

School of Nursing

MONTCLAIR
STATE UNIVERSITY

Doctor of Nursing Practice (DNP) Degree Program

Online DNP Student Handbook

Academic Year 2026-2027

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Introduction

The School of Nursing faculty, staff, and administration are pleased that you have chosen Montclair State University for your nursing education. This handbook is designed to provide useful information about the Master of Science in Nursing (MSN) degree program as a supplement to the information provided in the Graduate Policy Manual, which provides detailed information regarding all academic policies and procedures in The Graduate Center. The Graduate Policy Manual can be accessed on [the website of The Graduate Center](#). If you have general questions about the program, please contact your faculty advisor first, and then the Post-licensure 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 117 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.

Montclair has earned designation as an R2: Doctoral Universities – High Research Activity institution and as a New Jersey State Public Research University. These designations recognize the University's growing number of doctoral students engaged in research and its ongoing success in attracting significant funding from diverse sources, including awards from 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 identify as members of historically underrepresented racial and ethnic groups, 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 approximately 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 campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the campus via two 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. 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.

Graduate School Accepted Student Checklist

New graduate students should review the Graduate Center's Accepted Student Checklist on the [Incoming Students website](#). The checklist provides important information that will help you get started at Montclair, including how to claim your NetID, set up your student email account, apply for financial aid and student health insurance, obtain a parking permit, and pay your tuition bill.

Student Housing

Visit the [Office of Residence Life website](#) for more information about campus housing.

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. Student workspaces are available 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 labs are also available for student use on the fifth floor of University Hall.

Printing and Copying

Visit the [Information Technology Division website](#) for information about campus printing services.

Technology Support

Students may request assistance with Montclair-owned computers by contacting the University Help Desk at 973-655-7971 or by visiting the [IT Help & Support 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. Visit the [University Facilities website](#) for more information about shuttle services.

Student Services

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

The Office for Experiential Education and Career Connections – This office provides resources and support to students throughout their career development and the job search process. They also help with career advising, networking, job search strategies, application materials, and interviewing. Visit the [Office's website](#) for more information.

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. Visit the [Center for Writing Excellence website](#) for more information.

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. Students must complete this process at the start of each semester through the [Disability Resource Center website](#).

Financial Information

- Information about graduate tuition and fees at Montclair can be found on the [Admissions and Aid website](#).
- Part-time and full-time students may be eligible for federal financial aid, including Direct Stafford Loans and Graduate PLUS Loans. Students must be enrolled in at least 4.5 credits to qualify for part-time status and at least 6 credits to qualify for full-time status. Please note that students who are registered for thesis or dissertation credits are eligible for federal financial aid even if they are not enrolled in enough credits to qualify for part-time or full-time status.

Effective fall 2020, Montclair graduate students enrolled in 6 credits will now be considered full-time students for financial aid purposes. For more information on financial aid options, please refer to the [Student Handbook for Financial Aid](#).

Links to Important Resources

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

- [Office of the Dean of Students](#)
 - [Student Code of Conduct](#)
- [Academic Advising and Success](#)
- [Advocacy and Outreach](#)
- [Center for Academic Success and Tutoring \(CAST\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Financial Aid Office](#)
- [First-Generation Initiatives](#)
- [Office of Health Promotion](#)
- [Office of Student Engagement](#)
- [Student Accounts Office](#)
- [Student Health Center](#)
- [University Libraries](#)

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 School's first academic offering, the RN to BSN, was approved by the President's Executive Council of New Jersey in September 2015. The first RN to BSN cohort began its studies in fall 2016 and later graduated in spring 2018.

In June 2017, the New Jersey State Board of Nursing approved the Pre-licensure Bachelor of Science in Nursing (commonly referred to as the 4-year BSN). Upon successful completion of the program, graduates are eligible to take the NCLEX-RN examination. The first Pre-licensure BSN cohort began its studies in fall 2017 and later graduated in spring 2021.

In fall 2018, students began enrolling in the Post-licensure Master of Science in Nursing (commonly referred to as the Online MSN), which offers two specialty concentrations in Nursing Education and Nursing Administration. This program offers two pathways to the MSN. Registered nurses (RNs) with BSN degrees are admitted directly to the program, while those with baccalaureate degrees in non-nursing disciplines first complete the RN to MSN Bridge Program. Upon successful completion of the 13-credit bridge program, students fully matriculate into the Online MSN. Students from the first cohort graduated in summer 2021.

In fall 2020, students began enrolling in the Pre-licensure Master of Science in Nursing, which specializes in Care Coordination and Transition Management. This full-time, in-person program prepares students with non-nursing baccalaureate degrees to enter the nursing profession. Upon successful completion of the program, graduates are eligible to take the NCLEX-RN examination. Students from the first cohort graduated in spring 2022.

In spring 2026, students began enrolling in the Doctor of Nursing Practice (commonly referred to as the Online DNP). This program has pathways for BSN-prepared RNs, MSN-prepared RNs, and certified NPs. RNs who do not already hold NP certification choose one of two concentrations: Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP). MSN-prepared RNs who already hold NP certification may enter the program without selecting a concentration.

School of Nursing Directory

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School of Nursing Mission, Vision, and Values

Mission

Montclair State University School of Nursing educates students to engage in full-scope practice, fostering the development, implementation, and evaluation of compassionate, coordinated health care services. Through participation in rigorous scholarship, practice, and service, we prepare graduates to collaborate effectively with diverse communities, emphasizing innovation, clinical judgment, 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 (American Nurses Association, 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 health care policy to efficiently deliver cost-effective, high-quality, safe, health care services based upon integration of evidence and identified needs.
- Coordination and management of care, demonstrating respect for all individuals by creating an inclusive environment that values diversity, cultural sensitivity, social justice, and shared decision-making.
- Teaching and learning as a process based on a professional relationship, caring, respect, and shared knowledge.
- Integration of a liberal arts education, nursing science curriculum, and information technology as the foundation for best practices.
- Communication that facilitates trans-professional collaboration and shared decision-making to enhance practice across health care systems.
- Ethical, professional, and legal accountability in all interactions.

Program Goals

The DNP degree program goals are based on the American Association of Colleges of Nursing (AACN), **The Essentials: Core Competencies for Professional Nursing Education** (2026). They are also consistent with **Nursing: Scope and Standards of Practice** (5th Edition), **Code of Ethics for Nurses with Interpretive Statements** (ANA, 2025), the **New Jersey State Board of Nursing Statutes and Regulations** (2022), and the **Quality and Safety Education for Nurses Competencies** (2022).

Additional resources and standards include:

- Commission on Collegiate Nursing Education (CCNE, 2026) standards for accreditation of baccalaureate and graduate nursing programs.
- National Task Force (NTF) on Quality Nurse Practitioner Education: Standards for Quality Nurse Practitioner Education (6th Edition, 2022).
- National Organization of Nurse Practitioner Faculties (NONPF): Nurse Practitioner Role Competencies (2022)
- Consensus Model for ARPN Regulation: Licensure, Accreditation, Certification & Education (2008)
- Psychiatric Mental Health Nursing: Scope and Standards of Practice – ANA/APNA/ISPN

The DNP degree program goals are as follows:

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

School of Nursing Metaparadigm

A **metaparadigm** is a set of ideas that provide structure for how a discipline functions. The following five **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 well-being.
- **Health:** 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. These interactions have consequences that affect global health and well-being.
- **Persons:** 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 growth and development. They have rights and inherent dignity that must be respected.

