

# School of Nursing

# MONTCLAIR STATE UNIVERSITY

## Undergraduate Student Handbook

### Bachelor of Science in Nursing (BSN) Degree Program

### Pre-licensure and Post-licensure Tracks

Academic Year 2026-2027



## Table of Contents

Introduction	4
Montclair State University	4
Montclair State University Resources	5
History of the School of Nursing	7
School of Nursing Directory	8
School of Nursing Mission, Vision, and Values	10
Program Goals	10
School of Nursing Metaparadigm	11
Program Sub-Concepts	11
Expected Program Outcomes	12
Shared Governance	13
Bachelor of Science in Nursing Admission Requirements	14
Pre-licensure BSN Track Eligibility	14
Online RN to BSN Track Eligibility	15
Master of Science in Nursing (MSN) Eligibility	15
Regulatory Requirements and Nursing Standards	15
Commission on Collegiate Nursing Education (CCNE) Accreditation Status	15
New Jersey Board of Nursing Statement	15
Degree and Program Requirements	16
Degree Requirements	16
Program Requirements	17
Pre-licensure BSN Sample Curriculum	18
Online RN to BSN Curriculum	19
Nursing Major Course Descriptions	20
Course Delivery	25
Transfer of Credits	25
Orientation	25
Communication	25
Emergency Alert System	26
Inclement Weather Procedures	26
Academic Advisement	26
Student Success	26
Grading Policies	26
Student Progression Committee	27
Academic Suspension	27
Accommodations Due to Disability	28
Clinical Practicum Participation	28
Requirements in Preparation for the Clinical Practicum	28
Criminal Background Check	28
Professional Liability (Malpractice) Insurance	29
American Heart Association CPR Certification	29
Health and Immunization Information	29
“Equivocal” or “Not Immune” Results	30
Personal Health Insurance	30
Approved Attire for Clinical Practicum (Pre-licensure BSN Track)	30
Approved Attire for Clinical Practicum (RN to BSN Track)	30
Compliance with HIPAA	31

Proper Use of Social Media in Compliance with HIPAA	31
Blood Borne Pathogen Exposure in the Clinical Setting	31
Professional Behavior at the Clinical Site/Setting	32
Unprofessional Conduct and/or Professional Misconduct	32
Separable vs. Inseparable Offenses	33
Clinical Evaluation	33
Clinical Probation, Failure, and Dismissal	34
Clinical Probation	34
Clinical Failure/Dismissal	34
Scheduling the Clinical Practicum	35
Transportation to the Clinical Sites	35
Makeup of Missed Clinical Experiences	35
Simulation Center Expectations	35
Policies and Procedures for School of Nursing Students	37
School of Nursing Student Complaint Procedure	37
Montclair State University Grade Grievance Procedure	37
School of Nursing Math Competency Exam Policy	40
School of Nursing Readiness to Return to Practicum Policy	41
School of Nursing Clinical Skills Remediation Policy	42
School of Nursing Clinical Lateness and Absenteeism Policy	42
School of Nursing Peer Tutor Policy	44
Immunization Requirements for Students at Montclair State University	45
<b>Appendices</b>	
Appendix A: National Student Nurses' Association, Inc. – Code of Academic and Clinical Conduct	
Appendix B: American Nurses Association (ANA) Code of Ethics	
Appendix C: International Council of Nurses (ICN) Code of Ethics	
Appendix D: Montclair State University School of Nursing Handbook Attestation Form	

## Introduction

The School of Nursing Faculty, Staff, and Administration are pleased you selected Montclair State University for your nursing education. This handbook is designed to provide useful information about the Bachelor of Science in Nursing (BSN) degree program as a supplement to the information provided in the [Undergraduate Student Guide](#). 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 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](#).

### 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](#).

### Financial Information

Information about tuition and fees for students can be found on the website of [Student Accounts](#).

## 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 help 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.

## 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 \(CAST\)](#)
- [Commuter Life](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Financial Aid Office](#)
- [First-Generation Initiatives](#)
- [Greek Life](#)
- [Office of Health Promotion](#)
- [Office of Student Engagement](#)
- [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 State University Board of Trustees approved the establishment of a School of Nursing. The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) degree track was approved by the President’s Executive Council of New Jersey in November 2015. The inaugural RN to BSN class began their studies in the fall of 2016. Students from this inaugural class graduated in the spring of 2018.

