



**New Jersey City University
Nursing Department
Graduate Program
Handbook
AY 2021 - AY 2022**

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Dear Student,

It is with great honor and pride that we welcome you to New Jersey City University. During your studies at NJCU you will experience challenging courses, exceptional faculty, and outstanding mentors. You will also meet lifelong friends and colleagues. Our faculty and staff are here to support you through the phases of your academic journey, whether it be a Master of Science (MS) degree or one of our certificate programs.

The American Association of Colleges of Nursing, the American Nurses Association, the National League for Nursing and Quality and Safety Education for Nurses recognize the master's degree as a critical step in advancing the practice of nursing. The Institute of Medicine's Future of Nursing report noted that strong nursing leadership is critical if the vision of a transformed health care system and positive patient and population outcomes are to be realized. The National Academy of Medicine Future of Nursing Report 2020-2030 posited targeted efforts to ensure a more diverse nursing workforce with advanced practice degrees to mirror patient populations is a priority for the profession. Given the demands of today's ever changing healthcare delivery system, nurses with advanced degrees use evidence-based best practices to inform practice decisions and improve outcomes for recipients of nursing care across patient populations. The graduate programs offered in the nursing department at NJCU were carefully designed to ensure that graduates are prepared to meet the demand of the volatile, uncertain, complex, and ambiguous healthcare system.

We have prepared this handbook to provide you with information about academic and general student matters that can facilitate your learning experiences in the nursing department and at NJCU. Upon review of the Nursing Department Graduate Program Handbook and the NJCU Graduate Catalog, you will complete the electronic signature pages at the end of this handbook acknowledging you have reviewed and understand the information presented.

On behalf of the Nursing Department Faculty, once again, welcome to Graduate Nursing at NJCU. Please feel free to consult with us if you need further information or clarification on any content in this handbook.

We wish you a successful educational journey!

Lorraine Chewey EdD, RN, CSN-NJ, FNASN
School Nurse Program Coordinator

Nelda Ephraim, PhD, RN, CSN-NJ, CCRN-K
Graduate Program Coordinator

Graduate Program Handbook Statement

This Graduate Handbook was prepared in conjunction with the NJCU Graduate catalog, <https://catalog.njcu.edu/graduate/>. Students are responsible for acting in accordance with the University and Nursing Department policies as specified. Specific criterion and policies affecting the Graduate Program of Study in Nursing are described herein.

Information about Graduate Nursing Programs at NJCU can be found using the following weblinks: <https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/nursing/graduate-programs>

Locations:

Jersey City Campus	Fort Monmouth Location
New Jersey City University	NJCU @Fort Monmouth
2039 Kennedy Blvd	Squier Hall
Rossey 405	283 Sherrill Avenue
Jersey City, NJ 07305	Oceanport, NJ 07703
201-200-3157	732-894-3282

Faculty List and Contact Information

Faculty	Title	Certifications/Clinical Specialties	Email
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Faculty	Title	Certifications/Clinical Specialties	Email
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Accreditation

NJ Board of Nursing

The prelicensure nursing programs at NJCU are accredited by the NJ State Board of Nursing.

Applicants and students with complaints about the program may contact the NJ Board of Nursing as below.

Date of Last Review: June 15, 2019, Date of Next Review 2029 Executive Director
 New Jersey Board of Nursing 124 Halsey Street
 PO Box 45010
 Newark, NJ 07101
 (973) 504-6430
<https://www.njconsumeraffairs.gov/nur>

Middle States Commission on Higher Education

NJCU is accredited by the Middle States Commission on Higher Education. Accredited institutions are those that demonstrate compliance with a set of standards articulated by regional accrediting associations.

University Accreditation Status Approved 2021 to 2027-2028 Date of Last Review: Fall 2020
 Middle States Commission on Higher Education
 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104
<https://www.msche.org/>

Commission on Collegiate Nursing Education

The baccalaureate degree program in nursing and master's degree program in nursing at New Jersey City University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Until December 2022 for the BSN Program and the MS Program is CCNE accredited until June 30, 2023.