- **Healing:** Healing integrates physical, social, psychological, cultural, and spiritual aspects of being. Healing is focused on persons as a whole in the context of their environment.

Program Sub-Concepts

- **Critical Thinking** – The process of gathering and seeking information, questioning, investigating, analyzing, evaluating, inferring, problem-solving, and applying theory using liberal arts, physical and social sciences, and nursing education to form the foundation for nursing practice (Chan, 2013).
- **Clinical Judgment for Nursing Practice** – Nursing practice that uses critical thinking and decision-making to provide safe, compassionate, and coordinated nursing care (Nibbelink & Brewer, 2018).
- **Culturally Sensitive Practice** – Awareness of the impact of culture on health beliefs and behaviors, which are used to individualize plans of care that incorporate preferred values and practices of a population (Hernandez & Gibb, 2018).
- **Evidence-Based Practice** – The integration of the best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014).
- **Safety and Quality Improvement** – The minimization of 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 Systems** – Organizations of people, institutions, and resources designed to improve the health of target populations, which are influenced by political, economic, and social trends.
- **Information and Technology Management** – Use information systems and technology to communicate, manage knowledge, mitigate error, and support decision-making to ensure a supportive, safe, and quality care environment (QSEN, 2014).
- **Professional Identity** – Integration of society's values, ethical and legal standards, ongoing reflection, and life-long learning in the pursuit of nursing practice excellence.
- **Leadership** – Use lifelong learning to facilitate, inspire, influence, and engage members of the health care team to achieve collective goals.
- **Caring** – “A nurturing way of relating to a valued other person, towards whom one feels a personal sense of commitment and responsibility” (Swanson, 1991, p. 165).
- **Teaching and Learning** – A complex, dynamic, interactive process between persons in the environment that may involve acquisition of skills, feelings, or thinking and is usually associated with behavioral change and growth (Babcock & Miller, 1996).
- **Care Coordination** – The deliberate organization of care activities and information sharing among all participants to ensure the person's needs and preferences are communicated at the right time to the right people to facilitate safe and effective care (AHRQ, 2024; NQF, 2010).
- **Ethical/Legal** – The application of legal and ethical standards to the care of persons, families, and communities (ANA, 2015).

Expected Program Outcomes

Upon completion of the DNP degree program, students will demonstrate:

- **Critical Thinking** – Synthesize and apply advanced theoretical concepts and research from nursing and other disciplines to improve healthcare outcomes.
- **Clinical Judgment for Nursing Practice** – Execute well-designed, evidenced-based, and person-centered care management plans within the advanced scope of practice to promote optimal population specific outcomes (AACN, 2021, 2.3, 2.4, 2.5, & 2.9, p. 30-32).
- **Culturally Sensitive Care** – Advocate for culturally sensitive environments, recognizing how implicit and explicit bias can impact care delivery among diverse populations and systems of care (AACN, 2021, 3.2, 3.3, 3.4, 3.5, 5.2, p. 34-35, 40).
- **Evidence-Based Practice** – Conduct, translate, and disseminate findings of ethical scholarly activities to improve health services delivery for the population served (AACN, 2021, 4.1, 4.2, & 4.3, p. 43).
- **Safety and Quality Improvement** – Demonstrate leadership by identifying, assessing, evaluating, and mitigating potential risks to ensure safety, minimize adverse events, and improve healthcare delivery (AACN, 2021, 5.1, 5.2, & 5.3, p. 39-41).
- **Interprofessional Communication and Collaboration** – Use knowledge of one's role and interprofessional partnerships to ensure optimal communication and accountability for quality care (AACN, 2021, 6.1, & 6.3, p. 42-43) [IPEC, 2023, RR1, p. 23]).
- **Practice Across Health Care Systems** – Coordinate evidence-based practice interventions developed by interdisciplinary teams to optimize fiscally sound, innovative, culturally sensitive, care practices across healthcare systems (AACN, 2021, 7.1, 7.2 & 7.3, p. 44).
- **Information and Technology Management** – Lead quality improvement efforts using healthcare technology per ethical and legal standards, and professional and regulatory policies to generate knowledge for the delivery of safe nursing care and to enhance organizational and system performance (AACN, 2021, 8.2, 8.3, & 8.5, p. 47).
- **Professional Identity** – Foster professional identity for the advanced practice nursing role by contributing to professional organizations, scholarship, and demonstrating accountability to individuals, society, and the profession (AACN, 2021, 9.2, 9.3 & 9.5, p. 50).
- **Leadership** – Lead, advocate, and participate as an interdisciplinary healthcare team member to create change and positively impact the delivery of services (AACN, 2021, 10.3, p. 57).
- **Caring** – Model caring and moral behaviors when advocating for and managing care to empower individuals, and families as they navigate complex situations (AACN, 2021, 2.1, p. 29).
- **Teaching and Learning** – Assume a leadership role educating interprofessional teams about teaching-learning processes that address health literacy to improve health outcomes for individuals, populations, and systems.
- **Care Coordination** – Deliberately and proactively organize and share information about a person's needs and preferences to guide individuals and groups through complex health and situational transitions (AACN, 2021, 2.9, p. 32; [AHRQ, 2024]).
- **Ethical/Legal** – Advocate for relevant laws, policies, and regulations and integrate ethical decision-making in research, systems evaluation, and advanced clinical practice (AACN, 2021, 9.1 & 9.4, p 49).
- **Care Management** – Apply knowledge of systems, health promotion, disease prevention, and illness management by performing or delegating activities during transitions in care across settings, assessing and closing care gaps, addressing patient and caregiver priorities, coordinating

services among healthcare team members, and navigating the complexities of the Healthcare system to improve clinical outcomes, efficiency, and reduce cost. (AACN, 7.1, p. 44, [NONPF]).

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 seeks student involvement in:

- New Jersey Board of Nursing, Commission on Collegiate Nursing Education, and/or International Nursing Association for Clinical Simulation and Learning accreditation processes;
- Initiatives that positively impact patient care practices within simulation labs or at clinical sites.

The Doctor of Nursing Practice (DNP) Degree Program

Montclair's Online Doctor of Nursing Practice is built for working nurses who want clarity and control over their career choices and the opportunity to make an impact in healthcare.

Coursework, clinical practicums, and scholarly projects require a substantial time commitment, including mandatory activities scheduled during standard business hours.

Students who choose to work while enrolled must ensure their employment does not conflict with academic or clinical obligations. Program requirements, clinical schedules, and deadlines **will not be modified for work schedules**. Students are strongly encouraged to evaluate their work commitments before selecting a plan of study and adjust their hours to ensure academic success.

Admission Requirements

The DNP program offers dedicated tracks for BSN-prepared nurses, MSN-prepared nurses and certified NPs, the program gives you a clear pathway that reflects your experience and goals. Nurses entering the

program without NP certification can choose from two concentrations, Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP), to align their doctoral study with their intended practice focus. Those who already hold NP certification have a clear pathway into the program without needing to select a concentration.

