School of Nursing

MONTCLAIR
STATE UNIVERSITY

Graduate Student Handbook

Master of Science in Nursing (MSN) Degree Program

Pre-licensure and Post-licensure Tracks

RN to MSN Bridge

Fall 2025

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The Graduate Student Handbook was revised on 8/28/2025.

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Introduction

The School of Nursing Faculty and Administration are pleased you selected Montclair State University for your nursing education. This handbook is designed to provide useful information about the Master of Science in Nursing (MSN) degree program as a supplement to the information provided in the Graduate Policy Manual and Graduate Student Handbook, which provide detailed information regarding all academic policies and procedures in The Graduate School. The Graduate Policy Manual and Graduate Student Handbook can be accessed on the website of The Graduate School. If you have general questions about the program, please contact your Faculty Advisor first, and then the appropriate Program Director. For course-specific information, contact the instructor.

Montclair State University

Montclair State University is New Jersey's second-largest university with an enrollment of 22,000 graduate and undergraduate students. For more than 115 years, Montclair has changed in response to the evolving higher education needs of New Jersey, transforming itself from a Teachers College into a leading national research doctoral institution offering more than 300 academically rigorous doctoral, master's and baccalaureate programs. Forbes has described Montclair as "New Jersey's best public university." *U.S. News & World Report* ranked it among the nation's top 200 universities.

Designations as an R2-Doctoral University – High Research Activity by the national Carnegie Classification of Institutions of Higher Learning and as a New Jersey State Public Research University, recognize both Montclair's growing number of doctoral students engaged in research fields as well as its ongoing success in attracting significant funding from diverse sources, including awards from as the National Science Foundation; the United States Department of Defense; the United States Department of Education; and the State of New Jersey.

Montclair is proud of its long tradition of championing diversity. More than half of its students are minority group members and it is a U.S. Department of Education-designated Hispanic-Serving Institution (HSI).

Montclair's uncompromising insistence on excellence is evident in stellar, top-ranked academic programs in fields of study ranging from accounting to teacher education that prepare graduates for career success in everything from filmmaking and finance to nursing and physics.

Montclair State University Resources

Campus Location

Montclair is a township in Essex County, New Jersey, located only 12 miles from New York City. Montclair's proximity to NYC makes it an attractive suburb for commuters, and several public transportation options make the town (and the campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the campus via two (2) campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport.

See University Facilities for more information about transportation options in Montclair.

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

Student Housing

Campus housing is available for students. Further information can be found by visiting the website of the Office of Residence Life.

New Student Checklist

New students are strongly encouraged to review the New Student Checklist on the website of The Graduate School. The checklist provides important information that will help you get started at Montclair, including how to claim your NetID, set up your student email account, apply for financial aid and student health insurance, obtain a parking permit, and pay your term bill.

Student Workspaces and Computing Facilities

Students may access the internet on campus by connecting to the MSU-Secure wireless network with their Net ID and password. Instructions for accessing the network are located on the Information Technology Division website. Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the School of Nursing, Feliciano School of Business, University Hall, and Dickson Hall. Computer lab facilities for student use are also available on the fifth floor of University Hall.

Printing and Copying

Information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the Information Technology Division.

Technology Support

Students may request assistance with Montclair owned computers by contacting the University Help Desk at 973-655-7971 or by visiting the Student Services page of the Information Technology Division website.

Shuttle Service on Campus

Various shuttles provide free transportation around campus for students. Shuttles stop at campus locations convenient for students, including University Hall. Lot 60, Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of University Facilities.

Student Services

Montclair provides academic and student-centered services to support and enhance students' experiences during their enrollment. Some services used by our students are described below:

Center for Career Services – This center provides resources and support designed to advance students' career development through the job search process. They also provide assistance with career advising, networking, job search strategies, application materials, and interviewing. More information can be found on the Career Services website.

Center for Writing Excellence – This center offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. They also serve as a resource for preparation of curriculum vitae and cover letters. More information can be found on the Center for Writing Excellence website.

Disability Resource Center – This Center coordinates academic support and accommodations, in compliance with Section 504 of the Rehabilitation Act of 1973, to provide access to academic programs for students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. Each semester, students are responsible for requesting a memorandum from the Disability Resource Center to notify faculty of their requested individual accommodations. This **must** be done at the start of each semester on the Disability Resource Center website.

Financial Information

- Information about **tuition and fees** for graduate students at Montclair can be found on the website of Student Accounts.
- Part-time and full-time students are eligible for **federal financial aid**, including Stafford, Perkins, and Graduate PLUS Loans. Students must take at least 4.5 credits to qualify for part-time status and at least six (6) credits* to qualify for full-time status. Please note that students who are registered for thesis or dissertation credits are eligible for federal financial aid, even if they are not taking enough credits to qualify for part-time or full-time status.

* Effective Fall 2020, Montclair graduate students enrolled in six (6) credits will now be considered full-time students for financial aid purposes. For more information on financial aid options, please visit the Student Handbook for Financial Aid.

Links to Important Resources

Montclair is committed to meeting students' needs. The following resources are available to students in addition to School of Nursing faculty and staff support. Each link will lead you to the respective website to learn more information about each resource.

- Office of the Dean of Students
- Academic Honesty and Integrity
- Academic Retention Standards
- Academic Advising
- Center for Academic Success and Tutoring (CAST)
- Center for Student Involvement (CSI)
- Commuter Life
- Counseling and Psychological Services (CAPS)
- Financial Aid Office
- First-Generation Initiatives

- Greek Life
- Office of Health Promotion
- Queer Community Program
- Red Hawk Pantry
- Student Accounts
- Student Code of Conduct
- Student Health Center
- Student Recreation Center (Rec Center)
- University College

History of the School of Nursing

In June 2015, the Montclair Board of Trustees approved the establishment of a School of Nursing. The Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree track was approved by the President's Executive Council of New Jersey in November 2015. The inaugural RN to BSN class entered Montclair in fall 2016.

In June 2017, the New Jersey State Board of Nursing approved the four-year generic Bachelor of Science in Nursing (BSN) track. Upon successful completion of the program, students are qualified to sit for the NCLEX-RN examination. In the fall of 2017, the first class commenced with 50 freshmen. Students from this inaugural class graduated in the spring of 2021. The program continues to build incrementally each year.

In the fall of 2018, students began enrolling in the post-licensure Master of Science in Nursing (MSN) degree program, which offers three (3) specialty concentrations – Education, Administration, and Clinical Research. This program offers two (2) tracks to the MSN. Registered nurses with BSN degrees directly enter this 35-credit online MSN degree program. Registered nurses with baccalaureate degrees in non-nursing disciplines are accepted into the RN to MSN Bridge Program. Upon successful completion of the 13-credit bridge, students are admitted to the MSN program.

In fall 2020, students enrolled in the pre-licensure generic Master of Science in Nursing (MSN) degree program, which specializes in Care Coordination and Transition Management. This full-time program prepares persons with baccalaureate degrees in disciplines other than nursing, who have successfully completed specific prerequisite courses, the opportunity to enter the nursing profession. Upon successful completion of the program, students are qualified to sit for the NCLEX-RN examination. Students from this inaugural cohort graduated in spring 2021.

School of Nursing Directory

Name	Title	Email	Phone
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School of Nursing Mission, Vision, and Values

Mission

Montclair State University School of Nursing educates students to engage in full-scope practice, fostering the development, implementation, and evaluation of compassionate, coordinated health care services. Through participation in rigorous scholarship, practice, and service, we prepare graduates to collaborate effectively with diverse communities, emphasizing innovation, clinical judgement, cultural sensitivity, and ethical decision-making designed to address the evolving needs of individuals and communities across the continuum of care.

Vision

Students and faculty at Montclair State University School of Nursing will reflect the global community they serve to facilitate and lead innovative partnerships that will advance and transform health care delivery for diverse populations across the continuum of care.

Values

The School of Nursing's mission informs our core values for education, scholarship and practice.

Professional development through lifelong learning and advancing competencies required for the protection, promotion, and optimization of health and abilities, prevention of illness and injury, and facilitation of healing using the nursing process (ANA, 2015, p.1).

Responsible citizenship and equitable allocation of environmental and global resources acknowledging how social, economic, and political factors shape and modify the environment and influence the health of society.

Application of critical thinking as the basis of clinical judgement to develop, implement, and evaluate nursing care, quality improvement initiatives, and healthcare policy to efficiently deliver cost-effective, high-quality, safe, health care services based upon integration of evidence and identified needs.

Coordinate and manage care demonstrating respect for all individuals by creating an inclusive environment that values diversity, cultural sensitivity, social justice, and shared decision-making.

Teaching and learning as a process based on a professional relationship, caring, respect, and shared knowledge.

Integration of a liberal arts education, nursing science curriculum, and information technology as the foundation for best practices.

Communication that facilitates trans-professional collaboration and shared decision-making to enhance practice across health care systems.

Ethical, professional, and legal accountability in all interactions.

Program Goals

The MSN degree program goals are based on the American Association of Colleges of Nursing (AACN), Essentials of Master's Education in Nursing (2011) and The Essentials: Core Competencies for Professional Nursing Education (2021); and are consistent with Nursing, Scope and Standards of Practice: Graduate Competencies (ANA, 2020), The Code of Ethics for Nurses with Interpretive Statements (ANA, 2015), the New Jersey State Board of Nursing Statutes and Regulations (2022), and the Quality & Safety Education for Nurses (QSEN) Graduate Competencies (2014).

The MSN degree program goals are as follows:

- Apply advanced knowledge, critical thinking, and clinical reasoning to improve nursing practice and healthcare outcomes.
- Assume advanced leadership roles to promote quality nursing care in academic and practice settings.
- Facilitate effective interdisciplinary partnerships to advance culturally sensitive care for individuals and populations.
- Analyze information systems and emerging technologies to advance nursing practice and healthcare outcomes.
- Use scientific inquiry to translate evidence into practice to promote scholarship, disseminate knowledge, and foster lifelong learning.
- Demonstrate competency in advanced nursing roles according to professional standards and ethical and legal principles.
- Evaluate and/or advocate for policies that improve the health of the public and the profession.

School of Nursing Metaparadigm

A **metaparadigm** is a set of ideas that provide structure for how a discipline functions. The following five (5) **concepts** guide the School of Nursing's beliefs, values, and practices.

- **Nursing** – Registered professional nurses diagnose and treat human responses to actual or potential physical and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing.
- **Health** – Is a state of equilibrium that humans establish within themselves and between themselves and their social and physical environments. The attainment of the highest possible level of health for all persons is a goal that requires action by many sectors of society. Health is a basic human right (International Conference on Primary Health Care, 1978).
- **Environment** – The environment consists of the aggregate surrounding conditions, which include biological, social, cultural, economic, geographic, technological, and political factors that shape the health and life of humans. Humans continuously interact with the environment. This results in consequences that mutually affect global health and well-being.
- **Persons** – Are unitary beings who experience the world as a whole and create meaning based on their experiences. Situated in time and space, humans' biological, psychological, social, spiritual, and cultural attributes influence their development. They have rights and inherent dignity that must be respected.
- **Healing** – Integrates physical, social, psychological, cultural, and spiritual aspects of being. Healing is focused on persons as a whole in the context of their environment.

Program Sub-Concepts

- **Critical Thinking** – The process of gathering and seeking information, questioning, investigating, analyzing, evaluating, inferring, problem-solving, and applying theory using liberal arts, physical and social sciences, and nursing education to form the foundation for nursing practice (Chan, 2013).
- **Clinical Judgment for Nursing Practice** – Nursing Practice that uses critical thinking and decision-making to provide safe, compassionate, and coordinated nursing care (Nibbelink, B., & Brewer, B. 2018).

- **Culturally Congruent Practice** – Awareness of the impact of culture on health beliefs and behaviors, which are used to individualize plans of care that incorporate preferred values and practices of a population (Hernandez M. & Gibb, J.K., 2018).
- **Evidence-Based Practice** – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014).
- **Safety and Quality Improvement** – Minimize risk of harm to persons and providers and improve quality of care through the use of evidence-based practice.
- **Interprofessional Communication and Collaboration** – Effective interprofessional team interactions, which foster mutual respect and shared decision-making to achieve quality outcomes.
- **Practice Across Health Care System** – Organizations of people, institutions, and resources designed to improve the health of target populations, which are influenced by political, economic, and social trends.
- **Information and Technology Management** – Use information systems and technology to communicate, manage knowledge, mitigate error, and support decision-making to ensure a supportive, safe, and quality care environment (QSEN, 2014).
- **Professional Identity** – Integration of society's values, ethical and legal standards, ongoing reflection, and life-long learning in the pursuit of nursing practice excellence.
- **Leadership** – Use lifelong learning to facilitate, inspire, influence and engage members of the health care team to achieve collective goals.
- **Caring** – "A nurturing way of relating to a valued other person, towards whom one feels a personal sense of commitment and responsibility" (Swanson, 1991, p. 165).
- **Teaching and Learning** – A complex, dynamic, interactive process between persons in the environment that may involve acquisition of skills, feelings, or thinking and is usually associated with behavioral change and growth (Babcock & Miller, 1996).
- **Care Coordination –** Care coordination is the deliberate organization of care activities and information sharing among all participants to ensure the person's needs and preferences are communicated at the right time to the right people to facilitate safe and effective care (AHRQ, 2018; NQF, 2010).
- **Ethical/Legal** – The application of legal and ethical standards to the care of persons, families, and communities (ANA, 2015).