In June 2017, the New Jersey State Board of Nursing approved the four-year Pre-licensure 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.

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. Students from this inaugural class graduated in the summer of 2021.

In fall 2020, students enrolled in the pre-licensure 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 class graduated in the spring of 2021.

## School of Nursing Directory

Name	Title	Email	Phone
<b>Administration &amp; Professional Staff</b>			
Janice Smolowitz	Dean and Professor	smolowitzj@montclair.edu	973-655-3714
Elizabeth Zweighaft	Associate Professor and Director of Pre-licensure Nursing Programs	zweighafte@montclair.edu	973-655-3718
Eileen Kearney	Associate Director	kearneye@montclair.edu	973-655-3716
Christopher Curran	Marketing and Web Content Manager	curranc@montclair.edu	973-655-3683
John Gurriell	Simulation Center Manager	gurriellj@montclair.edu	973-655-3617
Marina Kamenetskiy	Academic Advisor	kamenetskiym@montclair.edu	973-655-3912
Samantha Roberts	Clinical Placement Coordinator	robertss@montclair.edu	973-655-3417
Evelyn Rogers	Administrative Assistant for Post-licensure Programs	rogersev@montclair.edu	973-655-3654
Carolina Sanchez	Administrative Coordinator for Pre-licensure Programs	sanchezca@montclair.edu	973-655-3693
<b>Faculty</b>			
Elsie Alabi-Gonzalez	Assistant Teaching Professor	alabigonzale@montclair.edu	973-655-3750
Veronica Betts	Assistant Professor	bettsv@montclair.edu	973-655-3380
Jean Conlon-Yoo	Assistant Teaching Professor / Student Success Faculty	conlonyooj@montclair.edu	973-655-3846
Anja Deitmer	Assistant Teaching Professor	deitmera@montclair.edu	973-655-3760
Mary Beth Duffy	Associate Professor	duffym@montclair.edu	973-655-3628
Rosie Edouard	Assistant Teaching Professor	edouardr@montclair.edu	973-655-3715

School of Nursing – Undergraduate Student Handbook (Academic Year 2026-2027)

Jeannette Flynn	Assistant Teaching Professor	flynnje@montclair.edu	973-655-3622
Yanick Joseph	Associate Professor	josephy@montclair.edu	-
Sarah Kelly	Associate Professor	kellys@montclair.edu	973-655-3697
Lauren Lohe	Assistant Teaching Professor	lohel@montclair.edu	973-655-3384
Brenda Marshall	Professor	marshallb@montclair.edu	973-655-3631
Patricia McGaughey	Assistant Professor	mcgaugheyp@montclair.edu	973-655-3722
Sherod Nicholas	Assistant Teaching Professor	nicholass@montclair.edu	973-655-3708
Courtney Reinisch	Professor	reinischc@montclair.edu	973-655-3717
Jo-Ann Robinson	Assistant Professor	robinsonjo@montclair.edu	973-655-3706
Rosita Rodriguez	Associate Professor	rodriguezr@montclair.edu	973-655-3696
Harriet Sarkodie	Assistant Teaching Professor	sarkodieh@montclair.edu	973-655-3779
Lauren Sullivan	Assistant Professor	sullivanla@montclair.edu	973-655-3369
Joan Valas	Professor	valasj@montclair.edu	973-655-3605
Marnie Weiss	Assistant Teaching Professor	weissma@montclair.edu	973-655-3798

## **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**

Facilitate students' ability to:

- think critically.
- act ethically, to become informed citizens prepared to assume leadership roles in nursing.
- provide culturally sensitive care.
- demonstrate a personal commitment to the value of caring.
- use information technology to deliver safe care.

- employ evidence-based practice to discover, create, evaluate, and apply knowledge.
- continue professional development for life-long learning.

## 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, ecological, technological, and political factors that shape the health and life of humans. Humans continuously interact with the environment. This results in consequences which 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

The sub-concepts provide a **framework** for understanding the baccalaureate nursing program's structure.

- **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.
- **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.
- **Evidence-Based Practice** – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (Quality and Safety Education for Nurses, (QSEN).
- **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).
- **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 which may involve the acquisition of skills, feelings, or thinking and is usually associated with behavioral change and growth (Babcock & Miller, 1996).