Applicants Without NP certification (BSN or MSN)

- BSN or MSN from an accredited school of nursing
- Minimum GPA of 3.0
- Active RN license in New Jersey or compact-state eligibility
- At least one year of full-time clinical nursing experience
- Personal essay (1 page)
- Two letters of recommendation
- Current résumé or CV
- All official transcripts

Applicants with NP Certification

- BSN and MSN from an accredited school of nursing
- Minimum GPA of 3.0
- Active RN license in New Jersey or compact-state eligibility
- Personal essay (1 page)
- Two letters of recommendation
- Current résumé or CV
- All official transcripts
- Proof of NP certification

Transfer of Graduate Credits

Applicants who have completed graduate-level coursework in a nurse practitioner or advanced nursing program may request a transfer credit review following admission. Transfer credit is evaluated individually and is not guaranteed.

To qualify, coursework must be completed at an accredited institution, align in content, rigor, learning outcomes, and credit hours with the DNP curriculum, and meet all University graduate transfer policies. Applicants may be required to submit syllabi, course descriptions, official transcripts, and supporting documentation.

Advanced practice courses (pathophysiology, pharmacology, health assessment, specialty didactic, and clinical practicums) are reviewed to ensure recency and compliance with professional, regulatory, accreditation, and certification standards. Clinical coursework and hours are subject to additional review based on recency, documented hours, specialty focus, and competency alignment.

Approval of transfer credit does not exempt students from demonstrating all required DNP and specialty competencies. The School of Nursing reserves the right to require supplementary coursework or clinical hours to meet program standards.

Application Process

Visit the [Admissions and Aid website](#) for detailed instructions on how to apply for the Doctor of Nursing Practice (DNP) degree program.

Upon receiving your required application materials, The Graduate Center reviews them for completeness. Once the application is complete, it is forwarded to the School of Nursing for review. The School of Nursing then notifies The Graduate Center of its admission recommendation, and The Graduate Center informs the applicant of the admission decision via email.

Regulatory Requirements and Nursing Standards

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

- *Code of Ethics for Nurses with Interpretation Statements*, (American Nurses' Association [ANA], 2025)
- *Nursing: Scope and Standards of Practice*, (5th 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: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing [AACN], 2026)
- *The Essentials of Master's Education in Nursing*, (American Association of Colleges of Nursing [AACN], 2011)
- *The Essentials of Doctoral Education for Advanced Nursing Practice*, (American Association of Colleges of Nursing [AACN], 2006)
- *The New Jersey Board of Nursing*. www.njconsumeraffairs.gov/nur/Pages/default.aspx
- *World Health Organization, Global standards for the initial education of professional nurses and midwives*. 2009.

Commission on Collegiate Nursing Education Accreditation Status

The School of Nursing is pursuing accreditation for the Doctor of Nursing Practice (DNP) program through the Commission on Collegiate Nursing Education (CCNE). The DNP program is not currently CCNE-accredited. We are navigating the review process in accordance with CCNE policies and procedures. Participation in this process does not guarantee accreditation. Students will be notified of updates to the program's accreditation status as the review progresses.

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 NJ Board of Nursing at 124 Halsey Street, Newark, NJ 07102.
- 13:37-1.8 (h) – Before an individual is admitted to a nursing education program, the program shall inform the individual that a criminal history background check is a prerequisite for licensure as a registered professional nurse or a licensed practice nurse.

Degree Requirements and Program Requirements

Degree Requirements

- Successful completion of 73 credits (students without NP certification).
- Successful completion of 31-33 credits (students with NP certification).
- Graduate students must maintain a cumulative GPA of 3.0. Failure to maintain a GPA of 3.0 will result in being placed on academic notice.
- A grade of “B-” or higher is required for all nursing courses (prefix NURS).
 - A student is permitted to repeat only one nursing course with a grade less than “B-”. The course may only be repeated once. If the student receives a grade less than “B-” when the course is repeated, the student will not be permitted to progress in the program. The student will meet with their faculty advisor and the Program Director to discuss other academic options.
 - If the student receives a grade of “B-” or higher when the nursing course is repeated, the student may progress in the program. If the student receives a course grade less than a “B-” in a subsequent nursing course, the student will not be permitted to progress in the program. The student will meet with their faculty advisor and the Program Director.

Program Requirements

- Proof of CPR certification from the American Heart Association – BLS for Healthcare Providers.
- Proof of Professional Liability (Malpractice) Insurance with a minimum coverage of \$1,000,000 / \$6,000,000 USD.
- Proof of current health clearance and criminal background check, as per School protocol.
- Standardized testing is used throughout the curriculum within individual courses and as a comprehensive review.
- Students are required to take a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner review course prior to taking their certification exam. (*Specific to the FNP and PMHNP concentrations.*)
- All requirements for the doctoral degree must be completed within six years of the date of matriculation, excluding any approved postponement/leave of absence.

Immersion Experiences

The DNP program is delivered primarily through asynchronous online coursework, with clinical experiences structured by specialty. To support academic progression and professional engagement, students participate in three mandatory one-day, on-campus immersions scheduled at the beginning, midpoint, and final stage of the program. Immersions offer face-to-face interaction with faculty, peers, and leadership. Activities focus on academic advising, progress assessments, clinical and scholarly planning, and current issues in advanced practice nursing. Content is tailored to each stage of the program to ensure students meet core advanced practice competencies.

Students unable to attend an immersion experience must submit a formal written request explaining the absence to the Program Director for review and approval. Missing an immersion, or failing to secure approval for a makeup, may delay progression in the program.

Online Doctor of Nursing Practice Curriculum

Nursing students entering the program without NP certification are required to successfully complete 73 credits, including 480 project hours and 810 clinical hours.

Nursing students entering the program with NP certification are required to successfully complete 31-33 credits, including 480 project hours and 135-245 clinical hours. Credits and clinical hours required for degree completion depend on levels of professional experience and clinical hours completed in your master's program.

All students should be familiar with the course sequencing, credit hours, clinical hours, and project hours associated with their program, as displayed in the Academic Catalog.

- [Family Nurse Practitioner Program Sequence](#) (Full-time & Part-time)
- [Psychiatric Mental Health Nurse Practitioner Program Sequence](#) (Full-time & Part-time)
- [Post-MSN to DNP Program Sequence](#) (Part-time)

Doctoral Nursing Course Descriptions

Required Core Courses

NURS 550: Role Development Practice Leadership for Advanced Practice Nursing (1.5 Credits)

This course examines advanced practice nurses' roles as leaders, advocates, and members of interdisciplinary healthcare teams from historical, philosophical, and theoretical frameworks. Students develop doctoral-level critical analysis skills by synthesizing and applying advanced theoretical concepts and research from nursing and other disciplines. Students explore leadership theory and the role of the advanced practice nurse as a change agent positively impacting the delivery of services.

NURS 560: Scholarly Writing for Doctoral Studies (2 Credits)

This course introduces the scholarly writing skills required for the DNP quality improvement project and written case narratives. Course assignments reinforce APA style including citation of sources, academic integrity, the use of evidence to support claims, and communication with a professional audience. The course culminates in an annotated bibliography on a topic the student chooses that supports the synthesis and application of skills and resources needed for the final project or a case narrative.

NURS 570: Biostatistics for Advanced Practice Nursing (1.5 Credits)

This course examines the use of statistics for clinical decision-making and evidence-based practice. Topics include measures of central tendency, frequencies, skewness, parametric and non-parametric statistics, choosing correct statistical methods, sample size estimation, probability, estimation and hypothesis testing, repeated measures analysis, monitoring for outcome change, and use of statistical software packages.

