Ethics for Nurses with Interpretive Statements (ANA, 2001). In addition, specific programs augment these standards with specialty standards. These include the following: National Organization of Nursing Practitioner Faculties, Domains and Core Competencies of Nursing Practitioner Practice (NONPF, 2006); National Organization of Nurse Practitioner Faculties Nurse Practitioner Primary Care Competencies in Specialty Area: Family (NONPF, 2002); National Task Force on Quality Nurse Practitioner Education, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008); Association of Community Health Nursing Educators, Graduate Education for Advanced Practice in Community Public Health Nursing (ACHN, 2003); National Association of Clinical Nurse Specialists Statement on Clinical Nurse Specialist Practice and Education (2nd ed.) (NACNS, 2004); Clinical Nurse Specialist Core Competencies. Executive Summary (2006).

The Doctor of Nursing Practice (DNP) program is guided by the American Association of Colleges of Nursing Essentials of Doctoral Education for Advanced Practice (AACN, 2006); the National Organization of Nurse Practitioner Faculties, Integrated Nurse Practitioner Core Competencies (NONPF, 2011), National Association of Clinical Nurse Specialist, Core Practice Doctorate Clinical Nurse Specialist (CNS) Competencies (NACNS, 2009), and the Quality and Safety Education in Nursing Graduate Competencies (QSEN, 2008).

The Doctor of Philosophy (PhD) program is guided by the American Association of Colleges of Nursing Expected Outcomes and Curricular Elements of PhD Programs in Nursing (AACN, 2010).

Both baccalaureate and master’s programs adhere to the statutes and regulations of the Pennsylvania State Board of Nursing (PA SBON).
PROFESSIONAL NURSING PRACTICE IN PENNSYLVANIA

The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use or sale of alcohol or controlled substances in Pennsylvania or any other state. It is the student's responsibility to contact the Pennsylvania State Board of Nursing with questions pertaining to this policy.

The definition of the practice of professional nursing in Pennsylvania as enacted by the General Assembly of the Commonwealth of Pennsylvania is as follows:

"The 'Practice of Professional Nursing' means diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed physician or dentist. The foregoing shall not be deemed to include acts of medical diagnosis or prescription of medical therapeutic or corrective measures, except as performed by a certified registered nurse practitioner acting in accordance with rules and regulations promulgated by the Board".

12/02

PROFESSIONAL NURSING LAW

The following statements are taken from the "The Professional Nursing Law" as enacted by the General Assembly of the Commonwealth of Pennsylvania. Copies of the Professional Nursing Law can be found in the Office of the Dean of the School of Nursing.

Section 4.1 Temporary Practice Permit. - In order for a person to practice professional nursing during the one (1) year period from completion of his or her education program or the one (1) year period from the application for licensure by a person who holds a current license issued by any other state, territory or possession of the United States or the Dominion of Canada, the Board may issue a temporary practice permit which is nonrenewable and valid for a period of one (1) year and during such additional period as the Board may in each case especially permit, except that the temporary practice permit shall expire if such person fails the licensing examination.

Section 6(a). Fees; Qualifications for Licensure. No application for licensure as a registered nurse shall be considered unless accompanied by fee determined by the Board by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing. Approved programs shall include baccalaureate degree, associate degree, and diploma nursing programs, and programs in transition from approved diploma – to degree – granting programs when all other requirements have been met.

Section 6 (c). The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L.233, No. 64), known as the "The Controlled Substance, Drug, Device and Cosmetic Act", or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or county - unless:

(1) at least ten (10) years have elapsed from the date of conviction;
(2) the applicant satisfactorily demonstrates to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and

(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.

(4) As used in this subsection the term "convicted" shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

Amended 12/02

Section 14.1. Impaired Professionals Program.

(a) The Board, with the approval of the Commissioner of Professional and Occupational Affairs, shall appoint and fix the compensation of a professional consultant who is a licensee of the Board with education and experience in the identification, treatment and rehabilitation of persons with physical or mental impairments. Such consultant shall be accountable to the Board and shall act as a liaison between the Board and treatment programs, such as alcohol and drug treatment programs licensed by the Department of Health, psychological counseling and impaired nurses support groups approved by the Board and which provide services to nursing licensees under this act.

(b) The Board may defer and ultimately dismiss any of the types of corrective action set forth in this act for an impaired professional so long as the licensee is progressing satisfactorily in an approved treatment program, provided that the provisions of this subsection shall not apply to a licensee who has been convicted of, pleaded guilty to or entered a plea of nolo contendere to a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as the "The Controlled Substance, Drug, Device and Cosmetic Act," or the conviction of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or country. An approved program provider shall, upon request, disclose to the consultant such information in its possession regarding an impaired nurse in treatment which the program provider is not prohibited from disclosing by an act of this Commonwealth, another state or the United States. Such requirement of disclosure by an approved program provider shall apply in the case of impaired professionals who enter an agreement in accordance with this section, impaired professionals who are the subject of a Board investigation or disciplinary proceeding and impaired professionals who voluntarily enter a treatment program other than under the provisions of this section but who fail to complete the program successfully or to adhere to an after-care plan developed by the program provider.

(c) An impaired professional who enrolls in an approved treatment program shall enter into an agreement with the Board under which the professional's license shall be suspended or revoked but enforcement of that suspension or revocation may be stayed for the length of time the professional remains in the program and makes satisfactory progress, complies with the terms of the agreement, and adheres to any limitations on his practice imposed by the Board to protect the public. Failure to enter into such an agreement shall disqualify the professional from the impaired professional program and shall activate an immediate investigation and disciplinary proceeding by the Board.

(d) If, in the opinion of such consultant after consultation with the provider, an impaired professional who is enrolled in an approved treatment program has not progressed satisfactorily,
the consultant shall disclose to the Board all information in his or her possession regarding such professional, and the Board shall institute proceedings to determine if the stay of enforcement of the suspension or revocation of the impaired professional's license shall be vacated.

(e) An approved program provider who makes a disclosure pursuant to this section shall not be subject to civil liability for such disclosure or its consequences.

(f) Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of his license shall make or cause to be made a report to the Board: Provided, that any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirement of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to fine not to exceed one thousand dollars ($1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure).

Amended 6/02

On June 29, 2006 Governor Ed Rendell signed into law Act 58 of 2006 (SB 235), which requires thirty (30) hours of Board approved mandatory continuing education (CE) during each two-year license period for individuals licensed as registered nurses in the Commonwealth of Pennsylvania.

The Pennsylvania State Board of Nursing has developed CE regulations for the registered nurse.

Please check this website for updated announcements regarding the CE for all RNs.
(www.dos.state.pa.us/nurse)
PROFESSIONAL CODE FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

ANA 2010
DOCTOR OF PHILOSOPHY

PhD PROGRAM GOALS

The primary goal of the Doctoral of Philosophy program of the Widener University School of Nursing is the preparation of nurse scholars for educational leadership roles. Graduate will create and disseminate to the public new knowledge gained from disciplined inquiry related to nursing and nursing education. Specific goals of the Doctor of Philosophy (PhD) curriculum are to:

• Provides the opportunity for the student to synthesize knowledge of the theoretical foundation of nursing and related fields, as well as education within the context of nursing education.
• Enable students to integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
• Promote student skill in applying the rigorous methods of disciplined inquiry.
• Enable students to independently conduct and communicate research that advances and extends nursing knowledge and scholarship.
• Prepare students to use advanced methodology and skills in the formulation and practice of the nurse education role.
• Engage the student in the development of curriculum models incorporating nursing, philosophy and education theories.
• Foster the provision of creative leadership in response to political, social and ethical issues in nursing education and health care.
• Promote collegial and collaborative relationships between expert and developing nurse scholars.

DOCTOR OF PHILOSOPHY PROGRAM OUTCOMES

Graduates of the Doctor of Philosophy program will:

• Synthesize knowledge of the theoretical foundations of nursing and related fields, as well as education within the context of nursing education.
• Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education.
• Skillfully apply the rigorous methods of disciplined inquiry.
• Independently conduct and communicate research that advances and extends nursing knowledge and scholarship.
• Use advanced methodology and skills in the formulation and practice of nurse educator role.
• Develop curriculum models incorporating nursing, philosophy, and educational theories.
• Provide creative leadership in response to political, social, and ethical issues in nursing education and health care.
• Promote collegial and collaborative relationships between expert and developing nurse scholars.
CURRICULUM

COURSE OF STUDY
The course of study consists of three related units designed to prepare competent scholarly nurse educators.