### Expected Program Outcomes

Upon completion of the BSN degree program students will:

- **Critical Thinking** – Demonstrate critical thinking when making patient care decisions using nursing knowledge and skills in collaboration with other disciplines.
- **Clinical Judgment for Nursing Practice** – Uses the nursing process and clinical judgment model to provide safe high-quality patient-centered nursing care.
- **Culturally Congruent Practice** – Take part in culturally congruent nursing practice to address the needs of a diverse population.
- **Evidence-Based Practice** – Apply evidence-based knowledge from nursing and the sciences as the basis for practice.
- **Safety and Quality Improvement** – Participate in quality and safety initiatives to improve the quality of health care at the individual and system level.
- **Interprofessional Communication and Collaboration** – Communicates in a manner that facilitates a partnership approach to quality care delivery (AACN 6.1 p. 43).
- **Practice Across Health Care Systems** – Apply knowledge of systems to work effectively across the continuum of care (AACN, 7.1, p. 46).
- **Information and Technology Management** – Use information and communication technologies and informatics to deliver safe nursing care to diverse populations in a variety of settings (AACN, 2021, 8.2, pg. 49).
- **Professional Identity** – Demonstrates 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** – Develop capacity for leadership as a member of the interdisciplinary health care team. (AACN 10.3, p 57).
- **Caring** – Provide health care for persons and support for members of the interpersonal team, which demonstrate a personal commitment to the value of caring.
- **Teaching and Learning** – Apply the teaching-learning process to enhance health care outcomes.

## 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.

## **Bachelor of Science in Nursing (BSN) Admission Requirements**

### **Pre-licensure BSN Track Eligibility**

The School of Nursing considers a number of factors in reviewing applications for admission. These factors include the student's academic performance in high school, particularly the student's high school GPA and the rigor of the courses taken. Applicants for admission are expected to complete a minimum of 16 units of college-preparatory coursework as follows:

- 4 units of English
- 3 units of mathematics (including Algebra, Geometry, and Algebra II)
- 2 units of the same world language
- 2 units of a laboratory science
- 2 units of social sciences
- 3 additional units in any of the subject areas above

Students are recognized in the admissions process for pursuing a challenging curriculum beyond the minimum required, including, for example:

- Mathematics beyond Algebra II
- Laboratory science beyond chemistry
- A third or fourth year of a world language
- Advanced Placement courses
- Honors courses

Other factors considered in the review process include:

- Two (2) letters of recommendation from teachers, counselors, or employers.
- A well-written, thoughtful personal statement.
- Demonstration of extra-curricular activities such as community service, leadership in student organizations, athletics, performance, and artistic activities.
- Experiences related to the field of healthcare.

Each application for admission to Montclair is de-identified and reviewed individually. Included in this decision-making process is the academic rigor score.

The rigor score takes into consideration what a student has done to go above and beyond the minimum requirements for graduation and assigns a point value to these efforts. Students are awarded rigor points if they have taken:

- Honors classes (2 points)
- AP classes (4 points)
- Additional years of a world language (2 points)
- Additional years of math beyond Algebra II (2 points)
- Additional years of science beyond chemistry (2 points)

Each decision is made within the context of the whole applicant pool and the number of places available for the incoming class.

The Pre-licensure BSN Track does not accept transfer credits for Anatomy and Physiology I and II, except with special permission from the Pre-licensure Program Director.

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

### **Online RN to BSN Track Eligibility**

The RN to BSN track provides RNs with current New Jersey licenses, who have graduated from Associate Degree or Diploma Programs the opportunity to complete a BSN degree. Nursing students enrolled in associate degree or nursing diploma programs who anticipate completing their studies before the first day of class are eligible to apply. These students must pass the NCLEX-RN examination within six (6) months of matriculation.

### **Master of Science in Nursing (MSN) Eligibility**

Information about the Master of Science in Nursing degree program can be found in the School of Nursing Graduate Student Handbook and on the website of the [School of Nursing](#). The MSN degree program offers a [Pre-licensure](#) and [Post-licensure](#) track, as well an RN to MSN Bridge.