Expected Program Outcomes

Upon completion of the MSN degree program students will:

- **Critical Thinking** – Synthesize knowledge from nursing and other disciplines to inform education, practice, and research (AACN, 2021, 1.2f, pg. 27).
- **Clinical Judgment for Nursing Practice** – Demonstrates that one's practice is informed by a comprehensive assessment appropriate to the functional area of nursing practice (AACN, 2021, 2.3h, pg. 30).
- **Culturally Congruent Practice** – Advocate for the promotion of social justice recognizing how conscious and unconscious bias and structural racism can impact equity in nursing and society (AACN, 2021, 10.3p, 10.3q, pg. 54).
- **Evidence-Based Practice** – Apply and critically evaluate advanced knowledge in a defined area of nursing practice (AACN, 2021, 4.1h, pg. 37).
- **Safety and Quality Improvement** – Apply quality improvements in care delivery (AACN, 2021, 5.1, pg. 39).

- **Interprofessional Communication and Collaboration** – Evaluate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships (AACN 6.1j p. 42).
- **Practice Across Health Care Systems** – Apply knowledge of systems to work effectively across the continuum of care (AACN, 7.1, p. 44).
- **Information and Technology Management** – Generate information and knowledge from health information technology databases (AACN, 2021, 8.2f, pg. 47).
- **Professional Identity** – Assume accountability to the individual, society, self, health care team, and profession through ongoing professional development and by upholding professional standards of moral, ethical, and legal conduct (AACN 2008, p. 28).
- **Leadership** – Provide leadership to advance the nursing profession (AACN 10.3j, p 54).
- **Caring** – Facilitates care for persons and members of the interprofessional team to promote a culture of caring.
- **Teaching and Learning** – Evaluate the teaching-learning process to enhance health care outcomes.
- **Care Coordination** – Provide person-centered care for self-management during transitions among providers and settings during acute and chronic illness over time.
- **Ethical/Legal** – Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society and advocate for relevant laws, policies, and regulations (AACN, 2021, 9.1 & 9.4, p 49).

Shared Governance

Students in Montclair's nursing programs contribute to shared governance by voicing perspectives, participating in decision-making processes, and shaping the future of their education. This involvement empowers students and strengthens the nursing programs, aligning educational practices with interdisciplinary teamwork and shared responsibility. By participating in shared governance, students foster a culture where they are recognized as partners in the academic mission.

Representation

Students have the opportunity to participate in committees within the School of Nursing, including:

- School of Nursing Advisory Committee
- Student Affairs Committee
- Evidence-based Practice & Research Committee

Communication and Feedback

Students contribute to shared governance within the School of Nursing by:

- Participating in regularly scheduled Dean's Town Halls;
- Responding to various surveys in order to offer constructive feedback on the strengths and areas for improvement for a course, program, clinical site, and/or simulation;
- Communicating student body concerns to faculty, staff and leadership through representatives on the Student Affairs Committee.

Quality Improvement Processes

School of Nursing leadership actively seek student involvement in:

- New Jersey Board of Nursing, Commission on Collegiate Nursing Education, and/or International Nursing Association for Clinical Simulation and Learning accreditation processes;

- Initiatives that positively impact patient care practices within simulation labs or at clinical sites.

The Master of Science in Nursing (MSN) Degree Program

Pre-licensure MSN Track

The Pre-licensure Master of Science in Nursing (MSN) track is designed for non-nursing college graduates who wish to enter the nursing profession.

Due to the full-time curriculum and intensity of this program, students are advised not to work outside the program. Any student who does undertake such employment must understand that the requirements of the program will NOT be altered to accommodate a work schedule.

Admission Requirements

- All official transcripts.
- Minimum of 3.0 GPA in undergraduate studies.
- Prerequisite science and statistics courses must be completed within five (5) years of your anticipated admission date.
- A current resume is required with your application.
- Two (2) letters of recommendation from employers or past professors.
- A one-page personal statement. The personal statement should explain your reason for applying to the program, learning goals, and relevant professional experience.

Applicants must complete the following prerequisite coursework:

- Anatomy and Physiology I & II (8 Credits with lab)
- Microbiology (4 Credits with lab)
- Chemistry (3 Credits)
- Statistics (3 Credits)
- Human Growth & Development (3 Credits)
- Nutrition (3 Credits)

Before beginning clinical practica, all students are required to successfully pass a criminal background check and urine toxicology screening, which is performed by an external agency. Reports are sent confidentially to the School of Nursing. Fees will apply.

Post-licensure MSN Track

The Post-licensure Master of Science in Nursing (MSN) track prepares RNs, who hold a Bachelor of Science in Nursing (BSN), for advanced practice positions in administration, education, or clinical research.

Admission Requirements

- Completion of the online application.
- All official transcripts.
- Minimum of 3.0 GPA in undergraduate studies.
- A current resume is required with your application.
- Licensure as an RN in good standing or eligibility for RN licensure if a new graduate in New Jersey. New graduate nurses must successfully pass the NCLEX-RN within 6 months of matriculation.
- Two (2) letters of recommendation from employers or past professors.

- A one-page personal statement. The personal statement should explain your reason for applying to the program, learning goals, and relevant professional experience.
- Successful completion of an undergraduate statistics course within five (5) years of the first graduate level nursing course.

Post-licensure MSN Transfer Credit Guidelines

Upon admission to the Post-licensure MSN track, students with prior graduate training may apply for transfer credits. As per The Graduate School policy, students can transfer a maximum of six (6) graduate-level credits into the MSN degree program; provided that the student received a B or better and that the course was taken within 10 years of the student's date of matriculation. Further information about transferring credits can be found in The Graduate School's Policy Manual.

All transfer credits must be approved by the appropriate Program Director and processed by the Office of the Registrar. To transfer or waive a course, students are required to provide the Program Director and current instructor of the course with the syllabus of the equivalent course completed at a previous institution. Both the Program Director and course instructor must agree that the prior course is equivalent to that within the program. All transfer requests must be made at the time of matriculation, per the Policy Manual. Additional course waivers must be completed within the first semester of the student's enrollment.

RN to MSN Bridge

To qualify you must be a licensed registered nurse (RN) in New Jersey or eligible for RN licensure and hold a baccalaureate degree in a non-nursing discipline. Accepted students must demonstrate competency or complete up to four (4) undergraduate upper-division nursing courses (13 credits) before full matriculation in the MSN program:

- NURS 340 – Informatics and Project Management (3 credits)
- NURS 350 – Evidence-based Practice (3 credits)
- NURS 410 – Leadership in Nursing (3 credits)
- NURS 432 – Population and Global Health: Didactic and Practicum (4 credits)

Admission Requirements

- Completion of the online application.
- All official transcripts.
- Minimum of 3.0 GPA in undergraduate studies.
- A current resume is required with your application.
- Licensure as an RN in good standing or eligibility for RN licensure if a new graduate. New graduate nurses must successfully pass the NCLEX-RN within 6 months of matriculation.
- Two (2) letters of recommendation from employers or past professors.
- A one-page personal statement. The personal statement should explain your reason for applying to the program, learning goals, and relevant professional experience.
- Successful completion of an undergraduate statistics course within five (5) years of the first graduate-level nursing course. Statistics may be taken during the bridge or concurrently with the first graduate nursing course.

RN to MSN Bridge Transfer Credit Guidelines

As per The Graduate School policy, students can transfer a maximum of six (6) graduate-level credits into the MSN degree program or have a specific course waived; provided that the student received a B or

better and that the course was taken within 10 years of the student's date of matriculation. Further information about transferring credits can be found in [The Graduate School's Policy Manual](#).

The School of Nursing recognizes adult experiential learning. A specific course may be waived based on a portfolio review. Students should contact the appropriate Program Director at time of admission to determine if their experience applies to any of the required Bridge courses.

All transfer credits must be approved by the appropriate Program Director and processed by the Office of the Registrar. To transfer or waive a course, students are required to provide the Program Director and current instructor of the course with the syllabus of the equivalent course completed at a previous institution. Both the Program Director and course instructor must agree that the prior course is equivalent to that within the program. All transfer requests must be made at the time of matriculation, per the Policy Manual. Additional course waivers must be completed within the first semester of the student's enrollment.

Applicants who do not meet our GPA criteria may be considered for admission if other aspects of their application indicate a strong potential for success in the program.

Application Process

For detailed instructions on how to apply for the Master of Science in Nursing (MSN) degree program, please refer to [The Graduate School website](#).

Upon receiving your required application materials, The Graduate School reviews your application for completion. When the application is complete, it is sent to the School of Nursing for review. Upon review of the application, the School of Nursing notifies The Graduate School of its recommendation for admission. The Graduate School notifies the prospective candidate of the decision via email.

Regulatory Requirements and Nursing Standards

The MSN program is built upon regulatory requirements, and professional standards including:

- *Code of Ethics for Nurses with Interpretation Statements, (American Nurses' Association [ANA], 2025)*
- *Nursing: Scope and Standards of Practice, (4th Edition, American Nurses' Association [ANA], 2021)*
- *Nursing's Social Policy Statement: The Essence of the Profession, (American Nurses' Association [ANA], 2010)*
- *Quality and Safety Education for Nurses (QSEN), https://qsen.org/competencies/*
- *The Essentials of Master's Education in Nursing, (American Association of Colleges of Nursing [AACN], 2011)*
- *The New Jersey Board of Nursing. www.njconsumeraffairs.gov/nur/Pages/default.aspx*
- *World Health Organization, Global standards for the initial education of professional nurses and midwives. 2009.*

Commission on Collegiate Nursing Education Accreditation Status

The master's degree program in nursing at Montclair State University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

New Jersey Board of Nursing Statement

The School of Nursing is accredited by the New Jersey Board of Nursing.

The New Jersey Board of Nursing requires that all applicants to the Nursing Program be informed of the following:

- 13:37-1.11 – Any complaints regarding the program may be sent to the NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.

- 13:37-1.8 (h) – Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

Degree Requirements and Program Requirements

MSN Degree Requirements

- Successful completion of 35 credits (*Post-licensure Track*).
- Successful completion of 71 credits (*Pre-licensure Track*).
- Graduate students must maintain a GPA of 3.0. Failure to maintain a GPA of 3.0 will result in being placed on academic probation.
- A grade of "B-" or higher is required for all nursing courses (prefix NURS).
  - A student is permitted to repeat only one (1) nursing course with a grade less than "B-". The course may only be repeated once. If the student receives a grade less than "B-" when the course is repeated, the student will not be permitted to progress in the program. The student will meet with their Faculty Advisor and the Program Director to discuss other academic options.
  - If the student receives a grade of "B-" or higher when the nursing course is repeated, the student may progress in the program. If the student receives a course grade less than a "B-" in a subsequent nursing course the student will not be permitted to progress in the program. The student will meet with their Faculty Advisor and the Program Director.

MSN Program Requirements

- Proof of CPR certification from the American Heart Association – BLS for Healthcare Providers.
- Proof of Professional Liability / Malpractice Insurance with a minimum coverage of $1,000,000 / $6,000,000 USD.
- Proof of current Health Clearance and Criminal Background Check, as per School protocol.
- Standardized testing through Kaplan is used throughout the curriculum within individual courses and as a comprehensive review. *
- Students are required to take a departmentally approved NCLEX review course. *
- All requirements for the master's degree must be completed within six (6) years of the date of matriculation, excluding any approved postponement/leave of absence.
- A letter of program completion shall be sent by the Program Director to the New Jersey Board of Nursing at the time the pre-licensure student has completed all program requirements and has submitted proof that they have applied to the Board of Nursing to take the NCLEX examination.*

* Specific to the Pre-licensure MSN track.

Pre-licensure Master of Science in Nursing Sample Curriculum

Sample Curriculum Plan		
Course #	**Course Title**	**Credits**
Session 1 (Summer)		
NURS 503	Principles of Pathophysiology	3
NURS 510	Information Technology	3
NURS 524	Principles of Health Assessment	4
Session 2 (Fall)		
NURS 501	Fundamentals of Professional Nursing	4
NURS 516	Principles of Pharmacology	3
NURS 520	Nursing Research	3
Session 3 (Winter)		
NURS 500	Issues in Nursing	3
Session 4 (Spring)		
NURS 502	Introduction to Care Coordination	3
NURS 535	Genetics and Genomics	3
NURS 601	CCTM: Adults & Elderly I	6
Session 5 (Summer)		
NURS 602	CCTM: Childbearing Family	6
NURS 603	CCTM: Children & Adolescents	6
Session 6 (Fall)		
NURS 606	Population and Global Health	6
NURS 607	CCTM: Adults & Elderly II	6
Session 7 (Spring)		
NURS 604	Behavioral Health	6
NURS 641	Capstone: Care Coordination	6
Total Program Credits		**71**

Please note, curriculum, credit hours and course sequencing are subject to change.