Unit I emphasizes nursing science: philosophy, epistemology, theoretical thinking, and knowledge synthesis, as well as nursing theory and nursing science development.

Unit II is related to general and nursing education. It consists of specialized courses in contemporary nursing education, curriculum development, teaching concepts, and evaluation methods. Students work closely with faculty in teaching/learning situations through simulations, seminars, and projects.

Unit III addresses qualitative and quantitative design, statistical analysis, and data interpretation while fostering disciplined inquiry as students develop and implement a dissertation proposal that will contribute to the scientific basis of nursing education.

Throughout the doctoral (PhD) program, students are challenged to explore the historical, social, philosophical, ethical, policy, and organizational implications of emergent issues that affect nursing education.
STANDARDS FOR ACADEMIC INTEGRITY

The School of Nursing adheres to the University policy of academic integrity as stipulated in the University Student Handbook and as stated below. Student appeals related to allegations of academic fraud are heard by Academic Council of the School of Nursing.

Academic Integrity Statement
Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy, as specified in the Student Handbook. Widener University expects all students to be familiar with university policies on academic honesty, and Widener will not accept a claim of ignorance - either of the policy itself or of what constitutes academic fraud as a valid defense against such a charge.

Definition of Violations of the Standards of Academic Integrity
Violations of the standard of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including but not limited to:
   a. unauthorized inspection or duplication of test materials;
   b. cheating, attempting to cheat, or assisting others to cheat in a classroom test, take home examination or final examination;
   c. post-test alteration of examination responses;
   d. plagiarism;
   e. electronic or computer fraud.

In addition to but not limited to the above, for the School of Nursing violations of academic integrity include:
   a. unauthorized possession or disposition of academic material not formally released by course faculty;
   b. falsifying or altering clinical/patient records or other recordings;
   c. not reporting patient safety errors, etc.;
   d. falsifying research data or data analysis; and
   e. specific clinical behaviors identified in nursing courses.

Definition of Plagiarism
One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes faculty will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT OF PLAGIARISM: Plagiarism - passing off the work of others as one's own - is a serious offense. In the academic world, plagiarism is theft. Information from sources - whether quoted, paraphrased, or summarized - must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full biographic details at the end of the paper. It is especially important that paraphrase be both cited and put into one's own words. Merely rearranging a sentence or changing a few words is not sufficient.
Penalties
The minimal penalty for individuals found to have engaged in academic fraud will be failure in the course.

For a second offense, the penalty will be failure in the course and expulsion from the University.

For attempting to steal or stealing an examination, students found guilty will be failed in the course and expelled from the University.

The minimal penalty for individuals in the Doctoral program will be failure in the course and expulsion from the School of Nursing.

Procedures
a) A School of Nursing faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the Dean of the School of Nursing.

b) The Dean of the School of Nursing shall notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and of all rights of appeal.

c) If the student wishes to contest the allegation of academic fraud the student may request a full hearing before the Academic Council of the School of Nursing.

Procedure for Student Request for Full Hearing
a) The student shall address and present the request for a full hearing as a formal letter to the Chair of Academic Council within five (5) business days of receipt of the Dean's letter. The request should include the nature of the appeal and available information to substantiate the appeal. The student's advisor, faculty involved, appropriate Program Director and the Dean will also receive copies of the student's letter.

b) Upon receipt of the student's letter, the Chair of Academic Council will convene a committee meeting within five (5) business days to review the student's request and to schedule the hearing.

c) The student's advisor, faculty, appropriate Program Director, and Dean will be informed by the Chair of Academic Council, of the date, time, and place of the hearing.

Conduct of the Hearing
a) All parties involved in the appeal shall have the right to be present at a portion of the hearing to respond to all information presented as well as to present their side of the appeal. Each party may have a School of Nursing advisor present at the hearing.

b) The Chair of Academic Council may, at the discretion of the Chair, request any party involved in the appeal, including the advisor, to leave the hearing at any time.

c) The full hearing may be continued at the discretion of Academic Council.

d) Within three (3) business days following the conclusion of all Academic Council meetings, the Chair shall submit a written report of the Committee's findings and recommendations to the Dean.

e) The prescribed penalty shall be imposed in cases where determination of guilt by Academic Council committee or in cases in which the student chooses not to contest the charges.
f) The Dean of the School of Nursing will study the case, review the Academic Council’s findings and recommendations, and will render a final decision.

g) The Dean will communicate the final decision to the student via email to the Widener account and via Standard USPS mail.

h) The Dean will notify the appropriate Associate Provost (Graduate/Undergraduate) in writing of the name of the student who has been found guilty.

i) Appeals beyond the School of Nursing following the Academic Council's decisions may be made by the student to the University Academic Review Board. Students should consult the University Student Handbook for board duties. Appeals to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.

j) In the event a student is charged with academic fraud and the student is not enrolled in the course in which academic fraud in being charged, action will be taken by the Dean's office of the school/college where the student is matriculated.

k) When a student is found guilty under Widener's academic fraud policies, that student is then prohibited from exercising either the repeat-of-courses or the retroactive pass/fail options to remove the F grade (given as a result of fraud) from the GPA calculation. This restriction always applies to the particular course for which the F grade was given, as a result of academic fraud, in a particular semester. Equivalent courses taken during other semesters are not in general restricted.

l) A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of alleged second offense, the student will be informed, in writing, by the Office of the Provost of this allegation.

m) Names will be dropped from the list of first offenses upon graduation or at the end of seven years after the last attendance.

The above articulated steps constitute due process when students are accused of academic fraud. Minutes will be taken of all Academic Council meetings and hearings held concerning any appeal. Hearings may be tape recorded by the Chair of Academic Council. Minutes/tape recording will be kept in a secure file.

Approved by faculty September 2000
Editorial revision 7/03, 4/04, 8/09, 9/11

STUDENT CONDUCT
All students are expected to be honest, mature, and responsible and to respect the rights and property of others. The purpose of the Student Code is to promote, preserve, and protect the educational mission of the university. All students must be aware of and conform to the Widener University “Student Code of Conduct” that is published online in all Widener University Student Handbooks. The Student Code of Conduct applies to all student behavior in class, lab, clinical settings, and public places.

Nursing is a profession requiring the highest level of ethical behavior. Students are held to the American Nurses Association Code of Ethics. This code is available online at:
Violating the Widener University Code of Conduct, the School of Nursing Code of Conduct or the American Nurses Association code of ethics is a serious offense and may result in the student’s dismissal from the School of Nursing.

In addition to the general University Student Code of Conduct, the following student behaviors may result in disciplinary action by the School of Nursing. Even a single incident of one of these behaviors may result in dismissal. This may mean permanent separation from the School of Nursing. These issues of professionally related conduct may include but are not limited to:

• a breach of client confidentiality.
• a behavior that jeopardizes a client, student, Widener University personnel or clinical agency personnel.
• other unprofessional behaviors, based on faculty judgment.

Approved 5/95, Editorial Revisions 6/04, Revised 8/08
ADMISSION/MATRICULATION/TRANSFER POLICIES

ADMISSION
Graduates of NLNAC- or CCNE-accredited master's programs are invited to apply for admission by submitting evidence of:

- A completed application with nonrefundable application fee.
- Transcripts from previously attended higher education institutions.
- A minimum of 3.5 grade-point average (on a 4.0 scale) in the MSN program.
- Satisfactory scores on the Graduate Record Examination (GRE) taken within the past five years. Information pertaining to the GRE may be obtained from [www.ets.org/gre](http://www.ets.org/gre).
- Students achieving less than 3.0 on the Analytic Writing Score of the GRE will be required to complete a remedial graduate-level writing course prior to matriculation.
- A graduate statistics course with a grade of at least B (3.0).
- A graduate course in nursing theories and conceptual models.
- Two references—one from an educator and one from an employer with a graduate degree, preferably one with a doctoral degree.
- A scholarly writing sample.
- Interview with a School of Nursing faculty member (this is arranged after a preliminary review of application materials).
- Curriculum vitae.
- Statement explaining goals for doctoral work in nursing with emphasis on proposed area of specialization.