## **Regulatory Requirements and Nursing Standards**

The BSN program is built upon the following regulatory requirements and professional standards:

- *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 Baccalaureate Education for Professional Nursing Practice, (American Association of Colleges of Nursing [AACN], 10/2008)*
- *The Essentials: Core Competencies for Professional Nursing Education, (American Association of Colleges of Nursing [AACN], 4/2021)*
- *The New Jersey Board of Nursing. [www.njconsumeraffairs.gov/nur/Pages/default.aspx](http://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 baccalaureate 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 at Montclair State University 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 New Jersey Board of Nursing at 124 Halsey Street, Newark, NJ 07102 or 973-504-6430.
- 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 and Program Requirements**

### **Degree Requirements**

- Successful completion of 120 credits.
- Nursing students are required to maintain academic performance consistent with the University Academic Performance standards to remain in good standing and progress through the program.
- Students must maintain a minimal cumulative GPA average of 2.75.
- A grade of “C” or higher among all prerequisite, co-requisite, and general education courses.
  - A student is permitted to repeat only one (1) of the courses among all prerequisite, co-requisite, and general education courses with a grade less than a “C”.
  - The course may only be repeated once. If the student receives a grade less than “C” 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 within the University.
  - If the student receives a grade of “C” or higher when the course is repeated, the student may progress in the program. If the student receives a course grade less than “C” in a subsequent pre-requisite, co-requisite, or general education course, 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 within the University.
- A grade of “C+” 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 “C+”. The course may only be repeated once. If the student receives a grade less than “C+” when the course is repeated, the student will not be permitted to progress in the program and will be dismissed from the nursing major. The student will meet with their Faculty Advisor and the Program Director to discuss other academic options within the University. The student may be referred to the Academic Advisor.
  - If the student receives a grade of “C+” 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 “C+” in a subsequent nursing course, the student will not be permitted to progress in the program and will be dismissed from the nursing major. The student will meet with their Faculty Advisor and the Program Director to discuss other academic options within the University. The student may be referred to the Academic Advisor.
  - Nursing courses that include clinical or laboratory and theoretical (didactic) content require the student to pass the clinical/laboratory and didactic components of the course. The clinical/laboratory part of the course is graded as pass or fail. The didactic part of the course is graded using a letter grade. A student who fails a clinical practicum, laboratory, or didactic portion of a course will receive a failing grade for the course. The student will be required to repeat all components of the course.

## 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.
- Adherence to a Criminal Background Check as required by clinical agencies.
- Standardized testing is used throughout the curriculum. Specifics in the use will be contained within each individual course.
- Remediation may be required throughout the program.
- Students are required to take a departmentally approved NCLEX review course. (*Specific to the Pre-licensure BSN Track*).
- Degree Requirements must be completed within six (6) years from the start of the program. Students who do not complete the requirements within the period may be required to complete additional coursework.
- A letter of program completion shall be sent by the Program Director to the New Jersey Board of Nursing (NJBON) at the time the 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 BSN Track*).

## Pre-licensure BSN Track Sample Curriculum

<b>Freshmen Year (Fall Semester)</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
BIOL 244	Anatomy and Physiology I	4
STAT 109	Statistics	3
WRIT 105	College Writing I	3
ANTH 160	The Anthropology of Race	3
NURS 199	Introduction to Nursing	1
Total Semester Credits		<b>14</b>
<b>Freshmen Year (Spring Semester)</b>		
BIOL 245	Anatomy and Physiology II	4
CHEM 114	Fundamentals of Chemistry	3
CMST 101	Fundamentals of Speech	3
WRIT 106	College Writing II	3
NURS 220	Human Growth & Development	3
Total Semester Credits		<b>16</b>
<b>Sophomore Year (Fall Semester)</b>		
BIOL 255	Survey of Microbiology	4
NUFD 182	Nutrition	3
NURS 200	Pathophysiology	3
NURS 240	Health Assessment (Didactic & Practicum)	4
Total Semester Credits		<b>14</b>
<b>Sophomore Year (Spring Semester)</b>		
NURS 210	Professional Nursing	4
NURS 230	Pharmacology	3
NURS 328	Ethical and Legal Issues in Healthcare	3
NURS 340	Information Technology and Nursing Practice	3
-	World Language I	3
Total Semester Credits		<b>16</b>
<b>Junior Year (Fall Semester)</b>		
NURS 315	Family Centered Care of Adults and Elderly: Didactic & Practicum	6
NURS 405	Family Centered Behavioral Health: Didactic & Practicum	6
-	World Language II	3
Total Semester Credits		<b>15</b>
<b>Junior Year (Spring Semester)</b>		
NURS 316	Family Centered Care of Adults and Elderly II: Didactic & Practicum	6
NURS 435	Population and Global Health: Didactic & Practicum	6
NURS 406	Genetics and Genomics for Clinical Nursing	3
Total Semester Credits		<b>15</b>
<b>Senior Year (Fall Semester)</b>		
NURS 325	Care of the Childbearing Family: Didactic & Practicum	6
NURS 335	Family Centered Care of Infants, Children and Adolescents: Didactic & Practicum	6
NURS 350	Evidence Based Practice in Nursing	3
Total Semester Credits		<b>15</b>
<b>Senior Year (Spring Semester)</b>		
NURS 415	Leadership in Nursing (Didactic & Practicum)	6
NURS 465	Integration	6
NURS 420	Transprofessional Communication and Collaboration	3
Total Semester Credits		<b>15</b>