Post-licensure Master of Science in Nursing Curriculum

Each nursing student enrolled in the Post-licensure MSN track is required to successfully complete 35 credits and 150 in-person clinical practicum hours. Students work with expert nurse educators in clinical and academic settings as they meet their individual goals. Course sequencing and program progression are determined on an individual basis. Courses with a clinical component are noted with an asterisk

Nursing Administration Concentration Curriculum

Course #	Course Title	Credits
Nursing Core (9 credits)		
NURS 500	Issues Affecting Health Care & Health Policy	3
NURS 510	Informatics and Data Management	3
NURS 520	Nursing Research and Evidence-Based Practice	3
Specialty Courses (9 credits)		
MKTG 561	Applied Marketing Management	1.5
MGMT 560	Business Essentials	1.5
MGMT 562	Organizational Behavior	1.5
MGMT 565	Project Management	1.5
MGMT 566	Negotiation the Workplace	1.5
MGMT 570	Strategic Human Resource Management	1.5
Advanced Practice Role (17 credits)		
NURS 605	Context of Healthcare for Nursing Leadership	3
NURS 615	Resource Utilization and Development	3
NURS 625	Program Planning and Evaluation	3
NURS 635	Strategic Management Practicum*	4
NURS 640	Nursing Synthesis Capstone Project*	4
Total Credits		**35**

Nursing Education Concentration Curriculum

Course #	Course Title	Credits
Nursing Core (9 credits)		
NURS 500	Issues Affecting Health Care & Health Policy	3
NURS 510	Informatics and Data Management	3
NURS 520	Nursing Research and Evidence-Based Practice	3
Direct Care Courses (13 credits)		
NURS 505	Advanced Pathophysiology	3
NURS 515	Advanced Pharmacology	3
NURS 525	Advanced Health Assessment	4
NURS 535	Genetics and Genomics	3
Advanced Practice Role (13 credits)		
NURS 600	Assessment and Evaluation	3

NURS 610	Curriculum Development	3
NURS 620	Teaching Methods Seminar and Practicum*	3
NURS 640	Nursing Synthesis Capstone Project*	4
Total Credits		**35**

Clinical Research Coordination Concentration Curriculum

Course #	Course Title	Credits
Nursing Core (9 credits)		
NURS 500	Issues Affecting Health Care & Health Policy	3
NURS 510	Informatics and Data Management	3
NURS 520	Nursing Research and Evidence-Based Practice	3
Direct Care Courses (13 credits)		
NURS 505	Advanced Pathophysiology	3
NURS 515	Advanced Pharmacology	3
NURS 525	Advanced Health Assessment	4
NURS 535	Genetics and Genomics	3
Advanced Practice Role (13 credits)		
NURS 608	Research Ethics	3
NURS 618	Clinical Research Coordination	3
NURS 628	Special Topics in Clinical Research Trials*	3
NURS 640	Nursing Synthesis Capstone Project*	4
Total Credits		**35**

RN to MSN Bridge Curriculum

Accepted students must demonstrate competency* or complete up to four (4) undergraduate upper division nursing courses (13 credits) prior to full matriculation in the MSN program.

Course #	Course Title	Credits
NURS 340	Information Technology	3
NURS 350	Evidence-based Practice	3
NURS 410	Leadership in Nursing	3
NURS 432	Population and Global Health	4

Competency is confirmed through successful completion of coursework or portfolio review by the appropriate Program Director.

Once students fulfill the baccalaureate nursing competencies, which form the RN to MSN Bridge, their status changes to full acceptance in the MSN program.

Nursing Major Course Descriptions

NURS 340: Information Technology and Nursing Practice (3 Credits)

This course introduces systematic application of information science and technology to the provision of person-centered care and leadership in healthcare systems. The use of information technology to evaluate programs of care, quality improvement initiatives, financial decision-making, and selection of patient care technology is explored. Ethical, regulatory, safety and legal implications related to the use of information technology systems are examined. (*RN to MSN Bridge only.*)

NURS 350: Evidence-Based Practice in Nursing (3 Credits)

This course focuses on the utilization of research to guide evidence-based practice. In this course, we will analyze the evolution and development of theories relevant to nursing clinical practice and the philosophical underpinnings and implications of theories. We will discuss the processes of identifying and conceptualizing a current nursing research problem and formulating testable hypotheses. The course emphasizes understanding various research designs and the qualitative and quantitative methods used to translate, apply, and evaluate new science. We will also discuss the leadership role of nursing in the participation in collaborative research; translation of research into practice; the evaluation of practice; and the improvement in outcomes of care based on evidence. The goal is for students to become intelligent consumers of research when advocating and treating clients from diverse backgrounds with unique needs. Additionally, the use of evidence-based practices helps you to focus on the ability to plan and provide patient- centered nursing care that contributes to safe and high-quality outcomes by using rigorous research methods. Emphasis is placed on the development of a scholarly approach to reading and analyzing research findings and the importance of using those findings in clinical practice. The goal is for students to become intelligent consumers of research. (*RN to MSN Bridge only.*)

NURS 410: Leadership in Nursing: Theory and Application (3 Credits)

This didactic course is designed to examine leadership from both theoretical and applied perspectives. Theories of leadership are examined to provide nurses skills needed to manage patient care, facilitate, educate, and participate in interdisciplinary teams within the complex health delivery system. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the interdisciplinary healthcare team in the provision of safe quality care according to established metrics. (*RN to MSN Bridge only.*)

NURS 432: Population and Global Health: Didactic and Practicum (4 Credits)

This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiological, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting. (*RN to MSN Bridge only.*)

NURS 500: Issues Affecting Health Care and Health Policy (3 Credits)

This course analyzes healthcare system issues, policies, and trends that impact nursing practice. Issues including reimbursement, pay for performance, capitation, quality, and safety are explored from historical, political, and developmental perspectives. Conflicts that arise between economic and clinical priorities are examined. Trends, strategies, and mechanisms that enhance the delivery of high-quality

nursing care will be discussed. The course will focus on these matters as they affect education and scope of practice.

NURS 501: Fundamentals of Professional Nursing (4 Credits)

This didactic and simulation laboratory course is designed to introduce professional nursing which is focused on caring, being whole, and being healed in specific contexts and relationships (Watson & Hills, 2011). Students are exposed to the conceptual model which describes nurses' engagement in healing using the nursing process to diagnose and treat human responses to actual or potential physical, emotional, and spiritual health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and well-being. The nurse's scope of practice, including independent and collaborative functions is examined. Students apply beginning nursing care skills for efficient, safe, compassionate, and person-centered care using simulation-based experiences. (*Pre-licensure MSN Track only.*)

NURS 502: Introduction to Care Coordination and Transition Management (3 Credits)

Care coordination and transition management are needed to produce optimal person-centered outcomes, decrease the cost of care, and ensure the effective utilization of healthcare services. The person's treatment goal for treatment and its outcomes form the basis for team-based decision making. This course focuses on the use of care coordination and transition management from a nursing perspective within the interprofessional healthcare team. This course examines the functions of care coordination and transition management, the need for these services, common challenges, goals, philosophies, and guiding principles. The critical steps in the care coordination process are introduced in relation to outcomes for providers, members, and payer organizations. (*Pre-licensure MSN Track only.*)

NURS 503: Principles of Pathophysiology (3 Credits)

This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and an individual's ability to function caused by disease and injury. This course analyzes the mechanism(s) of production of the symptoms and signs of different disease syndromes. Emphasis is placed on linking concepts that address the etiology of physiologic disturbance, divergence from normal function, clinical manifestations of altered homeostasis, and pharmacologic interventions. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. (*Pre-licensure MSN Track only.*)

NURS 505: Advanced Pathophysiology (3 Credits)

This course systematically investigates the disruption to normal functions of cells, tissues, organ systems, and an individual's ability to function caused by disease and injury. Advanced practice nurses understand the connection between signs and symptoms of various conditions related to the alteration in normal physiology. This course analyzes the mechanism(s) of production of the symptoms and signs of different disease syndromes. Students understand the mechanism(s) underlying the disease and its clinical manifestations to assist in the development of therapeutic planning. Appropriate screening and diagnostic laboratory evaluative methods are explored. (*Post-licensure MSN Track only.*)

NURS 510: Informatics and Data Management (3 Credits)

This course uses and evaluates information systems, technology and patient care technology supportive of clinical and administrative decision-making. There is a focus on technology relevant to patient care, care systems, and quality improvement. Data management topics to be explored include identified outcomes

linked to measures, variables, and data sources. Additional topics include the collection of data for the purpose of measuring outcomes; appropriate statistical methods for determining the outcomes; and a meaningful presentation of outcomes that addresses the concerns and questions of key stakeholders.

NURS 515: Advanced Pharmacology (3 Credits)

This course prepares advanced practice nurses to accurately describe, administer, and counsel individuals' safe medication regimens. Medication prescriptive authority within the scope of practice is examined. Pharmacologic principles, pharmacokinetics, and mechanism of action of frequently prescribed drug classes will be discussed in relation to physiologic systems. Drug-seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored. (*Post-licensure MSN Track only.*)

NURS 516: Principles of Pharmacology (3 Credits)

This course is designed to examine pharmacological concepts relevant to the provision of care for diverse populations across the lifespan and health illness continuum. Building upon the sciences of biology, anatomy, physiology, and pathophysiology, this course uses pharmacotherapeutics principles to classify medications currently used to treat and prevent common diseases. Emphasis is placed on the mechanism of action, therapeutic effect, side effects, interactions, and toxicities of commonly used agents. Genetic, genomic and economic implications are discussed. Registered nurses' professional accountability for ethical and legal practice, patient safety, effective communication techniques, and patient and family caregiver education are presented. Drug seeking, substance abuse, diversion, and issues of polypharmacy for particular populations are explored. (*Pre-licensure MSN Track only.*)

NURS 520: Nursing Research and Evidence Based Practice (3 Credits)

This course is designed to provide advanced practice nurses' the skill to use research evidence in decisions related to clinical practice. Students formulate practice-based questions, search databases to identify evidence, and evaluate the quality of research. Students examine the application of the evidence in clinical practice to improve the provision and quality of care. Ethical considerations in conduct of research and practice change are explored.

NURS 524: Principles of Health Assessment (4 Credits)

This didactic and clinical course applies the nursing process to health, physical, psychosocial, and cultural assessment skills necessary for developing a comprehensive database, clinical decision making, and diagnostic reasoning. Students use therapeutic communication, knowledge of growth and development, and normal physiology to document a culturally sensitive person-centered comprehensive health assessment for simulated persons across the lifespan. Critical thinking skills are employed to identify risk factors and social determinants that impact health status, safety, and the teaching learning process for individuals and families. Students acquire essential cognitive, psychomotor, and behavioral competencies to perform a comprehensive health assessment. (*Pre-licensure MSN Track only.*)

NURS 525: Advanced Health Assessment (4 Credits)

The course presents the theoretical and clinical principles of advanced health assessment. Emphasis is placed on the physical, psychosocial, and cultural assessment skills necessary for developing a comprehensive database, clinical decision making, and diagnostic reasoning. Application of advanced health assessment skills necessary for performing a comprehensive physical examination of individuals within the context of family and community across the lifespan are explored. A plan of care is developed based on the nursing process. (*Post-licensure MSN Track only.*)

NURS 535: Genetics and Genomics (3 Credits)

This course explores the field of genetics and genomics and implications for advanced nursing practice. Knowledge of genetics and genomics is essential for healthcare providers in evaluating needs of individuals and families. The course will review principles of molecular biology in relation to the clinical basis of human genetics and genomics in the provision of clinical care for persons and families across the healthcare continuum.

NURS 600: Nursing Education: Assessment and Evaluation (3 Credits)

This course assesses theories and strategies of measurement and evaluation as they apply to nursing education. Theories of measurement and evaluation are combined with outcomes-based approaches to promote safe, effective professional nursing practice. (*Post-licensure MSN Track only.*)

NURS 601: Care Coordination for Adults and Elderly: Didactic and Practicum (6 Credits)

This didactic and practicum course examines the provision of culturally congruent person and family centered nursing care for adult and elderly populations across the health illness continuum. This course focuses on the nurse's role providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end of life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and outcomes using best evidence for practice. Consideration is given to ethical, legal, spiritual, psychosocial, lifestyle, and cultural factors that influence healthcare decisions among diverse populations. Calculation and administration of medications, aseptic technique, therapeutic communication, and patient education are prioritized in this course to maximize safety and quality outcomes. (*Pre-licensure MSN Track only.*)

NURS 602: Care Coordination: Childbearing Family (6 Credits)

This didactic and practicum course provides students with the knowledge required to assess risk, develop, implement, and evaluate plans of care across the health-illness continuum for culturally diverse childbearing families during prenatal, intrapartum, and postpartum periods. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutritional, and environmental factors on childbearing and reproductive health. Health promotion, disease, injury prevention, risk reduction, restoration of health, and end of life issues are examined from a local and global perspective. Students apply best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions during the prenatal, intrapartum and postpartum periods. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching learning, ethical, legal, spiritual, and psychosocial processes are explored. (*Pre-licensure MSN Track only.*)

NURS 603: Care Coordination for Infants, Children, and Adolescents: Didactic and Practicum (6 Credits)

This didactic and practicum course examines the continuum of health and illness among infants, children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, and palliative care is explored. Students critically consider the implications of physiologic, genetic, economic, technological, cultural, nutrition, and environmental factors that influence infants, children, and adolescents' health. Consideration is given to the unique ethical, legal, spiritual, psychosocial, and cultural factors that influence nursing care for pediatric populations. (*Pre-licensure MSN Track only.*)

NURS 604: Care Coordination for Family Centered Behavioral Health: Didactic and Practicum (6 Credits)

This didactic and practicum course examines the provision of culturally congruent family-centered psychiatric mental health nursing care for children, adolescents, adults, and the elderly in the context of family and community. The nurse's role in providing and coordinating health promotion, disease prevention, risk reduction, restoration of health, and acute, and chronic disease management is explored. Students examine factors that contribute to the development, expression, and alteration of mental health, including genetics, brain function, developmental level, social, and physical environments. Students apply best evidence to the nursing process to maximize transprofessional communication, safety, and outcomes. Safety in the calculation and administration of medications, therapeutic communication, and family centered education are prioritized. Consideration is given to ethical, legal, spiritual, psychosocial, physical, lifestyle, and personal preferences. (*Pre-licensure MSN Track only.*)

NURS 605: Context of Healthcare for Nursing Leadership (3 Credits)

This course examines the scope and status of professional roles and responsibilities of nurses prepared to assume accountability for quality care outcomes; navigate and integrate care services across the healthcare system; collaborate with and build trans-professional care teams; design innovative nursing practices; and facilitate the translation of evidence into practice. This course focuses on personal leadership, associated skills, and knowledge to practice in a leadership capacity. Course activities focus on understanding the forces driving the contemporary and continuously changing healthcare environment. (*Post-licensure MSN Track only.*)