In addition, international students need satisfactory Test of English as a Foreign Language (TOEFL) scores. They should contact the International Student Services Office at 610-499-4499 for immigration requirements. More information can also be found online at www.widener.edu/ISS.

MATRICULATION
A matriculated student is one who has been accepted officially into the doctoral program. Two doctoral level courses may be taken before matriculation. Students may be required to complete supplement course work either prior to admission or as part of the course of studies.

A nonmatriculated student is one who is taking a course for credit, but has not yet been accepted officially into the doctoral program. These students must submit the usual application for admission. No more than two courses earned by a student in a nonmatriculated status may be applied toward the degree in the event of later acceptance as a matriculated student.

TRANSFER OF CREDITS
Course work must come from a regionally accredited institution of higher learning, recognized by the appropriate professional body. An original transcript with institution seal and registrar’s signature is required. Course work is accepted based on requirement of the School of Nursing, either as equivalent to a required course or as an elective.

Transfer credits will be considered on an individual basis. A maximum of two graduate-level courses (6 credits) earned at another accredited institution within the five-year period proceeding admission may be accepted for transfer. Courses taken prior to admission, either within or outside, the University, will be accepted only if the student has earned a grade of A or B in the courses under consideration, or pass, if taken on a pass/fail grading system.
If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request prior to matriculation.

**TRANSFER OF CREDITS ONCE MATRICULATED**

Once matriculated, a student may take three (3) credits (one approved course) at another academic institution. Permission must be obtained from the PhD Program Director.

**TRANSFER STUDENTS**

Students, who are matriculated in another nursing graduate program and wish to transfer, will be considered on an individual basis.

The process followed in considering requests for transfer of graduate credit is as follow:

1. An official request for transfer credit must be submitted to the PhD Program Director. If transfer credit is requested in lieu of required courses in the program, a course syllabus must accompany the request.

2. The PhD Program Director, upon recommendation of the Widener SON faculty content area specialist, will approve requests for transfer of graduate credit.
PROGRESSION POLICIES

ACADEMIC PROGRESS
Policies for academic progress are listed in the School of Nursing Graduate Program Catalog and the Widener University Graduate Student Handbook. It is important that students are familiar with and understand them.

NOTE: All required doctoral coursework must be successfully completed (with the exception of one elective), including removal of grades of "I" (incomplete), before a student may take the comprehensive examination and become a doctoral candidate, eligible to enroll in dissertation seminar.

LEAVE OF ABSENCE (LOA)
Matriculated students must submit a written request for a leave of absence (LOA) with rationale, for each semester that they are not actively taking courses at Widener University. An approved leave will extend the deadline for completion of the program by the length of the leave. However, the total cumulative leave time applied to extensions shall not exceed two years.

The student must:

• Notify the PhD Program Director and the Graduate Nursing Office, in writing, including the date the leave is requested to begin and end. The effective date of the leave of absence, including the determination of eligibility for refunds, is considered to be the date the student completes the required paperwork and returns it to the Graduate Nursing Office.

• Re-apply through the Graduate Nursing Office the semester before the student plans to return. A student’s placement in nursing courses will be determined by availability.

Students who do not take at least one course per semester must submit a written request for a leave of absence, including the rationale, to the PhD Program Director for the semester in which they are not enrolled. Those who do not do so will be dropped from the program.

A leave of absence will extend the time limit for completion of the doctoral program by the length of the leave. The total cumulative leave time applied to extensions shall not exceed two years, four academic semesters. Exceptions to the policy will be referred to the PhD Program Director and the School of Nursing Academic Council as needed.

PROGRESSION
Continuous Enrollment - Following matriculation, students are required to be enrolled at least two semesters (fall, spring, or summer) per calendar year. Students who do not apply for a leave of absence and have not completed at least one course per two semesters during a calendar year will be dropped from the program.

RE-ADMISSION TO THE SCHOOL OF NURSING
A request for re-admission to the School of Nursing will be considered by the PhD Program Director and the Graduate Program Committee. A decision for re-admission may specify certain stipulations to which the student must agree. The School of Nursing reserves the right to specify the semester and year in which re-admitted student may enroll in classes. Refusal of the individual to accept any of the specified conditions for re-admission will result in a default of the particular readmission, and the School’s offer of re-admission will be rescinded. Failure to comply with these contractual stipulations
may result in the dismissal of the student. See the current School of Nursing Graduate Studies Catalog for procedures for re-admission.

**REINSTATEMENT TO THE PROGRAM**
Students who have been dropped from the program may petition for readmission by filing a new application. Such requests must be sent to the Graduate Nursing Office no later than 30 days prior to the start of the semester in which the student expects to enroll.

**TIME LIMIT**
A maximum of seven calendar years from the date of matriculation is allowed for completion of the requirements for the doctoral degree.

**GRADING AND DISMISSAL POLICIES**

**GRADING SCALE FOR THE SCHOOL OF NURSING GRADUATE COURSES**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 70</td>
</tr>
</tbody>
</table>

I (Incomplete)
W (Withdrawn)
P/NP (Pass/Not Pass) – for courses offered on a pass/no pass basis
AU (Audit: No Credit)

**NOTE:** Individual instructors may elect, at their discretion, not to use plus/minus grades.

**DISMISSAL POLICIES**
The dismissal policies are outlined in the current Widener University Graduate Student Handbook under University Sanctions. The School of Nursing will strictly adhere to the policies of the University.

The graduate nursing program academic dismissal policies are outlined in the current School of Nursing Graduate Programs Catalog.
ADVISEMENT

ACADEMIC ADVISING
All students are assigned a School of Nursing advisor. Students may request a change in his or her advisor after consultation with the Dean.

ACADEMIC RECORDS
Graduate students records are kept in the Graduate Nursing Office. The record contains such information as course grades, clinical evaluations, correspondence, course planning form, etc. The academic record is the property of the University. Students are permitted to view this record in the presence of their advisor. Written permission must be obtained from the student for any release of documents to parents, employers, etc.

CANDIDACY
After the successful completion of the comprehensive examination, the student is accepted as a doctoral candidate.

COMPREHENSIVE EXAMINATIONS
Comprehensive examinations will be taken at the successful completion of all course work. Comprehensive examinations are offered three times per year, May, August, and December. After successful completion of the comprehensive examination, the student is accepted as a doctoral candidate. The student must make arrangements for examination with the PhD Program Director.

If a student is unsuccessful on the comprehensive examination, the student must re-take the examination the next semester the examination is offered to allow time for remediation. The student may not take additional courses until the comprehensive examination is passed. Students may retake the comprehensive examination one time only. Students who are unsuccessful on the second attempt are dismissed from the doctoral program and may not reapply.

Grad prog 4/11/08

CONTINUOUS ENROLLMENT
The doctoral program is designed for continuous enrollment of calendar year students in fall, spring and summer semesters and for summer’s option students during four consecutive summers. To maintain matriculated status, students must be enrolled as described for the calendar year or summer option program or obtain an approved leave of absence. "Dissertation Advisement" (NURS 950) must be taken each fall, spring, and summer until dissertation is completed. Students who do not follow this policy will be dropped from the program.

COURSE OVERLOAD
Nine credits of course work in fall/spring and six in one summer session are recognized as normal course load for full-time students. Faculty believe that students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above nine credits for fall/spring or six credits in a summer session has potential for creating academic jeopardy.

Students enrolling for more than nine credits during fall/spring semester or six credits in one summer session must have approval from the PhD Program Director.
COURSE WAIVER
Doctoral students who have completed master's or doctoral level courses comparable to courses in the PhD Program are provided the opportunity to further enhance their knowledge base rather than repeating prior learning experiences.

A request for doctoral-level course waiver must be submitted to the PhD Program Director with the following documentation:

- An official transcript indicating a grade of B or better.
- Evidence that the course was successfully completed within the last five years.
- A master's or doctoral-level syllabus reflecting the course is comparable to a specific required course in the doctoral program.

A maximum of six credits may be eligible for course waiver. The request is presented to the Graduate Program Committee for consideration. Students receiving an approved course waiver are required to achieve/obtain the credits that would be allocated for the waiver through additional courses or independent study approved by their faculty advisor.