**Total Program Credits: 120**

### Online RN to BSN Track Curriculum

Course #	Course Name	Credits
STAT 109	Statistics	3
NURS 340	Information Technology and Nursing Practice	3
NURS 350	Evidence-Based Practice in Nursing	3
NURS 406	Genetics and Genomics for Clinical Nursing	3
NURS 410	Leadership in Nursing: Theory and Application	3
NURS 420	Transprofessional Communication and Collaboration	3
NURS 432	Population and Global Health: Didactic and Practicum	4
NURS 440	Integration Practicum	5
NURS 450	Nursing Scholarship	3

**Total Program Credits: 30**

The curriculum of the RN to BSN Track provides the associate or diploma-prepared nurse with the skills and knowledge necessary to advance their career in a field where a BSN is an increasingly required credential.

This track requires the completion of 27 credit hours of upper-division nursing coursework and a 3-credit-hour statistics course. Students are required to complete a total of 30 clinical hours in NURS 432 and 60 clinical hours in NURS 440. These practicum hours are supervised by a faculty member.

## **Nursing Major Course Descriptions**

### **NURS 199: Introduction to Nursing (1 Credit)**

This course is designed to support students as they begin their studies in the professional discipline of nursing at Montclair State University. Lectures, discussions, and class assignments introduce students to the University and School's mission, vision, values, policies, and the profession's expectations of nursing students. Students are oriented to services offered by the University and the School in the development of skills necessary for academic success. Topics include study habits, test-taking, mindfulness, stress management, and interpersonal relationships.

### **NURS 200: Pathophysiology (3 Credits)**

This course is designed to build upon prerequisite knowledge of human anatomy and physiology and biochemistry to systematically investigate how disease and injury disrupt the normal functions of cells, tissues, organ systems, and ultimately individual's ability to function within the environment. 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.

### **NURS 210: 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 and emotional health problems, through case finding, health teaching, health counseling, and provision of care that supports or restores life and wellbeing. 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.

### **NURS 220: Human Growth and Development Across the Lifespan (3 Credits)**

This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Factors and environmental conditions that influence individual and family function are explored.

### **NURS 230: 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 pharmacotherapeutic 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.

### **NURS 240: Health Assessment for Diverse Populations: Didactic and Practicum (4 Credits)**

This didactic and clinical course applies the nursing process to health, physical, and psychosocial assessment. 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 basic competency in cognitive, psychomotor, and behavioral skills required to perform a comprehensive health assessment.

**NURS 315: Family-Centered Care of 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 in: 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.

**NURS 316: Family-Centered Care of 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, 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 care, disease and injury prevention, risk reduction, restoration of health, management of complex 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.

**NURS 325: Care of the Childbearing Family: Didactic and Practicum (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, nutrition, 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 the best evidence to develop nursing diagnoses, plan, implement, and evaluate therapeutic interventions for women, infants, and families. Safety in the calculation and administration of medications, aseptic technique, therapeutic communication, teaching-learning, ethical, legal, spiritual, and psychosocial.

**NURS 328: Ethical and Legal Aspects of Health Care (3 Credits)**

This course explores the underlying historical, philosophical, and theoretical perspectives in ethics and the law from a biomedical perspective. Students will critically examine professional practice issues as it relates to cultural, social, and political aspects of healthcare. Topics will include the multidisciplinary scope of practice, state and federal practice regulations, risk management/malpractice, and relevant ethical and legal issues in healthcare.

Students will demonstrate the ability to apply ethical reasoning to real-world issues and familiarity with the ethical reasoning and behaviors in line with their chosen discipline. Students will be able to recognize basic moral theories and patterns of reasoning, conceptualize ethical decisions, and assess social justice issues and claims related to health care.