NURS 606: Population and Global Health: Didactic and Practicum (6 Credits)

This didactic/clinical course explores the impact of population and global issues on the health of individuals, families, and communities. The role of the community health nurse is examined using principles of epidemiology, transcultural communication, environmental concern, health care management, and resource allocation. Levels of prevention are explored. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in a community setting. (*Pre-licensure MSN Track only.*)

NURS 607: Care Coordination for Adults and Elderly II: Didactic and Practicum (6 Credits)

This didactic and practicum course is designed to further develop the student's attainment of the understanding of the role of the Professional Nurse as a Care Coordinator, by utilizing culturally congruent person and family-centered nursing care for adult and elderly populations across the health-illness continuum. This course focuses on the nurse's role in providing and coordinating health promotion, disease and injury prevention, risk reduction, restoration of health, management of acute and chronic illnesses, and end-of-life care. Emphasis is placed on the provision of safe, quality nursing care that maximizes transprofessional communication and the ability to function as an active member of the interdisciplinary healthcare team. Students continue to develop their knowledge to provide safe, evidence-based care. Students will participate in simulation and clinical practice. (*Pre-licensure MSN Track only.*)

NURS 608: Research Ethics (3 Credits)

This course will examine the ethical conduct of research. Ethical issues that researchers may encounter are discussed in relation to utilization of applicable guidelines. Topics include data fabrication, data falsification, plagiarism, conflicts of interest, data management, collaborative research, authorship and

publication, peer review, animal experimentation, and human subject research. The course is designed to meet NIH requirements for training in the responsible conduct of research. (*Post-licensure MSN Track only.*)

NURS 610: Nursing Education: Curriculum Development (3 Credits)

The process and elements of curriculum development needed for the role of educator in academic and clinical settings are explored. Factors related to content and organization of curricula are examined. Students design and evaluate a curriculum appropriate for use in academic or clinical settings. Curriculum frameworks, philosophies, objectives, and course content essential to healthcare education are explored. Legal and ethical issues affecting curriculum development are examined. (*Post-licensure MSN Track only.*)

NURS 615: Resource Utilization and Development (3 Credits)

This course examines nursing's contribution to the revenue and financial stability of healthcare systems. Students are introduced to the budgeting process, personnel allocation, staff development, and other financial aspects of the healthcare system. The role of the nurse leader related to resource utilization is explored. (*Post-licensure MSN Track only.*)

NURS 618: Clinical Research Coordination (3 Credits)

This course will examine the knowledge and skills necessary for managing a research study or program that is compliant with the protocol, federal regulations, and institutional policies. Topics include ethical conduct of research, roles and responsibilities, defining and identifying health disparities, and working with the Institutional Review Board. Informed consent, adverse events, and protocol deviation are explored. Quality assurance, grant management, and budget reporting are examined. Students are prepared to collect data, develop strategies of participant recruitment and retention, and staff management. (*Post-licensure MSN Track only.*)

NURS 620: Nursing Education: Teaching Methods Seminar and Practicum (3 Credits)

This didactic and practicum experience will engage instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include collaborative educational models, small and large group teaching, team-based, interactive, and experiential case-based learning. Techniques will include the use of simulation, bedside teaching with a focus on educator behaviors that enhance learner's success. Participants will integrate technology into instruction to develop health professions curricula, which affect the learning environment. Practicum experience will engage the student to effectively plan for the use of the instructional technology. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio. (*Post-licensure MSN Track only.*)

NURS 625: Program Planning and Evaluation (3 Credits)

This course focuses on the leadership role of the nurse administrator in program planning and evaluation. Students examine the social, cultural, environmental, political, and economic contexts of health promotion and illness prevention policies and programs. Characteristics of effective interventions are explored. The process of planning, implementing, and evaluating health promotion programs in a variety of settings will be examined from a nursing perspective. Proposals for health promotion or illness prevention programs with an evaluation plan will be developed. (*Post-licensure MSN Track only.*)

NURS 628: Special Topics in Clinical Research Trials (3 Credits)

This course examines clinical research trial coordination from a variety of perspectives including business, pharma, federal regulations, and social justice. Topics to be explored from these various perspectives include challenges for data quality, project management, risk evaluation, electronic recruitment, fraud, data security, and contract negotiations. (*Post-licensure MSN Track only.*)

NURS 635: Strategic Management Practicum (4 Credits)

Students explore dimensions of leadership, knowledge, and skills required to fulfill the role of nurse leader. Leadership styles and self-assessments are explored to create a professional development plan. Mentoring in a practicum experience affords opportunities to cultivate the requisite interpersonal, leadership, advocacy, and planning skills necessary for the nurse administrator. (*Post-licensure MSN Track only.*)

NURS 640: Nursing Synthesis Capstone Project (4 Credits)

Synthesizing concepts from prior coursework, students will immerse in the concentration area and develop a portfolio that demonstrates competency in the Master's Essentials (AACN, 2011). This is a precepted field experience, guided by an expert in the concentration and a university faculty member. Students will complete both the didactic component and 90 practicum hours. (*Post-licensure MSN Track only.*)

NURS 641: Nursing Synthesis Coordination Capstone (6 Credits)

Synthesizing concepts from prior coursework, students will immerse in care coordination and transition management and generalist nursing practice to demonstrate competency in the Master's Essentials (AACN, 2011). Students will complete both the didactic component and 150 practicum hours. The clinical immersion program consists of a series of structured learning experiences designed to promote the transition from the student to the first professional nursing role. Students provide nursing care in structured health care settings to individuals and groups as fully integrated members of the health care team. (*Pre-licensure MSN Track only.*)

Nursing Administration Concentration Course Descriptions

MKTG 561: Applied Marketing Management (1.5 Credits)

Strategic marketing management to maximize long-term customer value and company profits is an essential skill for managers in every corporate function, industry sector and country. Students will learn managerial concepts and implementation of segmentation, targeting, and positioning strategy, managing product, price, distribution, and promotion strategies through product life cycle stages, in competitive physical and digital marketplaces. Students will gain experience in analyzing situations that marketing managers encounter in managing marketing functions in modern organizations focusing on customer analysis, competitive analysis, and the analysis of return on marketing investments.

MGMT 560: Business Essentials (1.5 Credits)

The objective of this course is to empower students with key content knowledge and practical skills essential for navigating and succeeding in the business environment. It lays the groundwork for excelling in more advanced MBA courses. Students will be exposed to topics such as the macro business environment, business ethics, business strategy, and the key functional areas of business, including production, finance, accounting, management information systems, management, leadership, human

resources, and marketing. They will be equipped with the essential tools to appreciate the intricate connections between these functional areas. This course also emphasizes the leadership, teamwork and decision-making skills that play vital roles in achieving success in the highly dynamic and competitive business environment.

MGMT 562: Organizational Behavior and Team Leadership (1.5 Credits)

Organizational behavior is the scientific study of human work behavior at the individual, interpersonal, team, and organizational levels. The field of organizational behavior borrows many concepts and methods from the behavioral and social sciences, such as psychology, sociology, political science, and anthropology. As a result, issues and topics touching on many academic disciplines may become the subject of study in the field of organizational behavior. The emphasis of this course is on the development of interpersonal competencies to allow individuals to effectively work as managers or professionals in the rapidly changing, team-oriented, culturally diverse, and technologically integrated global climate facing modern organizations. Topics include personality and attitudes, perception and attribution, motivation, communication, work stress, team dynamics, leadership, decision-making, ethics, job and organization design, conflict management, organizational culture and politics, and organizational change.

MGMT 565: Project Management (1.5 Credits)

This is an introductory course to project management with an emphasis on Project Management Institute's latest Project Management Body of Knowledge (PMBOK® Guide), strategic alignment with organizational objectives, agile principles as applied in project management, and contemporary development in global and virtual project management. Throughout this course, we will introduce project examples from a wide variety of industries and functions including information technology, marketing, organization capability enhancement, training, etc.

MGMT 566: Negotiation in the Workplace (1.5 Credits)

This course will examine the fundamentals of negotiating within today's business world. Topics include both distributive and integrative bargaining. Additionally, time will be spent on facilitating the best practices for communication.

MGMT 570: Strategic Human Resource Management (1.5 Credits)

This course examines how managers can utilize modern Human Resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers, and reward systems.

Course Delivery

Pre-licensure MSN track courses are offered using face-to-face, hybrid, and online modalities. Courses with a clinical component will require attendance at the Simulation Center and/or clinical practicum site. Courses are offered during the fall, spring, winter, and summer semesters for this track.

Courses in the Post-licensure MSN track and RN to MSN Bridge are offered asynchronously online through CANVAS. Clinical practicum experiences are face-to-face at the clinical practicum site. Courses are offered during the fall, spring and summer semesters for this track.

Orientation

For incoming Pre-licensure MSN track students, an in-person New Student Orientation is held once a year before the start of the program.

For incoming Post-licensure MSN track and RN to MSN Bridge students, a virtual New Online Graduate Student Welcome Event is held twice a year before the start of the program.

Accepted students will be notified of the scheduled dates electronically.

Communication

All students are assigned a Montclair email account. It is this account through which all electronic communications will be transmitted. Students are expected to check this email a minimum of three (3) times per week for communications.

Course requirements will be communicated through Canvas and/or the student's Montclair email account.

Emergency Alert System

All students are strongly encouraged to sign up for the Montclair emergency alert system—Rave Mobile Safety. Information regarding campus emergencies and closings due to weather will be sent via text message to your mobile telephone and/or via email to an email account.

To sign up for Rave Mobile Safety, visit the [Emergency Information](#) website.

Inclement Weather Procedures

Practicum faculty will provide students with information on the first day of practicum regarding procedures in the event of severe inclement weather.

Academic Advisement

Each student in the Pre-licensure MSN track is assigned a Faculty Advisor and an Academic Advisor.

- A **Faculty Advisor** provides academic and career mentorship, expertise in the field of nursing, connections to research opportunities, graduate and professional school guidance, and "big picture" discussions regarding career goals. Students are expected to contact their Faculty Advisor at the beginning and end of each semester to discuss their academic status and progression in the nursing program.
- An **Academic Advisor** provides curriculum and class scheduling guidance, connects students to support services on campus, creates academic improvement plans, and helps with personal issues that may impede academic success. The Academic Advisor is available throughout the semester.

Students that are enrolled in a post-licensure nursing track receive individual and personalized advisement from the Post-licensure Program Director.

Student Success

Every nursing student has access to a faculty member dedicated to student success.

The Student Success Faculty member works together with students, faculty, and the advising team to promote a sense of belonging, confidence, and positive academic outcomes. This individual helps students develop skills and behaviors that contribute to success. Students may be referred by faculty or can make an appointment on their own. They will engage in student outreach individually or by class/cohort to address success needs during the semester. Students are encouraged to meet with the Student Success Faculty member early in the semester for academic and personal success planning.

Grading Policies

As per Section V of The Graduate Policy Manual, available grades are A, A−, B+, B, B−, C+, C, C−, F, IN (Incomplete), IP (In Progress), NC (No Credit), and AU (Audit). "D" grades are not available for graduate students. Courses in which a graduate student receives an "F" cannot be repeated absent a special case with extenuating circumstances (exceptions are decided by the Program Director). GPA is based on all the courses in the program of study; prerequisite courses and courses transferred from other institutions are not included in the GPA calculation.

Courses in the School of Nursing will be graded according to the following scale:

Letter Grade	Percent Grade
A	100-94%
A-	93-90%
B+	89-87%
B	86-84%
B-	83-80%
C+	79-77%
C	76-74%
C-	73-70%
F	69%

The overall final course grade is subject to upward rounding at the 0.5 point. (e.g.: final grades between 76.50 and 76.99 round up to 77 (C+); a grade of 76.49 (C) and below does not round up. The rounding only occurs at the end of the semester and not on individual exams.

Grades of "D" are not available for any courses taken by a graduate student.

Available letter grades for graduate-level courses:

Letter Grade	Number Grade
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0.0

Repeating a Course with an "F" Grade in a Master's Program

Students who receive a grade of "F" in a course are not permitted to repeat that course. The Program Director, at their discretion, can make exceptions in special cases and under extenuating circumstances. Permission will be granted only with the written approval of the Program Director through a form located in the current student's section of The Graduate School website. The decision will be forwarded to the College/School Dean and the Graduate School. The original "F" grade can then be removed from the GPA calculation and replaced with the new grade.

Incomplete (IN) Grades

As per Section V of the Policy Manual, the grade of "Incomplete" (IN) is offered at a professor's discretion following a student's request for the IN grade by the last day of class. An IN grade indicates that a final grade is being withheld until the student completes the required work as set forth by the professor in the "Contract for an Incomplete Grade" form.

For the IN grade to be removed, students are responsible for completing their work by the following dates:

- February 15 for IN grades assigned for the previous fall and/or winter semesters.
- June 30 for IN grades assigned for the previous spring semester.
- October 15 for IN grades assigned for the previous summer semester.

If there is reason to extend the deadline for an IN grade removal, it is the student's responsibility to initiate this extension by first speaking with the course instructor and appropriate Program Director. Subsequently, a Request of Extension of an Incomplete Grade will be submitted to the Office of the Registrar. The instructor and appropriate Program Director and Dean must sign this request.