DISSERTATION PROCEDURES
Students are expected to complete all required 800-level course work except one elective prior to enrollment in "Dissertation Seminar" (NURS 900/NURS 901). Exception to this policy requires approval from the School of Nursing Academic Council. Students are expected to continue to enroll in "Dissertation Advisement" (NURS 950) for three semester hours each consecutive fall, spring and summer semester until the degree is granted. If another course becomes necessary to complete the dissertation, enrollment in NURS 950 may be waived while the student is taking that course.

A waiver from enrollment in NURS 950 may be granted by the student's dissertation chairperson based on the student's or chairperson's availability for dissertation work. A waiver will not alter the seven-year limitation for completion of the doctoral program. For more than one semester of "Dissertation Advisement" to be waived in a calendar year, students are required to obtain a leave of absence that does extend the time limit for completion of the doctoral degree. Doctoral candidates who have not successfully defended the dissertation proposal with six (6) semesters following completion of NURS 901 may not continue and must repeat NURS 900 and/or NURS 901 the next time they are offered. These courses would be taken in lieu of NURS 950 for that semester or summer session.

Policies and procedures specific to dissertation proposal and final dissertation defense are available in the Graduate Nursing Office and in the Appendix B.

Revised and approved 2/25/11

NURSING INDEPENDENT STUDY
Independent Studies - enrollment in an independent study course is an option available to students only when a required course is not available. An independent study course requires approval of the faculty member supervising the independent study and the PhD Program Director. Listed below are the descriptions and procedures of the two types of independent studies within the School of Nursing.

1. In rare situations, a course may be offered in an independent study format to meet the curricular requirements while facilitating the student’s timely progression through the nursing program.

   Special permission of the PhD Program Director in conjunction with the course instructor must be obtained.
2. Steps for enrolling and completing Independent Studies are:

   a) Discuss plans for independent study topic with advisor.
   b) Select potential mentor on reference of advisor.
   c) Discuss ideas for study with potential mentor.
   d) Obtain acceptance of faculty member to be a mentor. An Independent study form must be completed by faculty member, signed by the PhD Program Director designating the number of credits to be earned and identifying the course as NURS 899.
   e) Establish estimated completion date.
   f) Meet with faculty mentor as necessary.
   g) Submit written drafts of study phases to mentor for suggestions, clarification or approval.
   h) Submit formal typed report using APA (6th edition) format at a mutually agreeable date.

OVERLOAD POLICIES
It is University policy that no student with less than a 3.0 G.P.A. will be permitted to carry an overload. An overload of more than one (1) course will be permitted only in rare instances upon specific approval of the student's school.

Course Overload - Nine credits of course work in fall/spring and six credits in one summer session are recognized as a "normal" course load for full-time graduate nursing students. Faculty believes students, as adult learners, have the right to make decisions related to their learning needs. However, faculty believe a course load above 9 credits for fall/spring and 6 credits in one summer session has potential for creating academic jeopardy.

Students enrolling in more than 9 credits during fall/spring semester or 6 credits in one summer session must have approval from their faculty advisor and the associate dean. Students are required to complete and sign the Course Overload Acknowledgement Form (including rationale for request), which must be signed by the PhD Program Director prior to enrolling in the course. The Overload Acknowledgement Form is intended to communicate to students written acceptance of their responsibility for this decision.

PRE-REGISTRATION
Dates for pre-registration are posted and listed on Widener's Web page. It is the student's responsibility to be alert to these dates.

Pre-registration is available on-line for matriculated students only. Please contact your advisor prior to course selection and to answer any questions.

If for any reason you must drop and/or add courses the student may do this provided you have consulted with your advisor and the advisor has signed the form.

NOTE: A course of study should be developed with your advisor. Your advisor will place 1 copy in your file and you will retain 1 copy to assist you with your course planning.
REPETITION OF NURSING COURSES
A student is expected to maintain satisfactory progress toward a degree, or post-master’s certificate. Please see the section entitled "Grading and Dismissal from the Program" in the current School of Nursing Graduate Programs Catalog.

NOTE: No more than two repetitions total and only one repetition of a particular course are allowed

1. Only students with a GPA of at least a B (3.0) or better will graduate.
2. A student may repeat a nursing course only one time. If a course is repeated both grades will be recorded on the transcript but only the most current will be used in calculating the GPA (A second failure results in automatic dismissal from the program.)
3. A student with an I (Incomplete) grade in any course that is a prerequisite to another course will not be allowed to enroll in the subsequent course until the grade of I in the prerequisite has been removed and replaced with a satisfactory grade.
4. Enrollment and subsequent withdrawal in a nursing course is considered one attempt. A nursing course may be attempted no more than two times.
5. A student whose academic performance is considered inadequate will be dismissed.

Students will be dismissed from a graduate program of the School of Nursing for:

- a GPA below 3.0
- a second grade of F.
- a violation of the University Student Code of Conduct (See Student Conduct).
- failure to keep any contractual stipulations imposed by the PhD Program Director or the Dean of the School of Nursing.

7/01

WITHDRAWAL
Student may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course.

Refunds for courses are determined by the University. The effective date used for all adjustment of charges will be the date that written notice of the withdrawal is received by the appropriate office of Widener University.
GRADUATION POLICIES

DEGREE REQUIREMENTS
The doctoral student must complete at least 48 credits of approved doctoral course work beyond the master's degree in nursing. In addition, the student must successfully complete the comprehensive exam and a dissertation for graduation. Only doctoral courses will be accepted for doctoral credit. Please note that the Associate Dean for graduate studies must approve a waiver of any requirement for the degree in writing.

SUBMISSION OF A MANUSCRIPT
Prior to program completion, all PhD students are required to submit a manuscript for publication to a peer-reviewed journal. The manuscript may be the product of a course or course requirement. The student must be the first author on the manuscript. A copy of the manuscript, documentation of submission, and cover letter is to be submitted to the Program Director for the student’s file.
Approved 4/1/11 GPC

PETITION FOR GRADUATION
A student anticipating graduation must submit a graduation petition by the end of the pre-registration period in the semester prior to the one in which his/her program will be completed. Incomplete grades must be removed by May 1, August 1, or December 1 in order for your petition to be completed in time for graduation.

A student must re-petition (complete another Graduation Petition form) if graduation does not occur in the semester of the original petition. Forms are available online. Fees must be remitted with the petition as designated by the registrar’s office.

NOTE: The graduation fee includes the cost of the doctoral hood component of the academic regalia.
DUE PROCESS/GRIEVANCE

DUE PROCESS POLICY

Students in the School of Nursing are afforded opportunities to express their interests, issues, and concerns through student representation as voting members on selected SON standing committees, including Undergraduate Programs Committee, Graduate Programs Committee, and Student Affairs Committee. Students may also voice concerns by completion of Course and Faculty Evaluations at the end of each course. The School of Nursing due process policy and procedure designates three formal and separate categories (or types) of student concerns.

Formal grade appeal, grievance and waiver of SON policy:

- Student concerns about a final course grade(s) must be addressed through the formal Grade Appeal Policy.
- Requests for exceptions to existing policies may be addressed through the Waiver of Policy process.
- Concerns or complaints about School of Nursing processes other than grade appeals, plagiarism, are addressed through the formal Grievance Policy.

Grievance issues related to discrimination and harassment, and or violation of the Widener Compact shall be addressed by the University policies and procedures outlined in the Undergraduate and Graduate University Catalogs.

FORMAL GRADE APPEAL POLICY

It is the policy of the School of Nursing to allow students to appeal the final course grade if they believe their grade has been derived in a manner not consistent with the fair and equitable application of evaluation criteria specified in the syllabus.

DEFINITION:
A grade subject to the Grade Appeal Policy is a final grade the student believes to be derived in a manner not consistent with the fair and equitable application of grading criteria found in the course syllabus and/or a grade the student believes to have been miscalculated, again based on the criteria specified within the course syllabus.

I. Student Procedure:

A. The student will complete the Due Process form (APPENDIX C) and take it to the faculty of record to begin the formal grade appeal process.

B. If meetings and discussions fail to produce a decision or resolution acceptable to the student, the student should meet with his or her faculty mentor to discuss a possible further course of action. If the decision is to pursue the Grade Appeal after the discussion with the faculty mentor, the student writes a narrative outlining the situation surrounding the grade appeal and attaches the completed Due Process Form. The student sends the form and narrative to Academic Council through the office of the academic program director.
I. Students may remain in their present classroom courses for which they are enrolled until the appeal process is completed, however they will be unable to begin or remain in clinical.