**NURS 330: Nursing Care and the Aging Patient (3 Credits)**

This didactic course examines the provision of culturally congruent person and family-centered nursing care for elderly persons across the health-illness continuum. This course focuses on the nurse's role in: health promotion, disease and injury prevention, risk reduction, restoration of health, chronic illness, 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.

**NURS 335: Family-Centered Care of Infants, Children and Adolescents: Didactic and Practicum (6 Credits)**

This didactic and practicum course examines the continuum of health and illness among children, and adolescents within the context of family and community. The nurse's role as a member of the transprofessional team in 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. Students learn to use standardized instruments to assess developmental milestones, growth and development, and implement the nursing process. Safety in the calculation and administration of medications, therapeutic communication, teaching learning, and psychosocial processes are explored.

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

This course introduces the 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.

**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.

**NURS 405: Family-Centered Behavioral Health (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 health promotion, disease prevention, risk reduction, restoration of health, 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, personal preferences, and cultural factors that influence decision-making.

**NURS 406: Genetics and Genomics for Clinical Nursing (3 Credits)**

The purpose of this course is to build upon knowledge of human anatomy and physiology, pathophysiology, and the nursing process to systematically understand the implications of genetic and genomic concepts across the life-span beginning with preconception. Case studies, current events, and legislation are examined from the perspectives of nursing, science, technology, law, ethics, spirituality, and personal beliefs as a basis for integrating theory and shared decision-making for evidence-based practice. (Equivalent course NURS 305 effective through Spring 2019.)

**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 with 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 BSN track only.*

**NURS 415: Leadership in Nursing: Theory and Practicum (6 Credits)**

This didactic and practicum course examines leadership from both theoretical and applied perspectives. Students develop their own leadership style while exploring contemporary leadership theories across disciplines. Students practice leadership skills through clinical and laboratory experiences. Leadership self-assessment based on theory, standardized assessment instruments, and observation is conducted during live and simulated clinical experiences. Emphasis is placed on the nurse's role as a leader, stakeholder, and member of the transprofessional healthcare team in the provision of safe, quality care according to established metrics.

**NURS 420: Transprofessional Communication and Collaboration (3 Credits)**

This course examines the impact of transprofessional communication and collaboration on person-centered care, population health, and health system outcomes. Principles of teamwork and the nurse's role across healthcare settings are explored. Topics include team formation, leadership, decision-making, conflict management, policy development, and the role of the team in improving quality and safety.

**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 BSN track only.*

**NURS 435: 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.

**NURS 440: Integration Practicum (5 Credits)**

This didactic/practicum course provides students the opportunity to explore and implement the theories and components of leadership, evidence-based practice, communication, and scholarship. Students synthesize BSN coursework to demonstrate advanced competencies in collaboration with a clinical mentor. This course serves as the basis for the development of short and long-term goals and lifelong professional development. *RN to BSN track only.*

**NURS 450: Nursing Scholarship (3 Credits)**

This course explores nursing scholarship. Forums for disseminating research, clinical innovation, quality improvement, and evidence-based practice initiatives are evaluated. Students demonstrate skills required for professional publication and presentation. Topics include types of scholarship, steps in the writing process, abstract submission, manuscript preparation, peer review, presentation, and publication. Ethical implications of authorship and working with co-authors are qualified. *RN to BSN track only.*

**NURS 465: Integration (6 Credits)**

This didactic and practicum course fosters critical thinking and data analysis skills in the provision of person and family centered outcome-based care for individuals with complex health care needs across the lifespan and health illness continuum. Students examine data from the clinical practicum as a basis for reflection on clinical judgment and reasoning, priority-setting, time management, transprofessional collaboration, communication, and education. Identifying and implementing conflict resolution strategies for ethical and legal dilemmas that occur in clinical practice are addressed. Social justice and determinants of health including access to care, policy, equity, racism, sexism, and ageism are evaluated in relation to health outcomes. The impact of psychosocial, biologic, genetic, financial and cultural factors in the selection and implementation of therapeutic interventions and care outcomes are critically appraised.

**NURS 498: Independent Study in Nursing (1-6 Credits)**

The individual student studies with an instructor for specific content in a topical area covered in the curriculum. May be repeated for a maximum of six (6) credits.