NURS 590: Epidemiology for Advanced Practice Nursing (1.5 Credits)

This course focuses on the distribution and determinants of health and disease in different human populations. Biological, behavioral, social, and environmental factors associated with the etiology and distribution of health and diseases are examined. Topics include basic principles of epidemiology, measures of disease frequency, life expectancy, outbreak investigation, causality, and ethical issues in epidemiological research.

NURS 651: Using Info. Technology for Program Planning, Monitoring, and Reporting (2 Credits)

This course explores applications of informatics and current trends for healthcare delivery across settings for program planning, monitoring, and reporting. Advanced clinical applications of technology are emphasized with various populations. Students develop the knowledge and skills necessary to lead interdisciplinary groups in quality improvement efforts using healthcare technology per ethical and legal standards, and professional and regulatory policies to enhance organizational and system performance. Students explore the utilization of technology to guide evidence-based practice, provide patient education, promote health and wellness, and improve clinical workflow. Communication and dissemination of findings through various informatics tools are discussed.

NURS 660: Integrating Evidence into Practice to Improve Outcomes (3 Credits)

This course provides the knowledge and skills to conduct, appraise, translate, and disseminate findings of ethical scholarly activities to improve health service delivery for individuals and populations. Topics include developing practice-based questions, conducting a literature review to identify relevant evidence, evaluating research quality, and applying the evidence in clinical practice. Students develop or refine a PICOT question, search and critically analyze the current literature to provide a foundation for the student's scholarly work. Quantitative, qualitative, and mixed methods approach to research, sampling procedures, data collection methods, data analysis and interpretation are discussed in relation to the DNP scholarly project.

NURS 670: Ethical and Legal Implications of Advanced Practice Nursing (1.5 Credits)

This course uses current and classic literature, and professional ethical, legal and regulatory standards to critically analyze issues that challenge advanced practice nurses' scope of practice in various healthcare settings, research, education, and administration. Values clarification, ethical theory, and professional standards are applied to decision-making in clinical practice. Advanced practice nurses' ethical and legal obligations as members of a profession, providers of care, and care managers is emphasized.

NURS 700: Care Management Impacting Healthcare Outcomes (1 Credit)

This course introduces the role of advanced practice nurses in care management. Direct care responsibilities include developing and monitoring personalized healthcare plans and care coordination for persons with acute and chronic conditions, prescribing medication, performing advanced clinical procedures, and advocating across healthcare settings. Leadership roles within the interdisciplinary team are examined including analyzing population outcomes to identify areas for improvement and implement evidence-based practices to improve care by incorporating the latest research into clinical decision-making.

NURS 710: Application of Teaching and Learning Processes for Nurse Practitioners (1 Credit)

This course introduces research-based educational theory and evidence-based teaching/learning strategies to design, coordinate, and evaluate patient education programs. Communication skills and strategies that foster interdisciplinary collaboration and person-centered care are explored. Knowledge of health assessment, pathophysiology, pharmacology as well as principles of cultural diversity and health literacy are incorporated in the design of an educational program to improve health outcomes for a population served.

NURS 720: Advocacy for Healthcare Policy and Social Justice (2 Credits)

This course provides strategies to advocate for healthcare policy and social justice. Methods used to influence political, regulatory, and governmental requirements are discussed from an organizational perspective. The course focuses on Advanced Practice Nurses' role changing, strengthening, and

transforming organizations. Topics include social responsibility, organizational and community involvement, and attaining and maintaining established standards in local and global environments.

NURS 800: Doctor of Nursing Practice Quality Improvement Project I (3 Credits)

The quality improvement project provides students the opportunity to translate knowledge into practice to improve health outcomes. The project addresses one of the following areas: health promotion, and/or a community health, a clinical issue, integration of technology/informatics in care, or a health policy-related issue for a specific population. Students are mentored and participate in peer review during project development, which includes the formulation of goals and objectives, project design, identification of data collection instruments, and ethical review to obtain agency approval and develop an IRB-exempt or expedited application.

NURS 810: Doctor of Nursing Practice Quality Improvement Project II (1 Credit)

This course builds on NURS 800 to continue developing the Quality Improvement project. Students obtain IRB and agency approval, implement their project and collect data. Students work with their mentors to address any implementation issues. Effective communication facilitates this phase of the project through agency collaboration. Students work with mentors, collaborating stakeholders, and peers to evaluate progress.

NURS 820: Doctor of Nursing Practice Quality Improvement Project III (4 Credits)

The final Doctor of Nursing Practice quality improvement project course focuses on data analysis and dissemination of findings. This includes discussing the project results, drawing conclusions, identifying implications, and proposing future recommendations. Students will prepare a manuscript suitable for publication in a peer-reviewed journal or presentation at a professional conference.

Advanced Practice Core

NURS 655: Advanced Pathophysiology for Nurse Practitioners (3 Credits)

This course applies concepts of pathophysiology from theoretical and clinical perspectives. Objective and subjective manifestations of common health problems related to health disparities, environment, stress, genetic, and psychophysiological causes of disease are analyzed across the lifespan. Clinical findings and diagnostic tests specific to selected health conditions are analyzed within the context of age, gender, and lifestyle.

NURS 665: Advanced Pharmacology for Nurse Practitioners (3 Credits)

This course focuses on general principles of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacogenetics as they relate to treating and managing common conditions across the lifespan. Laws governing prescriptive authority for advanced practice nurses are reviewed. Nurse practitioner accountability for patient education, managing and evaluating therapeutic regimes to maximize effectiveness and minimize adverse reactions are discussed.

NURS 675: Advanced Health Assessment for Nurse Practitioners (4 Credits)

This didactic/laboratory course provides the advanced knowledge and clinical skills necessary for comprehensive and focused health assessment across the lifespan and clinical settings. Differentiation of normal anatomic and physiologic variations from pathologic findings using advanced diagnostic reasoning and clinical decision-making is emphasized. History and physical examination findings are presented as the basis for evaluating health status, assessing health risks, establishing differential diagnoses, and monitoring therapeutic interventions to optimize care management. Strategies to effectively communicate and build rapport with persons from diverse cultural backgrounds to ensure respectful and culturally sensitive care are integrated into the didactic and practicum.

Family Nurse Practitioner (FNP) Concentration Courses

NURS 701: Mental Healthcare Management for Advanced Practice Nurses (4 Credits)

This course provides the foundation for care management of commonly occurring mental health issues that Family Nurse Practitioner's treat in primary care settings. Mental health promotion and primary prevention across the lifespan are emphasized. Mental health screening tools and mental health education are explored. Common mental and substance use disorders seen in primary care are emphasized with a focus on clinical presentation, etiology, diagnosis, and psychobiologic interventions.

NURS 711: FNP Care Management I: Health Promotion and Disease Prevention (5 Credits)

This didactic/practicum course employs a systematic approach to health promotion and disease prevention through the lens of care management. Principles related to age, gender, cultural sensitivity, and individual, family, and community health promotion are emphasized for vulnerable populations using epidemiologic methods. The Family Nurse Practitioner's role providing counseling and communication, including genetic counseling, as well as the role of complementary and alternative health modalities, are studied. Evidenced-based guidelines and Social Determinants of Health are used as a focus for in-depth analysis of health promotion interventions in practicum settings. Students complete a case narrative to demonstrate application of this level of practice.