II. Academic Council Procedure

A. Upon receipt of the student’s Due Process form and narrative explanation, the Chair of Academic Council will convene a committee meeting within ten (10) business days to review the student’s request.

B. After review of the Grade Appeal, the Chair of Academic Council will notify the academic program director of Undergraduate or Graduate Studies of the Council’s recommendations. The Chair will also notify the student by letter via the office of the academic program director. Widener email and regular USPS mail will be used to communicate the decision within ten (10) business days of the receipt of the student’s letter by Academic Council. The letter will consist of one of the following Committee decisions:

1. **Rejection of the Grade Appeal** - If determined to be outside the jurisdiction of Academic Council, inconsistent with the definition stated previously, beyond the designated time frame, or with insufficient grounds based on inadequate evidence, the Chair of Academic Council will notify the student through the office of the appropriate Academic Program Director within 10 business days.

2. **Findings of the Review of the Grade Appeal** - The Chair of Academic Council will notify the student through the Office of the Academic Program Director within 10 business days. Findings are limited to the context of the definition of a grade subject to appeal.

3. **Request for a full hearing** - The Academic Council may determine that a full hearing be arranged based upon the need for further information from the student or from the faculty.

C. Upon request for a full hearing the student’s advisor/mentor, faculty involved, office of the academic program director, and Dean will be notified by the Chair of Academic Council.

D. Confidentiality shall be maintained by all persons. This is an essential component of the grievance procedure and due process. Specific information is kept within the committee.

III. Conduct of Hearing

A. All parties involved in the appeal shall have the right to be present at a portion of the hearing to respond to all information presented as well as to present their side of the appeal. The student may have a School of Nursing advisor/mentor present at the hearing.

B. The role of the Advisor/mentor is to support the grievant, assure that the grievance procedure is followed, and that the grievant is receiving due process.

C. Within five (5) business days following the conclusion of all Academic Council meetings, the Chair shall submit a written report of the Committee’s findings and recommendations to the Dean and office of the academic program director.
D. Within five (5) business days the office of the academic program director will notify the student in writing of the Council’s findings with recommendations. The student has the right to appeal the Academic Council decision to the Dean within five (5) business days of the receipt of the written report from the Chair of Academic Council.

E. Minutes will be taken of Academic Council meetings and hearings concerning any appeal. Hearings may be tape recorded by the Chair of Academic Council. Minutes/tape recording will be kept in a secure file according to the policy established by the school of nursing.

IV. **Grade Appeal to the Dean of the School of Nursing**

The final step in the Grade Appeal Process is to the Dean of the School of Nursing.

A. If the student chooses to continue to pursue the grade appeal with the Dean, the student must appeal to the Dean by letter within ten (10) business days of receipt of the office of the academic program director’s letter regarding the outcome of the full hearing by Academic Council. The letter should specify the grounds for the further appeal as well as the information to substantiate the appeal.

B. Dean’s Process
   1. The records from the Academic Council review will be requested and studied.
   2. The Dean may convene meetings with the student, faculty, or Academic Council Chair as deemed necessary within the context of the definition of a grade subject to appeal.

C. The student will be notified of the Dean’s findings within ten (10) business days of the Dean’s receipt of the student’s letter. Students will be notified via Widener email and standard USPS mail. Copies of the Dean’s letter will be forwarded to the appropriate Associate Provost, appropriate academic program director, and Assistant Dean of Undergraduate Student Services if applicable, Course Coordinator (if applicable to program of study), Chair of Academic Council, student’s faculty mentor, and faculty member involved.

D. The Dean’s decision regarding the student’s grade appeal is final.

Approved by faculty 9/00
*Editorial Revisions, 8/01, 6/04, 5/09, 9/09*
Approved by faculty 9/11
GRIEVANCE PROCESS

The grievance process provides students with a mechanism to request review of decisions and actions within the School of Nursing other than grade appeals or allegations of plagiarism, discrimination, or harassment. The School of Nursing encourages the prompt resolution of student concerns. Students are encouraged to discuss specific concerns, beginning with the person most directly involved with the issue of concern. Many disputes may be resolved following a thorough discussion of the issues by the parties involved. Course related problems should be first addressed by speaking directly with the involved faculty member. If the matter is not able to be resolved with the initial conversation, and if the student desires to make a formal statement of grievance, the student will initiate a formal grievance according to the following procedure:

1. Initiate the Due Process form (Appendix C), beginning with a written narrative identifying the issue of concern and including documentation of the initial conversation with the School of Nursing faculty or staff member involved with the grievance.

2. If unresolved in step 1, continue to discuss the issue of concern with the Course Coordinator (pre-licensure program), Level Coordinator (pre-licensure program), and/or Program Coordinator (FNP program only). If this individual is different from the person referenced in step 1. Such consultations will be documented on the Due Process form and with additional narrative documentation as is necessary.

3. If unresolved in step 2, continue to discuss the issue of concern with the appropriate Academic Program Director.

4. The Academic Program Director will, when appropriate, suggest alternative individuals, groups, or committees through which solutions may be achieved, including but not limited to the SON Academic Council. The report of the academic program director review will be made in writing via USPS mail and Widener email, and will be copied to the Dean and other involved parties.

5. If unresolved in step 4, continue to discuss the issue of concern with the Dean of the School of Nursing. The report of the Dean’s review will be made in writing via USPS mail and Widener email, and will be copied to the appropriate Academic Program Director and other involved parties.
WAIVER OF SON ACADEMIC POLICY PROCESS

WAIVER OF SCHOOL OF NURSING ACADEMIC POLICY

A waiver may be sought when a student seeks an exception to a School of Nursing policy. Requests for waivers are considered by the SON Academic Council on an individual basis and are not generalized to the student body.

Outcomes of requests for waiver will be reported to the faculty.

The student will complete the Due Process form (APPENDIX C) along with a narrative and take it to the office of the Associate Dean to be forwarded to the Chair of Academic Council to begin the formal waiver process.

A. Upon receipt of the student’s Due Process form and narrative explanation, the Chair of Academic Council will convene a committee meeting within ten (10) business days to review the student’s request.

B. After review of the Waiver of policy appeal, the Chair of Academic Council will notify the appropriate Academic Program Director of the Council’s recommendations. The Chair will also notify the student by letter via the office of the Academic Program Director.

C. Widener email and regular USPS mail will be used to communicate the decision within ten (10) business days of the receipt of the student’s letter by Academic Council.

D. If the student chooses to appeal to the Dean, the student must appeal to the Dean by letter within ten (10) business days of receipt of the Academic Program Director’s letter regarding the outcome of the full hearing by Academic Council. The letter should specify the grounds for the further appeal as well as the information to substantiate the appeal.

E. Students are able to remain in the courses for which they are enrolled until the appeal process is completed.

F. The Dean’s decision is final and will be communicated to the student via the Widener email account and standard USPS mail.

Reviewed 6/04, 5/06, 8/08, 9/11
SHARED GOVERNANCE

SCHOOL OF NURSING COMMITTEE

Student representation on School of Nursing committees is an important aspect in the development and advancement of the nursing curricula and programs. The standing committee that graduate students may serve on is the School of Nursing Graduate Program Committee. Its respective functions and student membership are outlined below.

GRADUATE PROGRAM COMMITTEE

Functions:
A. To consider, study, analyze, develop and evaluate the curriculum and course changes submitted by the faculty and/or students.
B. To develop, review and recommend graduate curriculum changes to the faculty.
C. To develop, review and recommend policies for graduate programs.
D. Develop and implement admission policies for graduate programs.
E. To review and recommend changes to the committee bylaws and submit changes to the Faculty Affairs committee by March 1 of each year.
F. By March 1 of each year, review and recommend changes, if appropriate, to the following sections of the SON Faculty Handbook and submit changes to the Faculty Affairs committee: Goals and Outcomes of the Masters Program, Goals and Outcomes of the Doctoral Programs, Standards of Professional Practice.

Student Membership:

a. Students will be invited by the Committee Chair to serve as directed in the Bylaws. Students represented on the School of Nursing committees shall be granted voting privileges.
b. Student representation shall include one (1) masters, one (1) DNP, and one (1) PhD student

2 a,b,c,d,e,f Approved 5/11
Reviewed updated 9/11

GRADUATE STUDENT AWARD (Dean’s Award for Excellence: PhD)

The Dean’s Award for Doctoral Excellence is given annually to a student who is granted the degree of Doctor of Philosophy. This award recognizes a student whose dissertation is exceptional and exemplifies high standards of scholarship and knowledge development.