## Course Delivery

Courses in the Pre-licensure BSN Track are offered in a traditional face-to-face format. Some upper-division non-clinical nursing courses are offered in hybrid or online formats. Students meet on campus for in-person classroom discussions over the course of a semester. Collateral courses and general education requirements are offered in a variety of formats including face-to-face, online, and hybrid. Students can elect to register for the course that best fits their learning needs and schedule.

Courses in the RN to BSN Track are offered in an online format. On a weekly basis, students and instructors engage in online activities in the learning management system (Canvas). In-person clinical dates are required for NURS 432 and NURS 440. These will be determined in advance to allow students to adjust their schedules.

## Transfer of Credits

Pre-licensure BSN Track students who have successfully completed Advanced Placement courses and examinations are required to submit documentation during the admissions process. The Pre-licensure BSN Track does not accept transfer credits for Anatomy and Physiology I and II except with special permission from the Pre-licensure Program Director.

RN to BSN students' previous coursework is evaluated for transfer credit at the time of admission. Students are required to submit official transcripts from all previous colleges or nursing schools attended to the Office of Undergraduate Admissions for evaluation. Transfer credits may be granted for courses carrying a letter grade of "C" or better, which are applicable to the student's degree requirements. RNs who received their associate degree or diploma from an accredited institution may transfer general education, prerequisite science, and pre-licensure nursing courses. They will be awarded an additional 30 competency credits for providing documentation that the NCLEX-RN examination was successfully completed. Upon acceptance into Montclair, students are also eligible to transfer a 3-credit-hour statistics course that was completed at another institution within the past five (5) years. The final 27-30 credits of your degree must be completed at Montclair.

## Orientation

Montclair offers an [Undergraduate Orientation](#) to all incoming pre-licensure nursing students before the start of your first semester. The School of Nursing offers an additional orientation that covers information specific to the School and program. Students are expected to attend both orientations.

Students in the RN to BSN track receive an equivalent orientation in a virtual format.

Accepted students will be notified of the scheduled dates electronically.

## Communication

Students will be 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 Montclair’s emergency alert system—Rave Mobile Safety. Information regarding campus emergencies and closings due to weather will be sent to your mobile telephone and Montclair 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 nursing student 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 and initiates outreach for regular monthly meetings. Students are expected to meet with their Academic Advisor before course registration each semester to customize their program plan based on credits transferred and required courses for degree completion.

## 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

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

Letter Grade	Percent Grade
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59%

*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.*

## **Student Progression Committee**

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 “C” in one (1) prerequisite or collateral course.
- A grade lower than “C+” in one (1) or more nursing major courses.

Matters of personal concern to the student will be considered by the School of Nursing’s Student Progression Committee in their review. Committee actions may include student probation, suspension, or dismissal from the nursing program. The Committee will recommend a decision regarding probation, suspension, or dismissal. Appeals may be initiated in accordance with the Appeals Policy (Section C.3 Formal Resolution Procedure) of the University Grievance Procedure.

Undergraduate nursing students must maintain a 2.75 overall cumulative GPA in order to progress in the nursing program. Students may be placed on academic probation if their cumulative GPA falls below 2.75. 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 2.75 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 15 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.

### **Academic Suspension**

In accordance with Montclair policy, if, while on academic probation, a student's cumulative GPA remains below 2.0 after one (1) semester, that student will be academically suspended. Students academically suspended cannot enroll in courses at Montclair under any circumstance for two (2) semesters. Students who have been academically suspended and have been away from Montclair for the prescribed length of time are eligible to apply for readmission through the Office of Admissions. Readmitted students are not necessarily admitted back into their chosen major. Readmission is not automatic and will be based upon the review of documents submitted in support of the readmission application. Additionally, readmission is based on the probability of success in the chosen major and on the space available at the time of readmission.

*Please refer to page 32 for information on Unprofessional Conduct and/or Professional Misconduct.*

## **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. These experiences are arranged 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 criminal 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 before 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 annually 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 cannot 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.
  - For your convenience, the School of Nursing provides the appropriate CPR certification as follows: Sophomores in the Pre-licensure Track will take certification in the Spring semester and will be recertified in the Fall of their Senior year.

### **Health and Immunization Information**

- Annual physical exam before the 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 previous year may submit a single two-step PPD for the current year. For students who do not have proof of the previous years' results, you must 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.

### **Approved Attire for Clinical Practicum (Pre-licensure BSN Track)**

Students enrolled in the Pre-licensure BSN Track are responsible for proper attire during clinical sessions throughout the course.