Academic Progression

The School of Nursing's Student Progression Committee will review the academic record of any student who may be placed on academic probation or receives an unsatisfactory grade in a given semester as follows:

- A grade lower than "B-" in one (1) or more nursing major courses.
    - o Matters of personal concern to the student will be considered by the School of Nursing's Student Progression Committee in their review.
    - o Committee actions may include student probation, suspension, or dismissal from the nursing program and the University. The Committee will recommend a decision regarding probation, suspension, or dismissal.
    - o Appeals may be initiated in accordance with the Appeals Policy (Section C.3 Formal Resolution Procedure) of the University Grievance Procedure.

Graduate nursing students must maintain a 3.0 overall cumulative GPA in order to progress in the nursing program. Students may be placed on academic probation if their cumulative GPA falls below 3.0. A student on academic probation is no longer in good academic standing and the student's eligibility to continue studies in the nursing program is in question.

A student may remain on academic probation for no more than one (1) semester. Failure to raise the GPA to the minimum cumulative standard of 3.0 during a student's semester on academic probation may result in dismissal from the nursing program.

A student on academic probation may not register for more than 6 credit hours in a fall or spring semester. If a student does not raise their GPA while on academic probation, they are placed on academic suspension. *

* Please refer to Pg. 36 for more information on academic probation and suspension.

Evaluation and Remediation Procedures

Student performance and progress are evaluated by the program faculty every semester. Evaluation of each student considers a number of indicators, including course grades, performance in practicum, and level of professionalism exhibited in all program-related activities.

Students whose evaluations are satisfactory will be permitted to continue their matriculation in the program. Certain circumstances may result in an unsatisfactory evaluation and warrant a conference with the student's Faculty Advisor and a remediation plan, including, but not limited to:

1. If a student's GPA has fallen below 3.0 (in line with Graduate School policies on academic probation and dismissal).
2. If a student has received an F or incomplete grade in a course
3. If the program faculty have concerns about a student's readiness for progression

If a remediation plan is needed, the student and Faculty Advisor will meet to identify a course of action, which could include:

1. Making up missing coursework
2. Repeating a particular experience (e.g., course, practicum)
3. Increasing supervision or fieldwork experience
4. Modifying the student's coursework program to take fewer courses per semester or add courses needed to strengthen competence
5. Seeking a leave of absence

The student and Faculty Advisor will document the remediation plan, which will specify the date by which the remediation plan must be completed. The Faculty Advisor will forward the remediation plan to the student's program director for approval. After the remediation plan deadline, the student's progress toward satisfying the conditions of the remediation plan will be re-evaluated by the Faculty Advisor, in consultation with the Program Director, who will notify the student of their decision in writing. Depending on the student's progress toward completing the remediation plan, there are four possible decisions:

1. Determine that concerns about the student's performance and professional competence no longer exist. The student is permitted to continue in the program.
2. Create an updated remediation plan and a new re-evaluation date
3. Counsel the student to voluntarily withdraw from the program
4. Dismiss the student from the program

Grade Grievance Procedures

Goals and Objectives

- To ensure for every student who feels aggrieved a formal procedure to guarantee due process.
- To ensure equitable treatment for all parties concerned and protect the rights of individuals.

- To ensure academic freedom as well as academic quality.
- To ensure remedy within a reasonable period of time.

Informal Resolution Procedure

It is the responsibility of any student wishing to pursue an academic grievance involving a faculty member to first discuss the matter privately with the professor involved. In the event that the student is unable to contact the professor within a two-week period, an appointment should be arranged through the appropriate Program Director for the first time available. The initiation of the student grade grievance must take place within three weeks from the beginning of the next regular (Fall or Spring) semester.

Should the meeting fail to accomplish a resolution between the student and the faculty member, the student should arrange a private conference with their Faculty Advisor. The Advisor must notify in writing the faculty member involved that a meeting has been arranged between the Advisor and the student. Following the conference with the student, the Advisor must meet privately with the faculty member to discuss the problem and attempt to resolve the conflict.

Should the grievance still not be resolved, it must be reported to the appropriate Program Director. The Program Director should attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Program Director should prepare a written evaluative statement concerning the student-faculty conflict. All concerned parties and the Dean must receive a copy of the Director's statement within four (4) weeks from the beginning of the regular (Fall or Spring) semester.

The Dean will meet separately or jointly with the individuals involved. The Dean will prepare a written evaluative statement concerning the student-faculty conflict. All concerned parties must receive a copy of the Dean's statement within eight (8) weeks from the beginning of the regular (Fall or Spring) semester.

If the conflict is still not resolved, the Dean must notify the Provost and Senior Vice President of Academic Affairs in writing of the unresolved grievance and must forward all paperwork within one (1) week of the issuance of the Dean's statement. Both parties to the grievance must be apprised of this action. The Provost and Senior Vice President of Academic Affairs shall decide whether the institution of a formal grievance is warranted. If a formal grievance is deemed warranted, a grievance committee must be convened.

Formal Resolution Procedure

The Grievance Committee shall be composed of one faculty member from each College/School, appointed by the Dean of that College/School. Each faculty member shall be a voting member of the Committee. A representative from the Office of Provost and Senior Vice President of Academic Affairs will convene the Committee, and chair the meetings, but will have no vote. Additionally, a representative from each of the following bodies shall hold non-voting, observer status on the Committee: the Office of the Dean of Students, and a graduate and undergraduate student. The Student Government Association will select an undergraduate student to serve as the representative, and The Graduate School will aid in identifying a graduate student to serve as the student representative. The Grievance Committee must be convened within two weeks after receipt of the paperwork from the Dean of the College/School.

A new committee will be selected each year.

The faculty member involved may appoint one advisor to be present during committee hearings. The aggrieved student may also bring an advisor to the hearings.

If any committee member has a direct personal relationship with any individual(s) involved in a particular case, the committee member must disqualify him/herself from serving on the committee while the case is

being heard. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency shall be appointed to serve in his or her place.

Grievance Committee Procedure

The Grievance Committee will hold hearings in two (2) steps. In the first step, the complainant will present the relevant charges and the complainant and the individual charged will present relevant evidence in support of their respective positions and ask questions of the other party. In the second step, members of the Grievance Committee only will deliberate leading to a recommendation to be forwarded to the Vice President for Academic Affairs.

In advance of the hearing, the Chair of the Grade Grievance Committee shall notify the grievant, the individual charged with the unfair practice, and the members of the committee of the time and place of the hearing, specification(s) of the complaint, the composition of the committee and the right of the individual charged to be accompanied by an advisor. The advisors to the student and faculty member may be present when charges and evidence are presented to the committee.

At any hearing, all parties with the exception of advisors may question witnesses.

All committee hearings shall be confidential; witnesses shall be excluded except for the period of their questioning.

The report and recommendation of the committee shall be in writing, including the committee's rationale for its decision and any dissenting opinion(s). Only those committee members who have heard all testimony and evidence in a given case may vote on a committee's recommendation. Class schedules of students and faculty members must be accommodated when setting committee meetings.

If the committee finds in favor of the student, the committee's report and recommendation shall be forwarded to the Vice President for Academic Affairs of the University after completion of the hearing, and copies shall be provided to all parties of the complaint. If the committee finds in favor of the faculty member and no appeal to the committee's decision is filed within the specified time period, (see 3a below) the committee shall destroy all documents pertaining to that particular case.

Appeal Process

If any parties to the complaint are not satisfied with the recommendation of the Grievance Committee, they may submit an appeal in writing to the Vice President for Academic Affairs. Such an appeal must be filed within five (5) calendar days after receipt of the recommendation of the Grievance Committee.

Such an appeal to the Vice President for Academic Affairs shall be based upon: a contention that committee procedure may have had a prejudicial effect on the outcome of the report and recommendation; the discovery of new information after the committee hearing which may have an effect on the outcome of the hearing; and the belief that the committee recommendation was unsubstantiated by the evidence and documentation presented.

The Vice President for Academic Affairs of the University shall weigh all evidence and recommendations and render a final written recommendation of the matter after the expiration of the five-day waiting period. All parties to the grievance must receive copies of the Vice President's recommendation.

If the Vice President is in agreement with the committee's findings in favor of the faculty member, the Vice President must destroy all documents pertaining to that case. If, however, the Vice President for Academic Affairs finds in favor of the student, a recommendation for change of grade should be made by

the Vice President to the faculty member. A copy of this recommendation should go to the Chairperson of the Department, the Dean of the College/School, and the Dean of Students. All procedural actions must be completed within the semester they are initiated.

Department Chairs, Deans, Vice Presidents, etc. should not attempt to discuss or resolve any grade grievance unless the above procedure has been faithfully adhered to.

Note: No individual involved in the appeal process should hear, initiate, or attempt to resolve a grade grievance unless the Grade Grievance Procedure, obtainable at Department Chair's offices or at the Office of the Dean of Students, has been properly followed.

Academic Probation and Dismissal

As stated in Section V of the Policy Manual, nursing students must maintain a GPA of 3.0 or higher. Otherwise, they will be placed on academic probation.

A student placed on academic probation must raise their GPA to at least a 3.0 by the time an additional six (6) credits of coursework are completed. The student may take up to two semesters from the date of notification of probation. If the GPA is not raised to 3.0 in that period, the student may be dismissed from the program via a case-by-case review process led by The Graduate School in consultation with the appropriate Program Director.

A grade of "B-" or higher is required for all nursing courses (prefix NURS).

A student is permitted to repeat only one nursing course with a grade less than "B-". The course may only be repeated once. If the student receives a grade less than "B-" when the course is repeated, the student will not be permitted to progress in the program. The student will meet with their Faculty Advisor and the Program Director to discuss other academic options.

If the student receives a grade of "B-" or higher when the nursing course is repeated, the student may progress in the program. If the student receives a course grade less than a "B-" in a subsequent nursing course the student will not be permitted to progress in the program. The student will meet with their Faculty Advisor and the Program Director.

In the event of a decision to make an exception and withhold dismissal, students will be provided with special conditions for continuing in the program.

Leave of Absence

Students are eligible for one (1) leave of absence during the entirety of the program. The leave of absence will be excluded from the time limit for completion of the graduate program. Prior to contacting The Graduate School, the student will formally notify the appropriate Program Director and their Faculty Advisor.

Requests for a leave of absence must be submitted online to The Graduate School by the end of the second week of the semester. The student will receive confirmation of the leave of absence from The Graduate School. Students are not required to disclose the reason for requesting a leave of absence. The leave of absence policy applies only to students who have matriculated and cannot be used in lieu of a request to postpone matriculation. The leave of absence will not be granted retroactively. It is the student's responsibility to officially withdraw from courses in which they are registered. Students will be

held responsible for all tuition and fees incurred for registered courses. An approved leave of absence will typically last up to a 15-week semester.

Please note: Montclair also has a medical leave policy administered by the Office of the Dean of Students. Prior to contacting the Dean of Students, the student should notify the appropriate Program Director and their Faculty Advisor.

Withdrawal Policies

Voluntary Withdrawal
A student choosing to withdraw from the program should contact the appropriate Program Director and their Faculty Advisor. The student will then submit the appropriate withdrawal form to The Graduate School. The Graduate School will then change the student's status, terminate the student's matriculation and send a letter to the student confirming the withdrawal. A copy of the confirmation will be sent to the Program Director. It is the student's responsibility to officially withdraw from any courses in which they are registered. Students will be held responsible for all tuition and fees incurred for registered courses.

Withdrawal after Failing to Register for Two Semesters
Failure to register and maintain continuous matriculation will not be considered as a leave of absence. Failure to register for either a credit-bearing course or the continuous-matriculation course for two consecutive semesters will be considered as a withdrawal from the graduate program. The Graduate School will change the student's status and send an official notification to the student confirming the withdrawal.

Readmission after Withdrawal
Students who have withdrawn voluntarily or who were withdrawn due to failure to register will have to apply for readmission and pay an application fee, with no guarantee that the student will be readmitted into the program. Students who are readmitted after withdrawal will be given readmit status. This means that all previous semesters, including the non-registration semester(s), will be counted toward the time for completing the graduate program and that any previously granted leave of absence will count toward the total of permissible leaves of absence. Upon readmission, The Graduate School, in consultation with the program faculty, will inform the student of the time requirement for completion of the program.

Separable vs. Inseparable Offenses

Separable offenses result in the nursing student being permanently dismissed from the program. These types of offenses include unprofessional, unsafe, and/or unethical behaviors and criminal acts in and outside of the clinical or school environment. Students who are found to have committed a separable offense may not return to the School of Nursing.

Inseparable offenses such as failure of a course or plagiarism will result in academic probation, and repetition of a failed course or clinical practicum.

Accommodations Due to Disability

At the start of each semester, students are responsible for requesting a memorandum from the Disability Resource Center to notify faculty of their requested individual accommodations.

Clinical Practicum Participation

Students are required to successfully complete all clinical experiences. Clinical experiences are arranged by the Program Director and Clinical Placement Coordinator with clinical agencies with whom Montclair has a current contract or memorandum of understanding.

Students are expected to complete all agency orientation requirements prior to entry into the agency.

All required documentation will be provided to the student at the time the assignment is made.

Requirements in Preparation for the Clinical Practicum

A minimum of six (6) weeks prior to the start of the semester in which the student is enrolled in a course with clinical requirements, physical documentation must be submitted to Mrs. Samantha Roberts (School of Nursing, Room 313). Students who fail to submit required documents in a timely manner will not be permitted to attend clinical experiences until the missing documents are submitted. If a student fails to submit missing documents at least six (6) weeks prior to the beginning of clinical experiences, the student will not be able to attend clinical experiences and may be subject to course failure and dismissal from the program.