Dissertations will be considered based on the following criteria.
1. The study problem is significant for the discipline of nursing.
2. The study proceeds from a clearly defined conceptual or theoretical basis.
3. The methods (sample, data collection techniques, and data analysis) are valid and consistent with the research design.
4. The findings contribute to the body of nursing knowledge.
5. The dissertation sets the stage for a research career and the direction for a program of research.

Procedures for Consideration
1. The Program Director will circulate a list of those who have successfully defended the dissertation by May to the faculty. All graduate faculty members will be requested to submit names of students they consider eligible for the Dean’s Award. Students can self-nominate.
2. Faculty members for each student who is nominated must submit a letter of support addressing the criteria for the Award. Any faculty member may submit more than one student name.
3. The Dean of the School of Nursing and appropriate Program Director will select the student who, in their judgment, best meets the criteria for the program. Faculty recommendations will be important in the final selection process.

SIGMA THETA TAU INTERNATIONAL NURSING HONOR SOCIETY
ETA BETA CHAPTER

Eta Beta Chapter of Sigma Theta Tau, International, the Nursing Honor Society, was established in 1984. The purposes of the Society include:
   a) Recognizing superior achievement;
   b) Developing leadership qualities;
   c) Fostering high professional standards;
   d) Encouraging exploration, innovation and research in nursing;
   e) Strengthening commitment to the ideals and purposes of the profession.

Membership:
The requirements for membership on the graduate level include:
   a) A minimum academic average of 3.5 on a 4.0 scale.
   b) Completion of at least one quarter of the curriculum requirements and in good academic standing.
   c) Submission of a curriculum vita and a 250-word essay describing leadership abilities in school or work environments and a plan to demonstrate this leadership in the nursing honor society.

Candidates are invited to apply for membership. An induction ceremony is held each academic year. For further information regarding the chapter and faculty counselors please refer to the Eta Beta website.
GENERAL ADMINISTRATIVE POLICIES

APPOINTMENTS WITH ADMINISTRATION/FACULTY
Appointments with the Dean of the SON are scheduled with the Administrative Assistant to the Dean, by calling 610-499-4213. The PhD Program Director schedules all individual appointments regarding the program. Students are requested to provide an overview of the nature of the business they wish to discuss at the time the meeting is scheduled.

Faculty post their scheduled office hours on their doors. Appointments with faculty members should be made individually by the student. Students may contact faculty by telephone leaving a message on the faculty member’s voicemail or by email.

CAMPUS CRUISER®
Campus cruiser email is the official point of contact for faculty and administration of the School of Nursing. Students must check e-mail daily and are responsible for keeping space available in their inboxes. Managing, tracking and sharing information for the Widener University community is facilitated through the Campus Cruiser® platform. Email, grades, course information, registration and personal profile updates are available through Campus Cruiser®. Questions related to log in identification and password registration are handled through the ITS Help Desk (610-499-1047). Students must check their CampusCruiser® messages twice daily.

CAREER ADVISING AND PLANNING SERVICES (CAPS)
Career Advising and Planning Services (CAPS), located in Victory Hall, assists students with all aspects of their career development. This includes choosing a major, exploring career options, gaining experience through internships and summer jobs, developing effective resumes, learning effective interviewing skills, creating individualized job search strategies, and applying to graduate school. The services of CAPS are available to all Widener Students.
To receive the greatest benefits, students are encouraged to visit CAPS early in their educational program. For more information, or to schedule an appointment, call 610-499-4176.

CHANGE OF ADDRESS OR NAME
It is the student’s responsibility to notify the Registrar’s Office of any change in name, address, or telephone number. Students must also notify the Graduate Nursing Office of these changes.

COMMUNICATION
The School of Nursing makes every effort to communicate information from the School, faculty and staff to all concerned. Email accounts are provided through the Information Technology Services Office. Course registration and information can be accessed through Campus Cruiser. Students must check their Campus Cruiser messages daily.

COMPUTER COMPETENCIES REQUIRED
Nursing education and nursing service environments are both characterized by their increasing use of and reliance on advanced technology. As a result, one expectation of highly educated professionals in education and health care is that they are familiar with and competent in the use of basic computer resources. Accordingly, all entering graduate students in the School of Nursing are required to have the following basic computer knowledge and skills.

COMPUTER KNOWLEDGE AND SKILLS REQUIREMENT
1. Keyboard competency for effective typing
2. File management (create folders; create, save, edit, print files; make back up files on CD/DVD/flash drive)
3. Launch/open various computer programs from desktop icons and from Start option
4. Word processing (incl. use of spell checker, thesaurus, grammar checker)
5. Literature retrieval (online searches; download and save search results and full-text pdf files)
6. Electronic mail (send, receive, forward, save, print e-mail, attach files to email)
7. Internet (browse the WWW; use search engines effectively)

Students who do not meet this requirement must acquire the appropriate computer knowledge and skills prior to beginning coursework.

Students in the graduate programs will acquire additional computer knowledge and skills related to specific courses.

Total Faculty 2/19/2010

COUNSELING
Confidential personal counseling is available to students free of charge. Appointments can be made by calling the Student Counseling Center, 610-499-1261.

DISABILITY SERVICES
In accordance with the American with Disabilities Act (ADA), any student has the right to request reasonable accommodation of a disability. Accommodations must be requested through Academic Support Services, Disabilities Services Office (520 E. 14th St., 610.499.1266); which is the program that authorizes all ADA accommodations on campus. It is important to make this request as soon as possible so that there is time to make any necessary arrangements.

FINANCIAL AID
Students are encouraged to direct all questions related to financial aid to their counselor in the Financial Aid Office, located in Lipka Hall, (610-499-4174). Students receiving financial aid must see a counselor before graduating, transferring to another major, or withdrawing from the University.

FINANCIAL CLEARANCE
Students must be financially cleared by the designated University deadline in fall, spring, and summer semesters. Students who are not financially cleared by census date will NOT be permitted to attend classes.

INTERNATIONAL STUDENT SERVICES
All nonacademic functions such as housing, immigration visas, and sponsorship are handled by International Student Services, 610-499-4498.

OFFICE OF MULTICULTURAL AFFAIRS
This office provides programming to support diversity and an inclusive, tolerant climate, and is located on the second floor of the University Center. An inviting lounge offers an opportunity for discourse, networking, and community building.

MOBILE TECHNOLOGY DEVICE POLICY
Mobile Technology Devices include but are not limited to: Smart phones such as: Blackberry, Android, Iphone, and other portable devices such as laptop, Itouch and/or Ipad.

Mobile information technology devices may be used in clinical, simulation, and classrooms if permitted by the agency and faculty. If those devices also include a cell phone, instant messaging/text messaging,
or camera feature, these features are NOT ALLOWED to be used in any of these settings. The use of the Internet through the use of these devices in these settings is limited to educational purposes ONLY.

Students are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient related information (simulated and/or real) is confidential. Patient related information (simulated and/or real) is defined as all information related to the health, business, or personal matters of the patient or patient’s family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient’s diagnosis, examination, treatment, observation, or conversation, and information maintained in databases that contain diagnostic or treatment related information. (*Dismissal offense: See student handbook for details)

Cleaning of mobile technology devices must comply with the clinical agency’s infection control policy and procedures. **If the device becomes contaminated it should be cleaned with the recommended disinfectant. If a patient is in isolation, the mobile technology device cannot be taken into the patient’s room. Hand hygiene is the best method of preventing transmission of disease.

Students who do not comply with this policy will be subject to possible consequences as stated in the SON handbook.

9/16/2011 approved by Graduate and Undergraduate Program Committees
9/30/2011 approved by Full Faculty

PERSONAL SAFETY
Personal safety is a matter of concern to everyone. Please remember to be aware of your surroundings when attending evening and night classes at the Main Campus. To assure your personal safety, Widener University has located RED telephones in each building and BLUE Emergency Call Boxes around campus. Campus security is available at ext. 4200, 24 hours a day. Escort service by campus security is available to any building or parking lot on campus. During evening hours students should request an escort. In order to receive timely notifications regarding emergencies of types, including campus closing for weather, students must sign up for E2 Campus.