NURS 721: Advanced Clinical Skills Business Practices (2 Credits)

This didactic/lab course introduces advanced clinical skills and business practices. Safety, quality, diagnosis, treatment, office procedures, record keeping, and billing and coding are addressed. This course includes basic business procedures, and advanced clinical skills. The practicum includes suturing, incision and drainage, wound care, splinting, x-ray interpretation, performing and interpreting EKG's, phlebotomy, BCLS/ACLS, and IV insertion.

NURS 801: FNP Care Management II: Common Health Alterations for Adults (6 Credits)

This didactic/practicum course focuses on care management for young, middle, and older adults who present with health alterations commonly treated in ambulatory, long term, rehabilitation, and acute care settings. The chief complaint, history of the present illness, pertinent positive and negative review of systems, relevant past health history, risk factors, and objective data form the basis for the impression and differential diagnosis. Diagnostic strategies and therapeutic interventions are developed with attention to scientific evidence safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy. Practicum experiences provide opportunities to deliver holistic care to culturally diverse adults with the goal of returning to the highest level of function. Students complete a case narrative to demonstrate the application of knowledge of care management guidelines to this level of practice.

NURS 811: FNP Care Management III: Female Health Across the Life Span (6 Credits)

This didactic/practicum course builds competency in providing holistic care for females through normal physiologic life processes from puberty through adulthood. The course focuses on disease prevention and health promotion in sexual, reproductive, and basic gynecologic care. Topics will include an introduction to contraception, prevention, detection, and treatment of sexually transmitted infections, including expedited partner treatment. The role of the nurse practitioner in preconception care is vital to improve health trajectories for women with childbearing potential and the health of the next generation of newborns. Thus, students in this course will study the pre-conception, prenatal, and postpartum periods in preparation for providing continuous primary care for females throughout their lifespan. Students will also study signs and symptoms of pregnancy-related complications for effective communication and collaboration in a multidisciplinary care team. Finally, the multifaceted aspects of the transition through

menopause and the care of postmenopausal individuals will also be explored. Students complete a case narrative to demonstrate application of this level of practice.

NURS 821: FNP Care Management IV: Infant, Child Adolescent Primary Care in the Context of Family Community (6 Credits)

This didactic/practicum course focuses on health surveillance and acute episodic management of common infant, child and adolescent health issues in the context of family and community. Emphasis is placed on developmentally appropriate physical, cognitive, social, and emotional growth. Health promotion through prevention, screening, risk reduction, and anticipatory guidance for children and caregivers are reviewed using established guidelines and instruments. Frequently encountered acute and chronic health alterations seen in a variety of settings are explored. Practicum experiences provide opportunities to deliver care to culturally diverse infants, children, adolescents, and families. Students complete a case narrative to demonstrate application of this level of practice.

NURS 831: FNP Care Management V: Complex and Chronic Health Alterations for Adults and Older Adults (7 Credits)

This didactic/practicum course focuses on interdisciplinary chronic and complex disease care management for Adults and Older Adults. Pain management, palliative care, and end of life topics are explored from ethical, legal, spiritual, and cultural perspectives. Practicum experiences provide opportunities for the evaluation and management of adults and older adults with complex comorbid conditions across acute, ambulatory and rehabilitation settings. Students complete a case narrative to demonstrate application of this level of practice.

NURS 841: Family Nurse Practitioner Seminar (2 Credits)

This seminar provides students the opportunity to complete any work related to the scholarly project and prepares FNP candidates for professional certification by nationally recognized bodies and state licensure. Exam eligibility and requirements are reviewed to select the certification examination that meets the student's career goals. Test taking strategies and exam content are also reviewed.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Concentration Courses

NURS 706: Advanced Psychopharmacology for PMHNPs (3 Credits)

Building on prior pharmacologic knowledge, the primary focus of this course is to explore advanced concepts of psychopharmacologic care management. This includes analysis of psychotropic mechanisms of action, indications, dosing, side effects, drug interactions, contraindications, and patient education. Emphasis is placed on safe, cost-effective, patient-centered, evidence-based prescribing practices to optimize efficacy. The integration of neurobiological, epigenetic, diagnostic, cultural, legal, ethical, and socioeconomic factors that influence the use of psychopharmacology across the lifespan are analyzed.

NURS 716: PMHNP I: Role Development, Mental Health Assessment, and Diagnosis (5 Credits)

This didactic/practicum course is designed to explore the history of mental health, mental healthcare systems, and mental health policy in relation to the Psychiatric Mental Health Nurse Practitioner care management role today. Advanced mental health assessment skills, interview techniques, and the use of standardized assessment tools are explored in didactic and practice. An interdisciplinary approach within the context of social determinants of health is applied to culturally diverse populations. Diagnostic reasoning and formulation are examined in relation to congruence with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Students complete a case narrative to demonstrate application of this level of practice.

NURS 726: Theoretical Frameworks and Best Practices for PMHNPs (3 Credits)

Theories, frameworks, strategies, and best practices related to mental health promotion, psychotherapeutic interventions, and care management of individuals, families, and groups with mental health-related issues and disorders across the lifespan are emphasized. Theories explaining human behavior, personality development, the etiology of psychopathology, and strategies for therapeutic change from major schools of psychotherapy are examined. Students gain knowledge in the analysis and application of theories based on research evidence and their relevance to advanced practice psychiatric nursing.

NURS 806: PMHNP II: Care Management of Persons with Common Acute Chronic Mental Health Disorders (6 Credits)

This didactic/practicum course focuses on common acute and chronic psychiatric disorders across the lifespan by integrating foundational skills that strengthen the student's psychiatric assessment, care management, and psychotherapeutic skills. Evidence-based guidelines are used to critically appraise the holistic mental healthcare needs of individuals and families throughout the lifespan and across the wellness-illness continuum. Students complete a case narrative to demonstrate application of this level of practice.

NURS 816: PMHNP III: Care Management of Adults Older Adults with Mental Health Disorders Comorbidities (7 Credits)

This didactic/practicum course focuses on the mental health needs of adults and older adults. It explores the significance of relevant maturational and situational crises for this population. Care management of persons with various mental health disorders and issues is analyzed and practiced. Students gain experience with the evaluation and management of this population in a variety of psychiatric/mental healthcare systems. Students complete a case narrative to demonstrate application of this level of practice.

NURS 826: PMHNP IV: Care Management of Children, Adolescents, and Young Adults with Mental Health Disorders (6 Credits)

This didactic/practicum course focuses on the management of mental health issues among children, adolescents, young adults, and families. Principles of growth and development and prescribing practices are emphasized. Theories and research related to family systems etiology, differential diagnosis, and complex care management are examined. Students gain practice experience in a variety of community, school-based, and psychiatric mental health settings. Students complete a case narrative to demonstrate application of this level of practice.

NURS 836: PMHNP V: Care Management of Contemporary Mental Health Issues (6 Credits)

This didactic/practicum course explores contemporary mental health issues and at-risk populations in mental healthcare, including substance use, COVID-19, societal violence, environmental disasters, gender-related issues, and the impact of technology on mental health. Current theories, frameworks, and research evidence related to these issues are analyzed and practiced. Relevant practice settings include the substance use care continuum and community-based settings addressing these issues. Students complete a case narrative to demonstrate application of this level of practice.