Criminal Background Check

- Clinical agencies with which the School of Nursing maintains contracts for the provision of clinical learning experiences mandate that students who interact with their patients meet and adhere to the same standards that apply to clinical agency professional staff. Students are required to undergo a criminal background check prior to participating in clinical experiences. The clinical background check is conducted by a specific third-party external vendor. Criminal background checks from any other source will not be considered. The student is responsible for costs associated with completion of a criminal background check.
- A criminal background report containing a criminal history not acceptable to the clinical agency may result in a student not being accepted into or being dismissed from a clinical learning experience per clinical agency standards. It is solely the responsibility of the student to maintain qualification for entry into and continuance in the clinical learning experience.
- The results of the criminal background check report will be shared with the clinical agency prior to the beginning of each semester by the School of Nursing.
- The inability to participate in clinical learning from one (1) or more agencies due to clinical agency rejection or dismissal will result in the student's inability to complete program course requirements. Failure to complete course requirements will result in course failure and dismissal from the nursing program.
- If a student finds the criminal background check has errors, it is the student's responsibility to dispute and correct the error prior to the first day of the semester. The student is responsible for all costs associated with the dispute. In the event that a criminal history report is in dispute, the report remains on the student's record until the University is notified of a resolution of the dispute warranting removal of the notation.
- All students are required to submit an eleven-panel drug screen annually. This is administered through a third-party external vendor. The student is responsible for the cost of these services. Please note: a copy of the entire drug screen must be submitted to Mrs. Roberts. A copy of your receipt cannot be accepted.

Professional Liability (Malpractice) Insurance

- Professional liability insurance in the amount of $1 million/$6 million is required for all students. The student is responsible for the costs associated with the purchase of liability insurance and for <u>annually</u> renewing their policy while in the program. Please note: a copy of the entire policy must be submitted to Mrs. Roberts. A copy of your receipt <u>cannot</u> be accepted.

American Heart Association CPR Certification

- The American Heart Association (AHA) Basic Life Support (BLS) for healthcare providers' curriculum is required. Students must maintain active CPR certification for the duration of the program. If CPR certification expires during the course of the program, the student will be barred from clinical experiences until the certification is renewed.

Health and Immunization Information

- <u>Annual</u> physical exam prior to beginning of clinical.
- Proof of immunity (lab results) to Measles, Mumps, and Rubella (titers).
- Proof of immunity (lab results) to Varicella (titers).
- Proof of COVID-19 vaccination and booster.
- Proof of, or lab results, from tuberculin testing.
  - Option #1: If a student chooses to use the Quantiferon Gold test, they must submit lab results to Mrs. Roberts.
  - Option #2: Students who are able to provide proof of a negative Quantiferon Gold test or PPD test from the <u>previous year</u> may submit a single two-step PPD for the <u>current year</u>. For students who do not have proof of the previous years' results, you <u>must</u> consult with Mrs. Roberts.
  - Option #3: For students known to be PPD positive, submission of a chest x-ray (with clearance from your provider) and TB Questionnaire is required.
- Proof of Hepatitis B vaccination if in progress, or proof of immunity (lab results) (titers).
  - Students who are currently undergoing Hepatitis B immunization are required to sign a Waiver for Incomplete Hepatitis B Series and are required to complete the vaccination series as recommended by the CDC. Please note: New Jersey regulation requires Hepatitis B vaccination for all full-time college students.
- Td or Tdap (preferred) within the past ten (10) years.
- Proof of influenza vaccination in accordance with the due dates required by the individual agencies unless medically contraindicated or declination signed. Please note: influenza vaccination may be required by the clinical agency. The clinical agency reserves the right to refuse a student access to the clinical agency or subject the student to additional requirements similar to those required of its employees.

"Equivocal" or "Not Immune" Results

- In the event that test results for immunity to Measles, Mumps, Rubella, Varicella, or Hepatitis B indicate a student is not immune, or immunity is equivocal, the student must undergo repeat vaccination as recommended by the CDC and obtain repeat titers four (4) to six (6) weeks after completing the vaccination. Students who fail to comply with these requirements will not be cleared for entry into the clinical setting. Students who have a medical contraindication to revaccination are required to provide documentation that a contraindication exists and the

duration of the contraindication. This documentation must be provided by a physician, nurse practitioner, or physician assistant. Students are responsible for all costs associated with meeting these requirements. Your personal health insurance may or may not cover expenses related to these requirements.

Personal Health Insurance

Students are required to maintain personal health insurance throughout the program.

Licensure Requirements

For students enrolled in the post-licensure track, licensure as an RN in good standing is required. Mrs. Roberts will require a scanned copy of your valid, unencumbered, New Jersey nursing license.

Approved Attire for Clinical Practicum

Students enrolled in the **RN to MSN Bridge** are responsible for proper attire during clinical sessions associated with NURS 432: Population and Global Health: Didactic and Practicum. The expected attire includes business casual attire, shoes with slip-resistant soles, socks, and a nametag.

The expected attire of students in the **Pre-licensure MSN track** includes the Montclair branded scrubs, white (non-fabric) sneakers/shoes with slip-resistant soles, white socks, and a Montclair nametag.

The expected attire of students in the **Post-licensure MSN track** is governed by clinical agency requirements. Students may be expected to wear scrubs or a laboratory coat.

Requirements for All MSN Students
As per the setting or clinical agency requirements, nail polish, artificial nails, jewelry, and piercings may not be permitted. Some clinical agencies may require visible tattoos to be covered, facial hair to be groomed, and hair color to be within a natural spectrum of color and pulled back. Garments of specific cultural or religious beliefs are acceptable. Muted colors are requested. The student is expected to comply or risk course failure. Questions related to attire should be discussed with the clinical faculty at minimum two (2) weeks prior to the start of the practicum experience.

Appropriate attire and professionalism are included in the student's clinical evaluation. Students who arrive at the clinical setting and do not meet the clinical agency standard(s) will be dismissed for that day. Students will be required to make up any clinical absence(s).

Compliance with HIPAA

Students are personally accountable to maintain patient confidentiality at all times. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules detail requirements of all healthcare personnel to protect patient confidentiality. Students are required to maintain patient confidentiality at **all times**. Students have access to patient information on a "need-to-know" basis. Students may only access patient information (written, electronic, or oral) in the course of the clinical experience as permitted by the clinical instructor. Students may not share patient information with outside parties. Discussions of patient care are appropriate for the learning environment; however, these discussions must occur in a private area to maintain patient confidentiality.

Students are not permitted to leave the clinical agency with any patient information. Students are not permitted to copy any part of the patient's medical record by any means. HIPAA violations are subject to

civil and criminal penalties as defined by federal law. Students who violate HIPAA are subject to dismissal from the program.

Proper Use of Social Media in Compliance with HIPAA
When used correctly, social media can expand communication and connectivity. However, when used improperly, it may lead to serious consequences, such as the loss of your nursing license. Therefore, it is each student's responsibility to know what social media is and how to use it correctly in professional and personal environments. **ALWAYS REMEMBER: What you post personally impacts you professionally.**

Blood-Borne Pathogen Exposure in the Clinical Setting

The definition of exposure to a blood-borne pathogen: An exposure is an occurrence in which the individual is exposed to blood or body fluids through a needle stick, cut with a sharp object such as a scalpel, which is contaminated with a patient's blood, or through contact of the eye, nose, mouth or skin with a patient's blood (CDC, 2003).

In the event a student is exposed to a blood-borne pathogen, the following procedure will be followed:

1. Immediately wash the exposed area with soap and water for at least 20 seconds.
2. Report the exposure to your clinical instructor.
3. The student and clinical instructor will report the exposure to the clinical agency.
4. The student is expected to comply with clinical agency policy regarding exposure to blood borne pathogens.
   a. The student and clinical instructor will complete the appropriate occurrence form utilized by the clinical agency.
   b. The clinical agency will contact the source patient (if known), explain the clinical agency policy related to exposure to a blood-borne pathogen, and notify the patient's healthcare provider.
5. The student needs to be screened by a healthcare provider.
   a. If clinical agency policy provides for initial screening of students, the student may be screened by Occupational Health Services or the Emergency Department of the clinical agency.
   b. If the clinical agency does not provide for initial screening, the student may elect to be screened by their own health provider, Emergency Department, or county health department.
6. The student may access additional information from the Centers for Disease Control (CDC) National Clinicians Post-Exposure hotline.
   a. 1-888-HIV-4911 (Available 24 hours a day)
   b. "The PEPline provides around-the-clock expert guidance in managing healthcare worker exposures to HIV and hepatitis B and C. Callers receive immediate post-exposure prophylaxis recommendations" (CDC, 2011).
   c. Additional information is available on the CDC website.
7. The exposure **must** be reported to the Pre-licensure or Post-licensure Program Director as soon as possible, but not more than 24 hours following the incident.
   a. Pre-licensure MSN Students: Dr. Elizabeth Zweighaft is located in Room 387 of the School of Nursing and can be reached at 973-655-3718 or zweighafte@montclair.edu.
   b. Post-licensure Students: Dr. Joan Valas is located in Room 373 of the School of Nursing and can be reached at 973-655-3605 or valasj@montclair.edu.

8. The Program Director will report the issue and provide the necessary documentation to the Dean of the School of Nursing, who will review and maintain the students' file, in accordance with University policies.
9. All information related to the student's screening and follow-up will be kept confidential in accordance with FERPA and HIPAA regulations.
10. All costs associated with screening and follow-up not provided by the clinical agency will be the student's responsibility.

Professional Behavior at the Clinical Site/Setting

Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition, or mental state. School of Nursing students:

- Adhere to established clinical deadlines.
- Will not have any unexplained absences in the clinical setting.
- Arrive at the clinical site at the appointed time.
- Remain at the site for the entire experience, unless excused.
- Adhere to the assigned clinical agency's policies and procedures.
- Properly identify themselves and their role during clinical experiences.
- Adhere to the dress/attire policies.

Unprofessional Conduct and/or Professional Misconduct

Nursing students are expected to act in a manner consistent with Montclair and School of Nursing policies, as well as the American Nurses Association (ANA) Code of Ethics. Failure to comply may result in action by nursing administrators and/or faculty including course failure and dismissal from the program. Examples include, but are not limited to:

- Incivility – Defined as rude or disruptive behavior.
- Intimidation – Defined as to make timid; fill with fear; to coerce or deter with threats.
- Impeding the progress of another.
- Creation of an unsafe environment – Any action or inaction that has the potential to cause harm.
- Violations of policies of Montclair and/or affiliated institutions.
  o HIPAA violations.
- Academic dishonesty and violations of the University Honor Code.
- Lack of professional accountability – not taking responsibility for actions.
- Misrepresentation and/or lying.
- Falsification of patient records.
- Refusing to assume patient assignment.
- Negligence in patient care.
- Substantiated acts or acts of physical/verbal abuse.
- Neglect with actual or potential harm.
- Fraud
- Conduct that adversely affects the clinical or University environment.
- Initiating clinical experiences without a contract/letter of approval.
- Unprepared for clinical experiences.
- Violations of ethical codes.
- Violations of course requirements as outlined in the syllabus.
- Obstructing teaching, learning, or other academic activities.

- Pattern of missed exams as scheduled.
- Repeated missed and/or late assignments.
- Repeated absence and/or lateness.

Clinical Evaluation

Clinical performance is evaluated during each clinical nursing course by faculty, adjuncts, and preceptors. Clinical evaluation tools are designed to address specific course expectations and objectives. Typical clinical expectations include, but are not limited to:

- Safe, ethical performance of nursing interventions.
- Professional communication with others.
- Application of knowledge.
- Demonstration of evidence-based problem-solving strategies.

The clinical component of a course will be graded as a "pass" or "fail".

Failure of the clinical portion of the course will necessitate repeating both the clinical and the associated didactic course, regardless of the grade received in the didactic course.

Clinical Probation, Failure, and Dismissal

A student who demonstrates unprofessional conduct and/or professional misconduct in either the clinical or laboratory setting will be notified by the faculty member of such behavior. Other reasons for clinical probation include consistent difficulties applying theory to the clinical setting and inconsistent preparation for the clinical experience, pre and/or post conference, and clinical assignments.

The faculty member will counsel the student, document the occurrence of the behaviors in writing, and place the documentation in the student's file. The student may respond in writing within 48 hours to the faculty member's findings and/or submit written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the Program Director, may place the student on clinical probation.

Clinical Probation

Clinical probation is based on the performance of the student in relationship to the course objectives and expected behaviors and attitudes that are consistent with those of a professional nurse. The faculty member will notify the Program Director of any student behavior previously identified. In collaboration with clinical faculty, a Student Warning Form will be provided, and a copy placed in the student's file. The Student Warning Form will include a plan for remediation with expectations and consequences for failing to meet the plan.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the probationary status will be removed at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.

Clinical Failure/Dismissal

Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives and expected behaviors and attitudes consistent with those of a professional nurse. A student enrolled in a clinical nursing course may receive a clinical failure and/or dismissal from the nursing program for one (1) or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation.
- Recurring absenteeism or tardiness in the clinical setting.
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the faculty member/supervisor.
- Acts of dishonesty.
- Repeated lack of preparation for the clinical setting.
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice.
- Demonstrating practices that are inconsistent with professional standards or codes of ethics.
- Evidence of impairment that has the potential to jeopardize the safety of patients, clinical staff, classmates, or colleagues.
- Unsatisfactory final clinical evaluation.

Scheduling the Clinical Practicum

Clinical courses are only scheduled with agencies with which the University maintains a contract and an educational affiliation for the provision of clinical learning experiences. Clinical courses are scheduled during the day, evenings, or on weekends depending on faculty and clinical agency availability. A specific day or time for clinical experiences cannot be guaranteed. Students may not select clinical agencies or faculty of their choosing.