New Jersey Department of Education

The School Nurse Certificate Program is approved by the New Jersey Department of Education (NJDOE). The NJDOE reviews and approves all academic programs designed to prepare nurses for employment in the state's K-12 schools. All program completers are eligible for the appropriate Non-Instructional and Instructional School Nurse Certificate offered by the NJDOE.

New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500
(609) 376-3500

Nursing Department History

The Nursing Department is part of the College of Professional Studies of New Jersey City University. The Department began in 1974 when it received provisional approval from the New Jersey Board of Higher Education and the New Jersey Board of Nursing to implement a program offering a Bachelor of Science in Nursing degree to Registered Nurses. Two faculty members were hired in 1975 and the program became operational in fall 1976. At that time, additional faculty were hired, including a department Chairperson, and approximately 275 students were provisionally approved for admission. In March 1977, the New Jersey Board of Nursing granted full approval to the program. The National League for Nursing awarded initial accreditation in April 1979, and in 2017, the department was fully accredited by the American Association of Colleges of Nursing Commission on Collegiate Nursing Education (CCNE) for a period of five years (December 31, 2022).

The Nursing Department demonstrated its responsiveness to the needs of the community in developing the academic program leading to the award of a Bachelor of Science degree in Nursing (BSN) for registered nurses. This RN completion track remains operational and is designed to provide registered nurse students with a broad base in general education derived from the arts and sciences and adding nursing knowledge and skills appropriate to baccalaureate nursing. The BSN program facilitates the preparation of a generalist in professional nursing practice and is the basis for graduate study and continuing education in nursing. The primary goal of the Nursing Department is to prepare a generalist registered nurse who possesses the unique knowledge and skills to work in the integrated health care delivery systems that have come to characterize urban areas and to manage patients with the complex health problems that face New Jersey's underserved, culturally diverse population. Since its inception, the RN to BSN track has allowed registered nurses to obtain bachelor's degrees, to expand their knowledge and skill levels, and to prepare themselves for graduate education.

In 2007, the Department expanded its BSN program with the addition of a generic, accelerated, second-degree track for individuals holding a bachelor's degree in another field. Through this initiative, the Nursing Department prepares registered nurses to address the need for baccalaureate prepared RNs, particularly in the urban, inner-city local area served by the university, and adds significantly to the diversity of the

nursing workforce. The unique location of the university in an inner-city environment allows the department to educate nurses prepared to deal with the unique health care realities found in the underserved and economically disadvantaged areas within urban environments.

History of Graduate Nursing at NJCU

In 1997, the Nursing Department received approval by the New Jersey President's Council and New Jersey Department of Education to offer a **Master of Science with a Major in Nursing**. Two educational tracks were offered: Urban Nursing and Holistic Nursing. The programs were launched in 1998 and retired in 2007 due to a changing healthcare environment and increased emphasis on the Advance Practice Role rather than these specializations. A total of 34 nurses graduated during this time. Due to the well-documented need for masters' prepared nursing faculty, the department developed the **Master of Science (MS) in Nursing with a Specialization in Nursing Education** in 2015. In 2020, the **Specialization in School Nursing** was developed to meet the needs of nurses working in New Jersey's public, private and charter schools. A post master's certificate in Nursing Education was developed in 2015 to meet the need for masters prepared nurses who have the desire to teach. NJCU has offered the **School Nurse Certification** as part of the Nursing Department since 2020.

Purpose of Graduate Nursing Program

The purpose of the Master of Science (MS) in Nursing Program and certification programs is to prepare a diverse cadre of masters' educated nurses to meet the continued documented need for specialization and advanced nursing preparation. Programs are designed to address current nursing workforce issues, including the faculty shortage. Masters-prepared nurses will infuse the health care system as diverse nurse leaders with high professional standards, and educational and leadership skills.

Mission

NJCU [mission](#): NJCU provides a diverse population with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond.

The Nursing Department is part of the College of Professional Studies. The [mission](#) of the College is to "educate individuals from diverse communities to succeed in their professional goals and personal aspirations, and to effectively contribute to society."

The [mission](#) of the Nursing Department, designed to be congruent with that of the university and the College of Professional Studies, is "to educate students, advance the profession of nursing through scholarly activities, to provide care responsive to the health care needs of a diverse population and prepare leaders to improve healthcare outcomes of those they serve."