NURS 846: Psychiatric Mental Health Nurse Practitioner Seminar (2 Credits)

This seminar provides students the opportunity to complete any work related to the scholarly project and prepares Psychiatric Mental Health Nurse Practitioner candidates for professional certification by nationally recognized bodies and state licensure. Exam eligibility and requirements are reviewed to select the certification examination that meets the student's career goals. Test-taking strategies and exam content are also reviewed.

Scholarly Project: Expectations and Requirements

The Doctor of Nursing Practice Scholarly Project is a culminating, practice-focused experience that demonstrates a student's ability to translate evidence into practice, lead quality improvement, evaluate outcomes, and improve healthcare delivery and population health. As a quality improvement (QI) initiative, the project addresses a specific practice challenge using established QI principles and the Institute for Healthcare Improvement (IHI) Model for Improvement, including clearly defined aims, appropriate measures, and Plan-Do-Study-Act (PDSA) cycles.

Scholarly Project Course Sequence

Students develop, implement, evaluate, and disseminate their scholarly project across a three-course sequence:

1. NURS 800 – DNP Scholarly Project I: Project development and planning
2. NURS 810 – DNP Scholarly Project II: Project implementation
3. NURS 820 – DNP Scholarly Project III: Evaluation, dissemination, and completion

These courses represent a continuous process. Students must make satisfactory progress toward established milestones in each course before advancing to the next phase. Throughout the sequence, the DNP Scholarly Project faculty team provides oversight and evaluation to ensure projects are feasible, evidence-based, methodologically sound, and appropriate for doctoral-level practice.

Project Site and Approval

Each student is responsible for identifying an appropriate healthcare, community, academic, or practice setting for their project. The proposed project and site must be approved by the Scholarly Project Faculty Team before implementation.

Students are responsible for securing organizational approvals and adhering to site policies. No project may be implemented until all required University and site approvals are fully secured.

Scholarly Project Committee

Students work with a Scholarly Project Committee throughout the project lifespan. The committee includes:

- Scholarly Project Faculty: Instructors in the NURS 800, 810, and 820 sequence who provide academic oversight and evaluation.
- Content Expert/Mentor: An individual with domain expertise relevant to the project's clinical, organizational, or population focus. This may be an individual affiliated with the host site.
- Additional Stakeholder/Expert: An individual who contributes valuable subject matter or practical expertise (e.g., University faculty, organizational stakeholder, or clinical leader).

All committee appointments are subject to approval by the Scholarly Project Faculty Team.

Quality Improvement and Protection of Human Participants

DNP Scholarly Projects are designed as quality improvement initiatives rather than generalizable research. Students receive instruction on the distinctions between QI, evidence-based practice, program evaluation, and human subjects research.

All students must complete the Institutional Review Board (IRB) determination process and any site-specific reviews. The determination of whether a project constitutes human subjects research is made solely by the IRB or designated institutional authority—not the student. Implementation and data collection may not begin until all required IRB, organizational, and faculty approvals are granted.

Project Development and Implementation

Across the three-course sequence, students are expected to:

- Identify a significant practice, quality, safety, or healthcare delivery problem.
- Conduct a comprehensive review and synthesis of relevant evidence.
- Assess the practice setting and engage key stakeholders.
- Establish clearly defined project aims and measurable objectives.
- Identify process, outcome, and (where applicable) balancing measures.
- Design and implement an evidence-based quality improvement intervention.
- Complete required IRB and organizational review processes.
- Collect and analyze project data using appropriate methods.
- Evaluate processes, outcomes, limitations, and sustainability.
- Interpret findings relative to existing evidence and practice implications.
- Formulate recommendations for sustaining, modifying, or expanding the initiative.
- Disseminate project outcomes through required scholarly and professional channels.

Substantive changes to an approved project, site, population, intervention, or timeline must be approved by the faculty team and may require additional IRB or organizational review.

Scholarly Project Hours

Students complete 410 documented scholarly project hours across the program. Of these, 370 hours are directly embedded within NURS 800, 810, and 820. These hours reflect doctoral-level practice activities, including needs assessments, stakeholder engagement, evidence synthesis, planning, IRB preparation, implementation, data collection and analysis, mentor meetings, and dissemination.

Students are responsible for maintaining timely, accurate logs in the program-designated tracking system. Hours are subject to review and approval per School of Nursing policies.

Alignment with the AACN Essentials

- Domain 4: Scholarship for the Nursing Discipline: Central to the project as students execute the full evidence-translation process—from problem identification to dissemination. Specifically, competency 4.2g addresses leading the translation of evidence into practice, while 4.2k focuses on evaluating the outcomes and impact of new practices.
- Domain 5: Quality and Safety: Core to the project's QI framework. Advanced-level 5.1 competencies emphasize using data-driven benchmarks, integrating outcome metrics, evaluating initiatives, and advancing practices through outcome dissemination (5.1o).

Progression Across NURS 800, 810 and 820

Project Phase	NURS 800	NURS 810	NURS 820
Identify Practice / QI Problem	Develop	-	-
Assess Organizational Context	Develop	Refine	-
Synthesize Evidence	Develop	Apply	Interpret
Establish QI Aim / Objectives	Develop	Monitor	Evaluate
Select QI Methodology	Develop	Apply	Evaluate
Establish Process / Outcome Measures	Develop	Collect	Analyze
Identify Project Site / Stakeholders	Develop	Collaborate	Engage
Develop Intervention	Develop	Implement	Evaluate
Ethical / IRB Determination	Prepare and Submit	Obtain and Comply	Maintain Compliance
Agency Approval	Initiate and/or Obtain	Maintain	Complete
Implement QI Intervention	Prepare	Implement	Complete
Collect Data	Plan	Collect	Complete and Verify
Analyze Outcomes	Plan	Preliminary Monitoring	Analyze
Evaluate Effectiveness	Plan	Monitor	Evaluate
Sustainability	Consider	Assess	Recommend
Dissemination	Plan	-	Complete
Scholarly Manuscript / Presentation	Begin Framework	Develop	Complete

Course Delivery

Courses in the Online DNP are offered asynchronously online through CANVAS during the fall, spring, and summer semesters. Clinical practicum experiences are conducted in person at the assigned clinical practicum site.

Orientation

The School of Nursing partners with Montclair Unbound to host a virtual New Online Graduate Student Welcome Event each spring and fall before the start of the program. Accepted students will be notified electronically of the scheduled date.

Communication

All students are assigned a Montclair email account. This account is the official means of electronic communication. Students are expected to check their email at least three times per week for important communications. Course requirements and course communications will be communicated through Canvas and/or the student's Montclair email account.

Emergency Alert System

Students are automatically enrolled to receive Rave Mobile Safety text alerts through their provided contact information in NEST. Please ensure your contact information is accurate.

To learn more about Rave Mobile Safety, visit the [Emergency Preparedness website](#).

Inclement Weather Procedures

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

Academic Advisement

Each student is assigned a faculty 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.