Students are expected to arrive at the clinical setting on time and dressed in the required uniform. Students are also expected to be prepared to provide care to a diverse group of persons and to participate actively in clinical conferences. Inadequately prepared students will not be allowed to participate and the day will be counted as a clinical absence.

Transportation to the Clinical Sites
Students are expected to arrange their own transportation to the clinical agencies that they are assigned. Montclair is not responsible for any damage that may occur to a student's car while the student is driving to, parked at, or leaving clinical locations.

Makeup of Missed Clinical Experiences

Students are expected to attend all clinical and laboratory experiences. All missed clinical days must be made up. Clinical time that must be made up will be scheduled by the course faculty. This time may occur during the week of finals or during a University-scheduled break. Makeup time may be scheduled on day, evening or weekend hours. Makeup dates are subject to the availability of the clinical instructor(s) and clinical agency and may take place in a clinical agency other than the one to which the student has been assigned. Agency orientation **DOES NOT** count toward clinical hours to be made up.

Students are not able to negotiate clinical sites, faculty, or scheduled dates for makeup. Makeup dates are not guaranteed before the end of the semester. Students are required to be available for the makeup time when scheduled. Students will be notified in writing when makeup dates are scheduled. Notification will occur with as much advance notice as possible; however, students may have as little as five (5) days' notice. If a student indicates that they cannot attend the assigned clinical makeup time or fails to attend the entire scheduled time, the student will fail the course. Students who have clinical days to make up at the end of the semester will receive an incomplete grade for the course and cannot progress until clinical time has been completed and a final grade is issued. The student will not be permitted to proceed to the next semester's coursework until these requirements are met.

Simulation Center Expectations

Simulation Center: The Simulation Center is a resource laboratory for nursing students, which contains hospital equipment, manikins, exam rooms and supplies that students use to integrate classroom content and instruction into skill practice.

Exam Room Protocol: Each room contains necessary supplies and equipment. Students are required to leave the supplies and equipment in the assigned room. Please inform Simulation Center staff if any supplies run out, equipment appears to be damaged or equipment is not working properly.

Simulation Center Contacts:

- Mr. John Gurriell – Simulation Center Manager
    - School of Nursing, Room 242
    - gurriellj@montclair.edu
    - 973-655-3617

- Ms. Jeannette Flynn – Assistant Teaching Professor / Lab Specialist
    - School of Nursing, Room 242
    - flynnje@montclair.edu
    - 973-655-3622

Hours of Operation: Posted on the monitors located on the second floor of the School of Nursing.

Open Lab: Open lab sessions are conducted in set times of 1 ½ hours each. At the end of the session, students must complete their work and leave so the next group of students can practice. **You must sign up for an open lab session.** The Simulation Center does not accept walk-in appointments. Students who are going to be late or need to cancel their session must notify the Simulation Center Manager as soon as possible. You can sign up for open lab time here.

Instructor Availability: The lab sign-up sheet states if an instructor will be available in the room. The instructor is present to assist and answer questions for the entire group assigned to that session. Since skills have already been shown in the lab, the instructor is not teaching the skill, but providing feedback and clarifying questions.

Unsupervised Lab Times: Students should utilize the lab to practice skills. Students that require assistance will need to email their course instructor or the lab instructor. **There are no unsupervised lab times during test out periods.**

Attestation Forms: These forms are only signed during the practice session. No forms are to be signed after leaving the practice session.

Dress Code: All nursing students are expected to dress professionally when at the Simulation Center for a scheduled lab. This includes wearing your School-issued scrubs. All policies regarding approved attire for clinical practicum are in effect while in the Simulation Center.

Simulations: Simulations are a teaching strategy that seeks to replicate some, or nearly all, of the essential aspects of a clinical situation in a lab setting. High-fidelity manikins are used to provide a high level of interactivity and realism. Focused experiences are designed to provide students with opportunities to solve problems, perform skills, and/or make decisions. The goal is for students to transition learning

lab scenarios to the clinical environment. The specific use of simulations will be outlined in each individual course syllabus.

Professional Behavior: It is expected that all students will conduct themselves in a professional manner at all times when in the Simulation Center. There is no eating permitted while in the Center.

CPR: The Simulation Center Manager schedules all required CPR certifications. Students will be advised regarding dates through their Montclair email account.

Policies and Procedures for School of Nursing Students

I. School of Nursing Student Complaint Procedure

The purpose of the School of Nursing Student Complaint Procedure is to resolve student complaints not addressed in other School or University policies within a reasonable period of time.

It is the responsibility of any student wishing to pursue a complaint involving a member of the faculty or staff to first discuss the matter privately with the faculty or staff member involved. A meeting should be arranged within one (1) week of the incident.

Should the meeting fail to accomplish a resolution between the student and faculty or staff member, the student should arrange a private conference with their Faculty Advisor. This meeting should occur within one (1) week of the previous meeting. The Faculty Advisor must notify in writing the faculty or staff member involved that a meeting has been arranged between the Faculty Advisor and the student.

If the meeting with the Faculty Advisor does not resolve the complaint, the student will arrange a meeting with the appropriate Program Director. Prior to the meeting, the student will submit a description of the complaint and attempts for resolution in writing to the Program Director. The faculty or staff member and Faculty Advisor will submit documentation regarding the issue to the Program Director. The Program Director will attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Program Director will prepare a written evaluative statement concerning the student-faculty/staff conflict. If the issue is resolved, the Program Director will maintain a copy of all records for the School Complaint file. A copy of the resolution will be sent to the Dean for review.

If the issue is not resolved, a copy of all records will be sent to the Dean. The student will request a meeting with the Dean. The Dean will meet separately or jointly with the individuals involved within one (1) week of notification. The Dean will prepare a written evaluative statement concerning the student-faculty/staff conflict. All concerned parties will receive a copy of the Dean's statement within one (1) week of the meeting.

If the conflict is still not resolved, the Dean will notify the Provost and/or Dean of Students in writing of the unresolved complaint and will forward all paperwork to the Provost within one (1) week of the issuance of the Dean's statement. Both parties to the complaint will be apprised of this action. The Provost shall decide whether the initiation of a formal grievance is warranted. If a formal grievance is deemed warranted, a grievance committee will be convened.

II. Montclair State University Grade Grievance Procedure

All students who wish to file an academic complaint must do so by following the appropriate format. The Informal and Formal Resolution Procedure must be read, evaluated, and understood in its entirety before submitting a complaint of any kind.

Informal Resolution Procedure

1. It is the responsibility of any student wishing to pursue an academic grade grievance involving a faculty member to first discuss the matter privately with the faculty member involved. In the event that the student is unable to contact the faculty member within a two-week period, an appointment should be arranged through the appropriate Program Director for the first time available. The initiation of the grade grievance **MUST** take place within three (3) weeks from the beginning of the next Fall or Spring semester.

2. Should the meeting fail to accomplish a resolution between the student and the faculty member, the student should arrange a private conference with the Program Director. The Program Director must notify, in writing, the faculty member involved that a meeting has been arranged between the Program Director and the student. Following the conference with the student, the Program Director must meet privately with the faculty member to discuss the problem and attempt to resolve the conflict.

3. Should the grievance still not be resolved, it must be reported to the Dean of the College/School. The Dean should attempt to resolve the problem informally, meeting separately or jointly with the individuals involved. The Dean should prepare a written evaluative statement concerning the student-faculty conflict. All concerned parties must receive a copy of the Dean's statement within eight (8) weeks from the beginning of the next Fall or Spring semester.

4. If the conflict is still not resolved, the Dean of the College/School must notify the Associate Vice-President for Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Associate Vice-President within one (1) week of the issuance of the Dean's statement. Both parties to the grievance must be apprised of this action. The Associate Vice-President shall decide whether a formal grievance is warranted. If a formal grievance is deemed warranted, a Grievance Committee must be convened.

Formal Resolution Procedure

Step One: Grievance Committee

1. The Grievance Committee shall be composed of one (1) faculty member from each College/School (appointed by the Dean of that College/School), two (2) students elected by the Student Government Association (SGA), and the Dean of Students (who will chair the committee while retaining voting rights). The committee must be convened within two (2) weeks after receipt of the paperwork from the Dean of College/School.

2. A new Grievance Committee will be selected each year.

3. The bargaining agent of the faculty member involved may appoint one (1) representative to be present during committee deliberations. The aggrieved student may also bring one (1) advisor to the proceedings.

4. If any committee member has a direct personal or professional relationship with any individual(s) involved in a particular case, the committee member(s) must disqualify themselves from serving on the committee while the case is being heard. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency shall be appointed to serve in their place.

Step Two: Grievance Committee Procedures

1. The Grievance Committee will hold hearings in two (2) steps. In the first step, the complainant will present the relevant charges and the complainant and the individual charged will present relevant evidence in support of their respective positions and ask questions of the other party. In the second step, members of the Grievance Committee will deliberate, leading to a recommendation to be forwarded to the Vice-President for Academic Affairs.
2. In advance of the hearing, the Chair of the Grievance Committee shall notify the grievant, the individual charged with the unfair practice, and the members of the committee of the time and place of the hearing, specification(s) of the complaint, composition of the committee, and the right of the individual charged to be accompanied by an advisor. The advisor to the student and faculty member may be present when charges and evidence are presented to the committee.
3. At any hearing, all parties with the exception of the advisors may question witnesses.
4. All committee hearings shall be confidential; witnesses shall be excluded except for the period of their questioning.
5. The report and recommendation of the committee shall be in writing, including the committee's rationale for its decision and any dissenting opinion(s). Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation. Class schedules of students and faculty members must be accommodated when setting committee meetings.
6. If the committee finds in favor of the student, the committee's report and recommendation shall be forwarded to the Vice-President for Academic Affairs after completion of the hearing, and copies shall be provided to all parties of the complaint. If the committee finds in favor of the faculty member and no appeal to the committee's decision is filed within the specified period (see Appeal Process, #1 below), the committee shall destroy all documents pertaining to that particular case.

Step Three: Appeal Process

1. If any parties to the complaint are not satisfied with the committee's report and recommendation, they may request a meeting with the Vice-President for Academic Affairs. **Such a request must be filed within five (5) calendar days after receipt of the report**.
2. Such an appeal to the Vice-President for Academic Affairs shall be based upon:
    a. A contention that committee procedure may have had a prejudicial effect on the outcome of the report and recommendation;
    b. The discovery of new information after the committee hearing which may have an effect on the outcome of the hearing;
    c. The belief that the committee recommendation was unsubstantiated by the evidence and documentation presented.
3. The Vice-President for Academic Affairs shall weigh all evidence and recommendations and render a final written determination of the matter. All parties to the grievance must receive copies of the Vice-President's recommendation.
4. If the Vice-President for Academic Affairs agrees with the committee's findings *in favor of the faculty member*, the Vice-President must destroy all documents pertaining to that case.
    a. If, however, the Vice-President finds *in favor of the student*, a recommendation for a change of grade should be made by the Vice-President to the faculty member.

b. A copy of this recommendation should go to the Chair of the Department, the Dean of the College/School, and the Dean of Students. All procedural actions must be completed within the semester they are initiated.

5. Department Chairs, Deans, Vice-Presidents, etc… should not attempt to discuss or resolve any grade grievance unless the above procedure has been faithfully adhered to.

Note: No individual involved in the Appeal Process should hear, initiate, or attempt to resolve a grade grievance unless the Grade Grievance Procedure, obtainable at the office of the Department Chair and Dean of Students, has been properly followed.

III. School of Nursing Math Competency Exam Policy

1. **Passing Standard**
    a. To pass the Math Competency Exam, students must achieve a minimum score of 90% or higher.

2. **Required Courses for Competency**
    a. Safe medication administration is a required clinical competency for the following nursing courses: NURS 601, 603, 607 and 641.
    b. The corresponding theory course instructor is responsible for developing and administering the Math Competency Exam in collaboration with each other. The Canvas Clinical Calculation Course will be used as a resource for making and administering these exams.

3. **Exam Format and Attempts**
    a. The Math Competency Exam will consist of 20 questions.
    b. Identical math exam templates will be used across all sections for each course. The templates will include leveled math concepts based on the student's course level.
    c. For students entering NURS 601: Intake and output, IV ml/hr, IV gtt/factor, PO medication, conversions (mg to mcg, lb to kg, etc.), liquid medications (IM, Subcut, IV, reconstitution), and insulin dosing.
    d. For students entering NURS 603, 607 and 641: IV ml/hr, IV gtt/factor, PO medication, liquid medications (IM, Subcut, IV, reconstitution), insulin dosing, mcg/kg/min, BSA, unit/hour calculations, divided and safe dose, and conversions (will be imbedded in other math problems, not specifically tested on).
    e. Students will have one (1) hour to complete the exam.
    f. Students are allowed up to three (3) attempts to achieve a passing score ($\geq$ 90%)
    g. The score from the first attempt will be recorded and used as a quiz grade worth 5% of the course grade.

4. **Clinical Implications**
    a. Students who do not pass the Math Competency Exam with at least 90% by the third week of clinical will not be permitted to administer medications, which will prevent them from meeting clinical course objectives.
    b. Failure to meet clinical objectives will result in failure of the course. Students will be given the option to withdraw (WD) from the course one time.

5. **Consequences of Failure**
   a. Students who do not pass the exam after three attempts must choose to either fail or withdraw from the course (one time).
   b. A nursing course may only be repeated once. Any subsequent failure of the Math Competency Exam will result in course failure and dismissal from the nursing program.

6. **Remediation Requirements**
   a. Any student who scores below 90% on the exam is required to complete remediation before retaking the exam.
   b. Failure to complete required remediation will result in ineligibility to take further attempts and the student must withdraw from the course.
   c. Students who fail or withdraw from the course must complete remediation before being eligible to repeat the course.