SCHOLARSHIPS AND FINANCIAL AID
Students are advised to contact the Office of Enrollment Services at 610-499-4161 for the Main Campus to inquire about financial aid. Information specific to nursing scholarships is available from the Graduate Nursing Office for the School of Nursing.

UNIVERSITY ID
Both clinical and educational institutions require that students wear University Student picture ID. This applies to Doctoral students during required course experiences and data collection related to dissertation research. A valid ID with barcode is necessary to use the library’s resources. IDs are available through the Campus Safety Office in Lipka Hall (610-499-4200). Students’ IDs must be validated by the Bursar’s Office by the second week of classes each semester. Wolfgram Library must validate students’ IDs in order to use remote site access to the University library databases for literature searches.

WRITING CENTER
Wide University provides comprehensive assistance with writing skills at the Writing Center, located in Old Main Annex. Writing tutors are available Monday thru Friday. Students can receive help with generating ideas for assignments, creating outlines, reviewing drafts, proofreading papers, and general writing skills such as improving the organization and clarity of their written expression. Writing Center services are by appointment only, and appointments can be scheduled by calling 610-499-4332.
APPENDIX A

CURRICULUM PLANNING SHEET
WIDENER UNIVERSITY SCHOOL OF NURSING  
PhD Curriculum Planning Sheet

Name: ___________________________________________  
Student ID #:________________  
Date Matriculated (Semester & Year) ____________________________________   
Academic Advisor: ____________________________________________

<table>
<thead>
<tr>
<th>Course Sequencing</th>
<th>Course Number and Title</th>
<th>Projected Semester</th>
<th>Semester/ Yr. Completed</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I (15 crs.)</td>
<td>702 Nursing Science I: Epistemology</td>
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<td></td>
<td>705 Psychology of Learning</td>
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<td>706 Philosophy of Education</td>
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<td>816 Quantitative Research I</td>
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<tr>
<td></td>
<td>817 Quantitative Research II</td>
<td></td>
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<tr>
<td>Level II (15 crs.)</td>
<td>720 Curriculum Theory in Nursing</td>
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<td>750 Evaluation Methods</td>
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<td></td>
<td>813 Nursing Science II</td>
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<td></td>
<td>815 Qualitative Research</td>
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<td></td>
<td>Elective *</td>
<td></td>
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<tr>
<td>Level III (12 crs.)</td>
<td>814 Nursing Science III</td>
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<td></td>
<td>820 Higher Education Organizations</td>
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<td></td>
<td>853 Teaching in Nursing</td>
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<tr>
<td></td>
<td>Elective *</td>
<td></td>
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<tr>
<td></td>
<td>Comprehensive Examination</td>
<td></td>
<td></td>
<td></td>
<td>May register for N900 coursework after successful completion of Comprehensive Examination and all grades of “I” are satisfied.</td>
</tr>
<tr>
<td>Level IV (6 crs.)</td>
<td>900 Dissertation Seminar I</td>
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<tr>
<td></td>
<td>901 Dissertation Seminar II</td>
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<td></td>
<td>Electives (by Advisement)</td>
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<tr>
<td></td>
<td>950 Dissertation Advisement **</td>
<td></td>
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<td>Dissertation Chair:</td>
</tr>
</tbody>
</table>

* One elective may be taken in support of dissertation topic concurrent with N950.

** Upon successful completion of the dissertation and selection of a chair, the student works with the chair and dissertation committee to refine and defend the dissertation proposal. The candidate registers for continuous advisement for Fall, Spring, and Summer Semesters until the dissertation is completed. Dissertation chair will be academic advisor during N950.

BJP:eab
APPENDIX B

DOCTOR OF PHILOSOPHY DISSERTATION

POLICIES AND PROCEDURES
DISSErTATION PROPOSAL
The purpose of the dissertation proposal is to provide a formal written document describing in detail the nature and scope of the planned study. The dissertation proposal is an academically oriented research proposal and may reflect quantitative and/or qualitative approaches to investigation of phenomena.

It is the responsibility of the student, throughout the program, to explore researchable topics as a focus for the dissertation. By the time students enroll in the dissertation seminar course it is anticipated that they will have identified a dissertation topic. At the completion of the Dissertation Seminars (NURS900/NURS901), doctoral candidates are expected to have finished the proposal in first draft and selected a committee chairperson.

Doctoral candidates who have not successfully defended the dissertation proposal with six (6) semesters following completion of NURS 901 may not continue and must repeat NURS 900 and/or NURS 901 the next time they are offered. These courses would be taken in lieu of NURS 950 for that semester or summer session. The outline for the dissertation is addressed in the section entitled Dissertation Report and the sections to be included in the proposal are Chapters I, II and III. Anticipated appendixes should be listed and should include drafts of permission and consent forms, correspondence and a copy of proposed instruments. A timeline for dissertation completion should be presented.

Format of the proposal must conform to the instructions for manuscripts in the APA Manual (6th ed.), except when superseded by the General Instructions for the Preparation of Dissertations.

ADVISEMENT
The doctoral candidate, following satisfactory completion of all courses including the Dissertation Seminars (NURS900/NURS901), is expected to enroll in Dissertation Advisement (NURS950) for three semester hours each consecutive Fall, Spring, and Summer semester until the degree is granted. Students may be required by their dissertation committee to complete additional elective coursework over and above the minimum course requirements in support of the content area or research methodology. See Graduate Catalog for additional policies related to dissertation advisement.

DISSErTATION COMMITTEE
The purposes of the Dissertation Committee are to provide ongoing academic guidance to the student and to evaluate scholarly research achievement in the form of the dissertation. The Committee will consist of at least three members, all of whom must hold an earned research doctorate. The student will select the chairperson from among full-time faculty of Widener University School of Nursing. The student and chairperson will collaborate in the selection of the other members at least one of whom must be a member of the School of Nursing faculty. Other members may be qualified individuals from within or outside the University, subject to approval by the chairperson and the PhD Program Director. A curriculum vita is required of members outside the University.

The Committee members will be officially appointed by the Dean of the School of Nursing, on the basis of a written request submitted by the student and a signed Consent to Serve form from each prospective Committee member. These forms are available on request in the Graduate Nursing Office.

If the chairperson or a committee member leaves Widener University prior to completion of the dissertation, the individual may be allowed to remain on the Committee if feasible. If not, a replacement will be selected by following the steps in the original procedure. A Committee chairperson or member may resign from the Committee by informing the candidate and the Dean in writing. Under exceptional circumstances students may request a change in Committee membership by writing to the PhD Program Director and to the Dean.
PROPOSAL DEFENSE
Having completed the dissertation proposal in consultation with the Committee, in individual and group meetings as necessary, the student will submit to the Associate Dean for Graduate Studies, two copies of a written proposal describing the nature and scope of the expected research. These copies are distributed to the readers. Two full-time School of Nursing faculty with earned research doctorates will be assigned as readers by the PhD Program Director. The committee members and readers must be formulated so that each dissertation proposal defense committee has at least three School of Nursing faculty members. In addition, the student is responsible for distributing copies to the Chairperson and committee members. The copies must be submitted by the dates published in the Graduate Catalog.

The PhD Program Director will inform the student of the Readers' names, the date, and time of the proposal defense. The Graduate Nursing Office will schedule a room. The oral defense is conducted before the Committee and the two Readers. The decision must be at least a four-fifths majority vote with the following categories: 1) approved as written, 2) approved with revisions, 3) approval denied, as defined below. Successful completion of the defense requires approval of any revisions by the Dissertation Chair and/or Committee. The Dissertation Committee Chair will determine the date for filing the final proposal copy in the Graduate Nursing Office.

DEFINITION OF TERMS
1. **Approved as written.** The dissertation proposal is judged to be conceptually and methodologically sound. Minor editorial changes may be needed to produce a final copy. The student may submit the application for protection of human subjects to the Institutional Review Board (IRB).

2. **Approved with revisions.**
   a. The dissertation proposal is generally judged to be conceptually and methodologically sound. Editorial changes may not concern methodology and/or data collection. The application for protection of human subjects maybe submitted for IRB review. Revisions must be approved by the Dissertation Chair before data collection begins.

   b. The dissertation proposal is judged to be generally sound; however, substantive changes are required so as to afford greater clarity of conceptual and/or methodological issues. The Dissertation Committee Chairperson will state clearly, in writing, the changes that must be made and the time frame for submission of the revised dissertation proposal. The revised proposal must be approved by the Dissertation Committee before the candidate submits the application for protection of human subjects to the IRB.