The expected attire includes the Montclair branded scrubs, white (non-fabric) sneakers/shoes with slip-resistant soles, white socks, and a Montclair nametag.

The expected attire in NURS 405: Family-Centered Behavioral Health and NURS 435: Population and Global Health includes business casual attire, shoes with slip-resistant soles, socks, and a Montclair nametag.

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).

### **Approved Attire for Clinical Practicum (RN to BSN Track)**

Students enrolled in the RN to BSN Track are responsible for proper attire during clinical sessions associated with NURS 432: Population and Global Health: Didactic and Practicum and NURS 440: Integration Practicum.

The expected attire includes business casual attire, shoes with slip-resistant soles, socks, and a nametag.

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 for maintaining patient confidentiality at all times.** The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules detail the 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. Discussion of patient care is 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 BSN 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](mailto:zweighafte@montclair.edu).
  - b. RN to BSN Students: Dr. Janice Smolowitz is located in Room 315 of the School of Nursing and can be reached at 973-655-3714 or [smolowitzj@montclair.edu](mailto:smolowitzj@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.
  - 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.
  - For more information on absences and lateness, please refer to the *School of Nursing Clinical Lateness and Absenteeism Policy* on page 41.

### **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.

### **Clinical Evaluation**

Clinical performance is evaluated during each clinical nursing course by faculty and instructors. 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.

Any student who has been identified as being deficient in one (1) or more clinical skills will be required to follow the action items listed in the *School of Nursing Clinical Skills Remediation Policy* (pg. 40-41).

### **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 to the 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](mailto:gurriellj@montclair.edu)
- 973-655-3617
  
- Ms. Jeannette Flynn – Assistant Teaching Professor / Lab Specialist
  - School of Nursing, Room 242
  - [flynnje@montclair.edu](mailto: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 Provost and Senior Vice President of Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Provost and Senior Vice President of Academic Affairs 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 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 the 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 Provost and Senior Vice President of 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, the 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 Provost and Senior Vice President of Academic Affairs after the 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 Provost and Senior Vice President of Academic Affairs. **Such a request must be filed within five (5) calendar days after receipt of the report.**
2. Such an appeal to the Provost and Senior Vice President of 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 Provost and Senior Vice President of 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 Provost and Senior Vice President of Academic Affairs' recommendation.
4. If the Provost and Senior Vice President of Academic Affairs agrees with the committee's findings *in favor of the faculty member*, the Provost and Senior Vice President of Academic Affairs must destroy all documents pertaining to that case.
  - a. If, however, the Provost and Senior Vice President of Academic Affairs finds *in favor of the student*, a recommendation for a change of grade should be made by the Provost and Senior Vice President of Academic Affairs 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, the Provost and Senior Vice President of Academic Affairs, 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 315, 316, 335, and 465.
- 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 315: 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 316, 335 and 465: 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, 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 who 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](mailto: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 (eg. 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, or 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 to review the appeal. The student is expected to continue in Clinical/Laboratory/Simulation until a decision is made by the Committee.

## 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 other nursing 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, the 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.*

## **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](#)

## 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 core or 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.

*Retrieved from <https://www.icn.ch/resources/publications-and-reports/icn-code-ethics-nurses>*

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3, place Jean-Marteau, 1201 Geneva (Switzerland)

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## **Appendix D**

### **Montclair State University School of Nursing Handbook Attestation Form**

The School of Nursing Undergraduate Student Handbook provides academic information, policies, and procedures for the Bachelor of Science in Nursing (BSN) degree program. It serves as a guide to resources within the School of Nursing and across the University. All Undergraduate 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 BSN Students:** Please sign and return to the School of Nursing’s Administrative Assistant for Pre-licensure Nursing Programs, Carolina Sanchez, at [sanchezca@montclair.edu](mailto:sanchezca@montclair.edu).

**RN to BSN Students:** Please sign and return to the School of Nursing’s Administrative Assistant for Post-licensure Nursing Programs, Evelyn Rogers, at [rogersev@montclair.edu](mailto: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 BSN Students:** Dr. Elizabeth Zweighaft at 973-655-3718 or [zweighafte@montclair.edu](mailto:zweighafte@montclair.edu)

**RN to BSN Students:** Dr. Janice Smolowitz at 973-655-3714 or [smolowitzj@montclair.edu](mailto:smolowitzj@montclair.edu).