Student Success

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

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

Grading Policies

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

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

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

C-	73-70%
F	69%

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

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

Available letter grades for graduate-level courses:

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

Repeating a Course with an “F” Grade in a Doctoral Program

Students who receive a grade of “F” in a course are not permitted to repeat that course. The Program Director, at their discretion, can make exceptions in special cases and under extenuating circumstances. Permission will be granted only with the written approval of the Program Director through the ‘Permission to Repeat a Course Request’, which is located on [The Graduate Center’s website](#). The decision will be forwarded to the College/School Dean and The Graduate Center. The original “F” grade can then be removed from the GPA calculation and replaced with the new grade.

Incomplete (IN) Grades

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

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

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

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

Academic Progression

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

- A grade lower than "B-" in one 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 notice, suspension, or dismissal from the nursing program and the University. The Committee will recommend a decision regarding notice, suspension, or dismissal.
 - Appeals may be initiated in accordance with the Appeals Policy (Section C.3 Formal Resolution Procedure) of the University Grievance Procedure.

Graduate nursing students must maintain a 3.0 overall cumulative GPA in order to progress in the nursing program. Students may be placed on academic notice if their cumulative GPA falls below 3.0. A student on academic notice 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 notice for no more than one semester. Failure to raise the GPA to the minimum cumulative standard of 3.0 during a student's semester on academic notice may result in dismissal from the nursing program.

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

Evaluation and Remediation Procedures

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

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

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

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

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

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

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

Grade Grievance Procedures

Goals and Objectives

- To ensure for every student who feels aggrieved a formal procedure to guarantee due process.
- To ensure equitable treatment for all parties concerned and protect the rights of individuals.
- To ensure academic freedom as well as academic quality.
- To ensure remedy within a reasonable period of time.

Informal Resolution Procedure

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

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

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

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

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

a formal grievance is warranted. If a formal grievance is deemed warranted, a grievance committee must be convened.

Formal Resolution Procedure

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

A new committee will be selected each year.

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

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

Grievance Committee Procedure

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

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

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

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

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

If the committee finds in favor of the student, the committee's report and recommendation shall be forwarded to the Vice President for Academic Affairs of the University after completion of the hearing, and copies shall be provided to all parties of the complaint. If the committee finds in favor of the faculty

member and no appeal to the committee's decision is filed within the specified time period, the committee shall destroy all documents pertaining to that particular case.

Appeal Process

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

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

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

If the Vice President is in agreement with the committee's findings in favor of the faculty member, the Vice President must destroy all documents pertaining to that case. If, however, the Vice President for Academic Affairs finds in favor of the student, a recommendation for change of grade should be made by the Vice President to the faculty member. A copy of this recommendation should go to the Chairperson of the Department, the Dean of the College/School, and the Dean of Students. All procedural actions must be completed within the semester they are initiated.

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

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

Academic Notice and Dismissal

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

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

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

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

If the student receives a grade of "B-" or higher when the nursing course is repeated, the student may progress in the program. If the student receives a course grade less than a "B-" in a subsequent nursing

course the student will not be permitted to progress in the program. The student will meet with their faculty advisor and the Program Director.

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

Leave of Absence

Students are eligible for one leave of absence during the entirety of the program. The leave of absence will be excluded from the time limit for completion of the graduate program. Prior to contacting The Graduate Center, the student will formally notify the Post-licensure Program Director and their faculty advisor.

Requests for a leave of absence must be submitted online to The Graduate Center by the end of the second week of the semester. The student will receive confirmation of the leave of absence from The Graduate Center. Students are not required to disclose the reason for requesting a leave of absence. The leave of absence policy applies only to students who have matriculated and cannot be used in lieu of a request to postpone matriculation. The leave of absence will not be granted retroactively. It is the student's responsibility to officially withdraw from courses in which they are registered. Students will be held responsible for all tuition and fees incurred for registered courses. An approved leave of absence will typically last up to a 15-week semester.

Montclair also has a medical leave policy administered by the Office of the Dean of Students. Prior to contacting the Dean of Students, the student should notify the Post-licensure Program Director and their faculty advisor.

Withdrawal Policies

Voluntary Withdrawal

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

Withdrawal after Failing to Register for Two Semesters

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

Readmission after Withdrawal

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

total of permissible leaves of absence. Upon readmission, The Graduate Center, in consultation with the program faculty, will inform the student of the time requirement for completion of the program.

Separable vs. Inseparable Offenses

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

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

Accommodations Due to Disability

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

Clinical Practicum Participation

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

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

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

Requirements in Preparation for the Clinical Practicum

A minimum of six 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 weeks prior to the beginning of clinical experiences, the student will not be able to attend clinical experiences and may be subject to course failure and dismissal from the program.

Criminal Background Check

- Clinical agencies with which the School of Nursing maintains contracts for the provision of clinical learning experiences mandate that students who interact with their patients meet and adhere to the same standards that apply to clinical agency professional staff. Students are required to undergo a criminal background check prior to participating in clinical experiences. The clinical background check is conducted by a specific third-party external vendor. Criminal background checks from any other source will not be considered. The student is responsible for costs associated with completion of a criminal background check.
- A criminal background report containing a criminal history not acceptable to the clinical agency may result in a student not being accepted into or being dismissed from a clinical learning experience per clinical agency standards. It is solely the responsibility of the student to maintain qualification for entry into and continuance in the clinical learning experience.

- The results of the criminal background check report will be shared with the clinical agency prior to the beginning of each semester by the School of Nursing.
- The inability to participate in clinical learning from one or more agencies due to clinical agency rejection or dismissal will result in the student's inability to complete program course requirements. Failure to complete course requirements will result in course failure and dismissal from the nursing program.
- If a student finds the criminal background check has errors, it is the student's responsibility to dispute and correct the error prior to the first day of the semester. The student is responsible for all costs associated with the dispute. In the event that a criminal history report is in dispute, the report remains on the student's record until the University is notified of a resolution of the dispute warranting removal of the notation.
- All students are required to submit an eleven-panel drug screen annually. This is administered through a third-party external vendor. The student is responsible for the cost of these services. Please note: a copy of the entire drug screen must be submitted to Mrs. Roberts. A copy of your receipt cannot be accepted.

Professional Liability (Malpractice) Insurance

Professional liability insurance in the amount of \$1 million/\$6 million is required for all students. The student is responsible for the costs associated with the purchase of liability insurance and for 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.

Health and Immunization Information

- Annual physical examination completed before the start of each clinical practicum.
- 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 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 to six 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

The expected attire of students is governed by clinical agency requirements.

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 weeks prior to the start of the practicum experience.

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

Compliance with HIPAA

Students are personally accountable to maintain patient confidentiality at all times. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules detail requirements of all healthcare personnel to protect patient confidentiality. Students are required to maintain patient confidentiality at **all times**. Students have access to patient information on a “need-to-know” basis. Students may only access patient information (written, electronic, or oral) in the course of the clinical experience as permitted by the clinical instructor. Students may not share patient information

with outside parties. Discussions of patient care are appropriate for the learning environment; however, these discussions must occur in a private area to maintain patient confidentiality.

Students are not permitted to leave the clinical agency with any patient information. Students are not permitted to copy any part of the patient's medical record by any means. HIPAA violations are subject to civil and criminal penalties as defined by federal law. Students who violate HIPAA are subject to dismissal from the program.