7. **Rounding Policy**
   a. Standard rounding rules apply: The overall final course grade is subject to upward rounding at the 0.5 point. (e.g.: final grades between 76.50 and 76.99 round up to 77 (C+); a grade of 76.49 (C) and below does not round up. The rounding only occurs at the end of the semester and not on individual exams.

IV. School of Nursing Readiness to Return to Practicum Policy

In the context of professional education, students are responsible for maintaining the competencies required for safe clinical practice. The School of Nursing requires the maintenance of nursing competence.

Any student, who has experienced a disruption in the normal sequencing of clinical courses or has not completed clinical courses for one (1) term or more, must demonstrate their ability to meet the nursing competencies necessary to enter the next clinical course. The student will be required to contact the Pre-licensure Program Director one (1) semester prior to their return to initiate discussion regarding the student's readiness to return to clinical studies.

The Program Director, in consultation with the most appropriate clinical course lead(s) or Clinical Specialist(s), will create a plan for assessing the student's competencies. The plan for the assessment of clinical competencies may include, but is not limited to:

1. Prescribed number of hours of practice time
2. Simulated clinical experiences (to demonstrate proficiency in selected skills previously learned)
3. Pharmacology and calculation tests
4. The assessment of nursing clinical skills and complete health assessment
5. Written or oral examinations to demonstrate knowledge
6. Other strategies resulting from the consultation

The student's performance during remediation will guide determination for readiness to return to practicum. Feedback will be given to the Program Director.

Following the implementation of the plan, an evaluation will be completed and discussed with the student. Satisfactory performance will enable the student to progress in the program. A student that does

not demonstrate competence may be required to repeat prior nursing courses or may be counseled to consider withdrawal from the program as deemed necessary.

Students must contact Ms. Jeannette Flynn (flynnje@montclair.edu) to register for skills demonstrations and practice.

V. School of Nursing Clinical Skills Remediation Policy

The goal of remediation is to identify areas of weakness and unsatisfactory performance based on course objectives and established guidelines, and once identified, assist the student in overcoming those weaknesses and performance deficiencies and develop mastery of the identified cognitive, affective and/or psychomotor skill.

The goal of remediation is to strengthen identified deficiencies based on established guidelines and objectives to support competency in identified cognitive, affective, and psychomotor skills.

Procedure

1. Any student who has been identified as being deficient in one (1) or more clinical skills will receive a completed Clinical Skills Remediation/Referral Form in consultation with the clinical faculty, clearly communicating the deficiencies.
2. The clinical faculty will notify the course lead, Simulation Center and all other relevant parties.
3. The student will take the appropriate steps as outlined in the Clinical Skills Remediation/Referral Form including:
   a. Schedule practice time with the Simulation Center for independent or observed practice.
   b. Make an appointment with administration, or other person/s identified to address the specific remediation needs.
4. The student will have the Clinical Skills Remediation/Referral Form completed and signed by all the appropriate parties, including the student.
5. The student will return the completed, signed Clinical Skills Remediation/Referral Form to the clinical course faculty by the agreed-upon due date.
6. The clinical course faculty will determine if the identified remediation has been completed and performance deficiencies have been successfully remedied.
7. The outcome of the remediation will be clearly communicated verbally and in writing to the student on the Clinical Skills Remediation/Referral Form.
8. The completed form will be filed in the student record.

VI. School of Nursing Clinical Lateness and Absenteeism Policy

Clinical lateness is defined as arriving more than five (5) minutes late at the clinical site.

Clinical absence is defined as failure to attend a scheduled clinical day.

Purpose

Nursing is a practice profession. To provide patient care, it is essential for the nurse to meet professional work commitments by arriving at the designated clinical site as scheduled on time. Arriving on time is essential for all Clinical/Laboratory/Simulation sessions where attendance is required. Excessive or frivolous absenteeism reflects unprofessional behavior. Clinical/Laboratory/Simulation attendance is essential to evaluate clinical competence and successful completion of the course.

Statement

Punctual Clinical/Laboratory/Simulation attendance is essential to evaluate clinical competence. All students are expected to arrive 15 minutes before the start of the scheduled on and off-campus clinical days or as determined by their clinical instructor. **Clinical lateness is defined as arriving more than FIVE (5) minutes after the required arrival time, or as determined by the clinical instructor.**

Attendance at all Clinical/Laboratory/Simulation sessions is mandatory. Any/all missed hours due to an absence must be made up. Students with excessive absences (2+) in any given clinical will receive a clinical course failure. A clinical course failure equates to an automatic course failure with a grade of F.

Procedure – Clinical Lateness

- The first time a student is late to a Clinical/Laboratory/Simulation session, they will receive a written warning from the clinical instructor and a review of the Clinical Lateness and Absenteeism Policy. The course lead will also be notified of the lateness.
- Excessive lateness is defined as more than two (2) instances, without exception.
- If a student arrives more than FIVE (5) minutes after the scheduled clinical start time, the student will not be allowed to participate in the clinical experience and will be dismissed from the site.
  - This will be counted as a clinical absence, requiring the student to comply with the clinical absence policies as described.
- Students who are expecting to be late for the clinical experience must contact their clinical instructor immediately upon learning of the arrival delay and prior to the start of the scheduled clinical experience.
  - Notification includes the date and time of the message, the emergency circumstances leading to the lateness, and an expected time of arrival.
  - If the expected arrival is more than FIVE (5) minutes after the start of the clinical day, the student will not be admitted into the clinical experience. The student will receive a clinical absence.

Procedure – Clinical Absence

- Students who must unexpectedly miss a clinical experience must contact their clinical instructor prior to the start of the scheduled clinical experience.
- Notification includes the date and time of the message, the date and time of the absence, and the emergency circumstances requiring absence from the clinical experience (e.g. Illness, family emergency).

Notification of Lateness or Absence

- Students who fail to provide proper notification for clinical lateness or absence as described above will receive a written warning from the clinical instructor. The course lead will also be notified.
- Students with excessive lateness or absences, as described above, will be referred to the course lead and their faculty advisor.
- If a student is removed from clinical for excessive lateness or absences the student will have the right to appeal the decision. (See **Appealing a Clinical/Laboratory/Simulation Failure** below.)

Absence Make-up Algorithm

Scenario	Outcome
First Clinical/Simulation/Laboratory absence.	Any hours will be made up.
Second Clinical/Simulation/Laboratory absence.	Will result in a course failure.
A combination of missed Clinical/Laboratory/Simulation hours (resulting from absence, lateness, illness during Clinical/Laboratory) that is equivalent to two Clinical/Laboratory/Simulation classes (12 or 16 hours).	Will result in a course failure.
Failure to notify faculty of Clinical/Laboratory/Simulation absence.	Will be counted as an unexcused absence.

Appealing a Clinical/Laboratory/Simulation Failure

A student who has failed a Clinical/Laboratory/Simulation component because of lateness or absences can appeal the failure by submitting a written appeal with supporting documentation to the appropriate Program Director within 10 days of the second absence. This documentation **must** include a Health Care Provider's note if illness occurred and documentation that the student is cleared to return to Clinical/Laboratory/Simulation. The Program Director will convene the Student Progression Committee (SPC) to review the appeal. The student is expected to continue in Clinical/Laboratory/Simulation until a decision is made by the SPC.

VII. School of Nursing Peer Tutor Policy

Nursing students must meet the following criteria to be considered for and maintained in the *Nursing Peer Tutor Program*:

Consideration Criteria

- Express interest in being a peer tutor;
- Final course grade of B+ or better in the course they will tutor in;
- Two (2) written letters of recommendation from nursing faculty;
- Minimum GPA of 3.25;
- Enrolled in no more than 15 credits.

Maintenance Criteria

- Continue to express interest in being a peer tutor;
- Maintain a 3.25 GPA;
- Enrolled in no more than 15 credits;
- Maintain B+ or better in nursing courses they will tutor in;
- Have no academic integrity violations.

Procedure

1. The School of Nursing Student Success Faculty member will consult with faculty at the end of each semester for names of students who have expressed an interest in serving in the Peer Tutoring Program for a specific course in the upcoming semester.

2. The School of Nursing Student Success Faculty member will contact the students and advise them of the required criteria and the application process to be a part of the program.
3. Students who meet these criteria will meet with the School of Nursing Student Success Faculty member to verify interest, grades, and referrals.
4. If the student meets the criteria, the School of Nursing Student Success Faculty member will provide the names of the students to the relevant Program Director who will provide a written referral to CAST.
5. The student will be interviewed and approved by the CAST staff for the position.
6. If offered a position the student will be oriented to the position and scheduled for tutoring sessions by the CAST staff and will report all work-related issues to the CAST staff.
7. If a nursing peer tutor's academic standing is adversely affected, (e.g., failure in a nursing course or professional integrity issue) the student will notify the Program Director, School of Nursing Student Success Faculty member, and the CAST staff.

Immunization Requirements for Students at Montclair State University

Every graduate and undergraduate student who is enrolled full-time or part-time in a course of study leading to an academic degree at any four-year public or independent institution of higher education in New Jersey is required to provide evidence or immunization as a prerequisite for enrollment.

Please refer to the website of the University Health Center for more information on immunizations.

The official immunization record and/or copy of blood titers must be submitted electronically. Please refer to the website of the University Health Center on how to submit immunization forms.

Appendix A

National Student Nurses' Association, Inc.
Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of healthcare environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff's understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

The Graduate Student Handbook was revised on 8/28/2025.

Appendix B

American Nurses Association (ANA) Code of Ethics

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

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

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

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

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

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

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

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

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

ANA (2015). Code of Ethics for Nurses

The Graduate Student Handbook was revised on 8/28/2025.

Appendix C

International Council of Nursing (ICN) Code of Ethics

The ICN Code of Ethics has four (4) principal elements that outline the standards of ethical conduct.

1. **Nurses and People**
   The nurse's primary professional responsibility is to people requiring nursing care. In providing care, the nurse promotes an environment in which the human rights, values, customs, and spiritual beliefs of the individual, family, and community are respected. The nurse ensures that the individual receives accurate, sufficient, and timely information in a culturally appropriate manner on which to base consent for care and related treatment. The nurse holds in confidence personal information and uses judgment in sharing this information. The nurse shares with society the responsibility for initiating and supporting action to meet the health and social needs of the public, in particular those of vulnerable populations. The nurse advocates for equity and social justice in resource allocation, access to health care, and other social and economic services. The nurse demonstrates professional values such as respectfulness, responsiveness, compassion, trustworthiness, and integrity.

2. **Nurses and Practice**
   The nurse carries personal responsibility and accountability for nursing practice, and for maintaining competence by continual learning. The nurse maintains a standard of personal health such that the ability to provide care is not compromised. The nurse uses judgment regarding individual competence when accepting and delegating responsibility. The nurse at all times maintains standards of personal conduct which reflect well on the profession and enhance its image and public confidence. The nurse, in providing care, ensures that use of technology and scientific advances are compatible with the safety, dignity and rights of people. The nurse strives to foster and maintain a practice culture promoting ethical behavior and open dialogue.

3. **Nurses and the Profession**
   The nurse assumes the major role in determining and implementing acceptable standards of clinical nursing practice, management, research, and education. The nurse is active in developing a core of research-based professional knowledge that supports evidence-based practice. The nurse is active in developing and sustaining a core of professional values. The nurse, acting through the professional organization, participates in creating and maintaining safe, equitable social and economic working conditions in nursing.

4. **Nurses and Co-workers**
   The nurse sustains a collaborative and respectful relationship with co-workers in nursing and other fields. The nurse takes appropriate action to safeguard individuals, families, and communities when their health is endangered by a coworker or any other person. The nurse takes appropriate action to support and guide coworkers to advance ethical conduct.

Suggestions for Use of the ICN Code of Ethics for Nurses
The ICN Code of Ethics for Nurses is a guide for action based on social values and needs. It will have meaning only as a living document if applied to the realities of nursing and health care in a changing society. To achieve its purpose the Code must be understood, internalized, and used by nurses in all aspects of their work. It must be available to students and nurses throughout their study and work lives.

The Graduate Student Handbook was revised on 8/28/2025.

Appendix D

Montclair State University School of Nursing Handbook Attestation Form

The School of Nursing Graduate Student Handbook provides academic information, policies, and procedures for the Master of Science in Nursing (MSN) degree program. It serves as a guide to resources within the School of Nursing and across the University. All graduate nursing students are responsible for the policies within this handbook.

By signing below, I attest that I have read and understand the policies for the School of Nursing and Montclair State University, found in the student handbook and University Catalog. I understand that if I have questions regarding the contents of this handbook, I will contact the appropriate Program Director.

These are available to me online on the School of Nursing Website and the Montclair State University Website:

- School of Nursing Student Resources
- Montclair State University Academic Catalog

Name:

Net ID:

CWID:

Signature:

This form must be signed and returned to the School of Nursing at the start of the Academic Year.

Pre-licensure MSN Students: Please sign and return to the School of Nursing's Administrative Coordinator for Pre-licensure Nursing Programs, Carolina Sanchez, at sanchezca@montclair.edu.

Post-licensure MSN Students: Please sign and return to the School of Nursing's Administrative Assistant for Post-licensure Nursing Programs, Evelyn Rogers, at rogersev@montclair.edu.

Disclaimer

The policies and procedures in this handbook are revised on an annual basis. The School of Nursing reserves the right to make changes affecting policies, fees, curriculum, and other matters in this publication. If you have questions regarding the contents of this handbook, please contact:

Pre-licensure MSN Students: Dr. Elizabeth Zweighaft at 973-655-3718 or zweighafte@montclair.edu.

Post-licensure MSN Students: Dr. Joan Valas at 973-655-3605 or valasj@montclair.edu.