3. **Approval denied.** The dissertation proposal is judged to have major deficiencies that require the candidate to rewrite and redefend the proposal. The Dissertation Committee Chairperson will state clearly, in writing, the reasons for denial of approval and the course of action the candidate must undertake prior to resubmitting and redefending the dissertation.

HUMAN SUBJECTS PROTECTION
Following approval of the dissertation proposal, but before data collection begins; the doctoral candidate must obtain permission from the Widener University Institutional Review Board (IRB) following the procedure established by that Board for the protection of human subjects.

Human subjects review procedures and forms may be obtained in the Provost’s Office (Old Main) or online at [http://www.widener.edu/irb](http://www.widener.edu/irb). It is the candidate's responsibility to provide the Dissertation Committee Chairperson with a signed approval from the IRB.

DISSERTATION REPORT
The outline for the dissertation varies depending upon the type of research (quantitative or qualitative). It also may vary depending upon the specific question being addressed. Therefore, although students are encouraged to read other dissertations they should be cautious in adopting an outline since the content of
each dissertation must respond to the specific question posed. The final form of the proposal is decided in conjunction with the committee.

In preparing the dissertation it is necessary to refer to the information available in the APA Manual (6th ed.), the Guidelines for Preparation of the Dissertation on the Wolfgram Memorial Library/Widener University webpage, and the guidelines from Proquest.

**DISSEMINATION DEFENSE**
The student will be required to defend the completed dissertation during an oral examination conducted by the Committee and two additional readers appointed by the Director of the PhD Program. Both readers are full-time School of Nursing faculty members. The committee members and readers must be formulated so that each dissertation defense committee has at least three School of Nursing faculty members. The PhD Program Director will notify the student of the names of the readers. The candidate will arrange the date and time of the defense with the Committee, readers, and PhD Program Director. The Graduate Nursing Office will reserve a room.

Two copies of the dissertation and one additional abstract with title page must be submitted to the Graduate Nursing Office of the School of Nursing according to the calendar in the Graduate Catalog. The two copies will be distributed to the readers. In addition, the student is responsible for distributing copies of the dissertation to the Committee.

The defense shall be open to University faculty and doctoral students who wish to observe but they may not participate. The defense is NOT open to friends, family, and colleagues of the doctoral student. The topic, date, time, and place of the dissertation defense and an abstract are posted. The decision regarding the outcome will be made by four-fifths majority vote of the Committee members and outside readers. The categories are: 1) approved as written, 2) approved with minor revisions, 3) approved with revisions, and 4) approval denied.

**DEFINITION OF TERMS**

1. **Approved as written.** The dissertation is judged to be conceptually and methodologically sound. Some editorial changes may be needed to produce final copies for filing in the Graduate Nursing Office. The student and chair negotiate a due date for submission of the edited dissertation.

2. **Approved with minor revisions.** Some edits necessary but generally approved as written.

3. **Approved with revisions.** The dissertation is judged to be generally sound; however, some changes are required to afford greater clarity of conceptual and/or methodological issues or of data analysis and interpretation. The Dissertation Committee Chairperson will state clearly, in writing, the changes that must be made and the time frame for submission of the revised dissertation. The revised dissertation must be approved by the Dissertation Committee before the candidate files the final copies with the Graduate Nursing Office.

4. **Approval denied.** The dissertation is judged to have major deficiencies which require the candidate to rewrite and redefend the dissertation. In some instances additional data collection may be required. The Dissertation Committee Chairperson will state clearly in writing, the reasons for denial of approval and the course of action the candidate must undertake prior to resubmitting and redefending the dissertation.

**COMPLETION OF REQUIREMENTS INCLUDING TITLE PAGE AND FINAL COPIES**

After making final corrections and receiving approval from your committee chair, three (3) copies of the reviewed dissertation on 100% cotton paper must be submitted. The cost of binding these three copies is covered by the graduation fee. Students will not be cleared for graduation until the Library Dissertation Completeness Review Form has been signed by the Librarian and returned to the Graduate Nursing Office.
These three required copies are distributed as follows:

1 - University Library Archives
1 - University Library Circulation
1 - Graduate Nursing Office

One additional unbound copy must be submitted on regular copy paper to the Graduate Nursing Office for microfilming. The candidate must complete and file microfilming forms which are available in the Graduate Nursing Office. The fee for microfilming is covered by the graduation fee. The candidate should copyright the dissertation. The graduation fee includes the copyright fee. Sigma Theta Tau members should complete a special form which can be obtained from the Graduate Nursing Office and submitted to Sigma Theta Tau to publicize completion of their dissertations. It is the candidate's responsibility to meet all deadlines.

The candidate is also responsible for providing each committee member with a copy. Additional copies will be bound at the current rate per volume as requested by the student. A check should be made payable to Widener University for the full amount at the time of the request.

**DEADLINES**
Requests for comprehensive examination, dissertation proposals, and dissertation for defense must be submitted in accordance with the deadlines listed in the School of Nursing calendar. The dates listed in fall, spring and summer sessions are the last dates that material is accepted. Materials may be submitted earlier. The following schedule is required to assure a May, August, or December graduation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declare intent to defend</td>
<td>Sep 15</td>
<td>Jan 30</td>
<td>June 1</td>
</tr>
<tr>
<td>and schedule date/time for defense by</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Submit Proposal/</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Final Dissertation</td>
<td>prior to</td>
<td>prior to</td>
<td>prior to</td>
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<td></td>
<td>defense</td>
<td>defense</td>
<td>defense</td>
</tr>
<tr>
<td>Defend Dissertation Proposal</td>
<td>Dec 10</td>
<td>May 1</td>
<td>Aug 1</td>
</tr>
<tr>
<td>Defend Final Dissertation</td>
<td>Dec 1</td>
<td>Apr 20</td>
<td>July 20</td>
</tr>
<tr>
<td>Submit to Library</td>
<td>Dec 10</td>
<td>May 1</td>
<td>Aug 1</td>
</tr>
<tr>
<td>Graduate</td>
<td>Dec</td>
<td>May</td>
<td>Aug</td>
</tr>
</tbody>
</table>

In order to be cleared for graduation, students must submit required corrected copies to the library one week before graduation. Students not meeting these timelines will be scheduled for dissertation defense during the next semester.

**Note:** If anticipated graduation date is missed a new petition for graduation must be completed and submitted to the Graduate Nursing Office. The Registrar's office will not issue a graduation diploma without a petition for the appropriate semester.

Reviewed, editorial revisions 8/05, 5/21/08, 4/10, 7/11 bjp
APPENDIX C

GRIEVANCE POLICY FORM
WIDENER UNIVERSITY SCHOOL OF NURSING
STATEMENT OF GRIEVANCE

Name of Student: ____________________________     Date: ___________________________

Academic Program: (check one)

BSN _____  MSN _____  DNP _____  PhD _____

Course name and course number: ___________________________________

Many disputes may be resolved following a discussion of the issues by the parties involved. If such a meeting has occurred, and no resolution has been achieved, the student may attach a detailed statement addressing concerns. The student must obtain signature of the involved faculty member, and proceed to the Appeals process. One copy of this form must be distributed to each of the parties involved.

Statement of the problem/concern/complaint must address the following:

• Clearly and concisely state what you are requesting.
• When did you first become aware of the problem?
• Identify any extenuating circumstances related to the problem.
• What steps have you already taken to address the problem/situation?
• Identify resources or supports that may help you improve or correct the situation.
• How do you plan to do things differently in the future to ensure academic success?
• Describe the resolution you are seeking.

I have met with the student and discussed the issues stated above.

*Student Signature_____________________________ Date__________________
Indicates only that student has prepared the documentation and consulted with the faculty.

*Faculty Signature____________________________ Date__________________

*Mentor Signature___________________________ Date__________________

Course Coordinator Signature_________________ Date: __________________
* Indicates only that student has consulted with advisor and does not indicate, express, or imply approval.

Resolution (check one):

☐ Issue resolved between student and faculty
☐ Issue not resolved; pursuing Academic Council meeting.