Proper Use of Social Media in Compliance with HIPAA

When used correctly, social media can expand communication and connectivity. However, when used improperly, it may lead to serious consequences, such as the loss of your nursing license. Therefore, it is each student's responsibility to know what social media is and how to use it correctly in professional and personal environments. **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 Post-licensure Program Director as soon as possible, but not more than 24 hours following the incident.

- a. Dr. Mary DiGiulio is located in Room 317 of the School of Nursing and can be reached at 973-655-3274 or digiuliom@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.

Clinical Evaluation

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

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

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

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

Clinical Notice, 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 notice include consistent difficulties applying theory to the clinical setting and inconsistent preparation for the clinical experience, pre and/or post conference, and clinical assignments.

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

Clinical Notice

Clinical notice 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 notice by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the status will be removed at the end of the course. Failure to meet the requirements of the notice 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 or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical notice.
- 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.
- Loss of RN license and/or APRN license, if applicable.
- 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 are able to meet with the Post-licensure Program Director to discuss a clinical placement in which a Memorandum of Understanding (MOU) must be developed. The placement must meet all requirements of the University, School of Nursing and the course.

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 in order to achieve the required clinical hours for degree completion.

Simulation Center Expectations

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

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

Simulation Center Contacts:

- Mr. John Gurriell – Simulation Center Manager
 - School of Nursing, Room 242
 - gurriellj@montclair.edu
 - 973-655-3617
- Ms. Jeannette Flynn – Assistant Teaching Professor / Lab Specialist
 - School of Nursing, Room 242
 - flynnje@montclair.edu
 - 973-655-3622

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

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

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

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

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

Dress Code: All nursing students are expected to dress professionally when at the Simulation Center for a scheduled lab. 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 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 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 Post-licensure 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 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 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 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 Post-licensure Program Director for the first time available. The initiation of the grade grievance **MUST** take place within three 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 weeks from the beginning of the next Fall or Spring semester.
4. If the conflict is still not resolved, the Dean of the College/School must notify the Associate Vice-President for Academic Affairs in writing of the unresolved grievance and must forward all paperwork to the Associate Vice-President within one week of the issuance of the Dean's statement. Both parties to the grievance must be apprised of this action. The Associate Vice-President shall decide whether a formal grievance is warranted. If a formal grievance is deemed warranted, a Grievance Committee must be convened.

Formal Resolution Procedure

Step One: Grievance Committee

1. The Grievance Committee shall be composed of one faculty member from each College/School (appointed by the Dean of that College/School), two 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 weeks after receipt of the paperwork from the Dean of College/School.
2. A new Grievance Committee will be selected each year.
3. The bargaining agent of the faculty member involved may appoint one representative to be present during committee deliberations. The aggrieved student may also bring one 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 steps. In the first step, the complainant will present the relevant charges and the complainant and the individual charged will present relevant evidence in support of their respective positions and ask questions of the other party. In the second step, members of the Grievance Committee will deliberate, leading to a recommendation to be forwarded to the Vice-President for Academic Affairs.
2. In advance of the hearing, the Chair of the Grievance Committee shall notify the grievant, the individual charged with the unfair practice, and the members of the committee of the time and place of the hearing, specification(s) of the complaint, composition of the committee, and the

right of the individual charged to be accompanied by an advisor. The advisor to the student and faculty member may be present when charges and evidence are presented to the committee.

3. At any hearing, all parties with the exception of the advisors may question witnesses.
4. All committee hearings shall be confidential; witnesses shall be excluded except for the period of their questioning.
5. The report and recommendation of the committee shall be in writing, including the committee's rationale for its decision and any dissenting opinion(s). Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation. Class schedules of students and faculty members must be accommodated when setting committee meetings.
6. If the committee finds in favor of the student, the committee's report and recommendation shall be forwarded to the Vice-President for Academic Affairs after completion of the hearing, and copies shall be provided to all parties of the complaint. If the committee finds in favor of the faculty member and no appeal to the committee's decision is filed within the specified period (see Appeal Process, #1 below), the committee shall destroy all documents pertaining to that particular case.

Step Three: Appeal Process

1. If any parties to the complaint are not satisfied with the committee's report and recommendation, they may request a meeting with the Vice-President for Academic Affairs. **Such a request must be filed within five calendar days after receipt of the report.**
2. Such an appeal to the Vice-President for Academic Affairs shall be based upon:
 - a. A contention that committee procedure may have had a prejudicial effect on the outcome of the report and recommendation;
 - b. The discovery of new information after the committee hearing which may have an effect on the outcome of the hearing;
 - c. The belief that the committee recommendation was unsubstantiated by the evidence and documentation presented.
3. The Vice-President for Academic Affairs shall weigh all evidence and recommendations and render a final written determination of the matter. All parties to the grievance must receive copies of the Vice-President's recommendation.
4. If the Vice-President for Academic Affairs agrees with the committee's findings *in favor of the faculty member*, the Vice-President must destroy all documents pertaining to that case.
 - a. If, however, the Vice-President finds *in favor of the student*, a recommendation for a change of grade should be made by the Vice-President to the faculty member.
 - b. A copy of this recommendation should go to the Chair of the Department, the Dean of the College/School, and the Dean of Students. All procedural actions must be completed within the semester they are initiated.
5. Department Chairs, Deans, Vice-Presidents, etc... should not attempt to discuss or resolve any grade grievance unless the above procedure has been faithfully adhered to.

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

III. School of Nursing 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 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 Post-licensure Program Director one semester prior to their return to initiate discussion regarding the student's readiness to return to clinical studies.

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

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

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

Following the implementation of the plan, an evaluation will be completed and discussed with the student. Satisfactory performance will enable the student to progress in the program. A student that does not demonstrate competence may be required to repeat prior nursing courses or may be counseled to consider withdrawal from the program as deemed necessary.

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

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 of immunization as a prerequisite for enrollment. The official immunization record and/or copy of blood titers must be submitted electronically. Please refer to the [website of the Student 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 for Nurses (2025)

- **Provision 1: Dignity and Respect** - The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- **Provision 2: Primary Commitment** - The nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community or population.
- **Provision 3: Trust and Advocacy** - The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
- **Provision 4: Responsibility and Accountability for Practice** - Nurses have authority over nursing and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- **Provision 5: Duties to Self** - The nurse has more duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- **Provision 6: Ethical Work Environments** - Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- **Provision 7: Knowledge Development and Social Policy** - Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- **Provision 8: Collaborative Relationships** - Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.
- **Provision 9: Commitment to Society and Social Justice** - Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- **Provision 10: A Global Nursing Community** - Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Appendix C

International Council of Nursing (ICN) Code of Ethics

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

1. Nurses and People

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

2. Nurses and Practice

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

3. Nurses and the Profession

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

4. Nurses and Co-workers

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

Suggestions for Use of the ICN Code of Ethics for Nurses

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

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's Online DNP Student Handbook provides academic information, policies, and procedures for the Doctor of Nursing Practice degree program. It serves as a guide to resources within the School of Nursing and across the University. All doctoral 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 Post-licensure 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
 - [PMHNP Concentration](#)
 - [FNP Concentration](#)
 - [Post-MSN to DNP Track](#)

Name: _____

Net ID: _____

CWID: _____

Signature: _____

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

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

Disclaimer

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

Dr. Mary DiGiulio at 973-655-3274 or digiuliom@montclair.edu.