Nursing Department [Philosophy](#)

The Nursing Department of New Jersey City University believes nursing is a professional, scientific discipline with academic and practice dimensions. The discipline has as its primary focus the maintenance and promotion of health achieved through collaboration with individuals, families, groups, and the community in a manner that is consistent with society's expectations and needs. Professional nursing practice has a solid base in liberal education and is further developed through the acquisition of nursing knowledge, skills,

and attitudes. The profession of nursing builds its knowledge base through the rigorous scientific inquiry of theory and practice that continues the process of theory development and provides the foundation for evidence-based practice. The nursing process and evidence-based practice establish the foundation for sound clinical reasoning to allow complex independent judgments to be made based on available data and knowledge.

Patient: Person, Family, and/or Community

The patient is the recipient of nursing care and includes the person, family, group, and/or community, each moving through its own unique developmental stages. The recipient of care may be conceptualized as holistic, encompassing personal, social, and physical dimensions.

Patients are persons with unique lifestyles, knowledge, beliefs, values, needs, and goals who interact dynamically with their environment, respond to health issues in individualized ways, and are capable of making critical choices. They have a right to participate collaboratively with nurses in decisions and have shared accountability for outcomes.

The family is a dynamic social system that attempts to meet the needs of its members. It is the primary reference group of the individual and is in constant interaction with its environment. Individuals sharing a common purpose or problem are the group or aggregate patients of nursing.

A community may also be a patient as it is comprised of individuals and groups. Professional nurses are able to identify and utilize resources within healthcare settings and the community to improve the health and well-being of patients.

Environment

The environment comprises both the internal and external contexts of the individual and involves dynamic forces which affect the health status of the patient. The environment includes forces that are cultural, social, political, economic, and physical. The larger society is a network of relationships that link individuals in families and groups. Individuals, as open systems, are in constant interaction with the environment in a dynamic, mutual exchange. Professional nursing practice considers the impact of the sociopolitical, legal, ethical, and economic forces on person, families/groups, and communities.

Health

Health may be defined as the state of well-being at a given point in time for a patient/client. It is a multidimensional adaptive state within a constantly changing environment, characterized by wellness, illness, disease, or dysfunction. Health influences and is influenced by the patient's development level. It is both objective and subjective and encompasses physical, psychosocial, and spiritual dimensions. Health is a relative state with parameters that may be defined differently by diverse cultures. Patients have responsibility for their health status by virtue of their ability to make health choices. The role of the professional nurse is to foster health promotion activities, to facilitate adaptation to greater levels of health, and to assist the patient in optimizing wellness.

Nursing

Nursing is a professional discipline that integrates theory and practice. The science of nursing is the

generation and application of a body of theoretical knowledge to health care situations. Nursing care is patient-centered and provided to patients in a wide range of health care settings with the goal of assisting them to achieve maximal health through interventions derived from evidence-based practice.

Nursing competencies are guided by professional standards and include psychomotor and interpersonal skills, collaboration, and leadership using the processes of clinical reasoning, problem solving, and decision-making. Advocacy and caring are cornerstones of the role of the professional nurse who acts on behalf of individuals, families, communities, and global populations.

Nurses work autonomously within a defined scope of practice and collaboratively with members of the health team. Regulations and standards, such as those defined by state Boards of Nursing, the Scope and Standards of Practice, and the Code of Ethics for Nurses guide nursing practice as nurses are accountable to the public they serve.

Scientific and technological advances and the increasing incorporation of nursing research into practice mandates involvement in lifelong learning and the incorporation of acquired knowledge into practice. A commitment to continuous quality improvement, improved patient outcomes, enhanced patient safety, and active involvement with the profession itself are key elements in professional nursing.

Educational Philosophy

The faculty of the Nursing Department believe that teaching-learning is a continuous, reciprocal, varying process according to individual differences among faculty, agency, and students. The development of a spirit of inquiry and sound clinical reasoning are crucial for the professional nurse. Facilitating student movement toward self-actualization is a basic responsibility of faculty in the teaching-learning process as students move toward becoming contributing and accountable members of the profession and of society. Evaluation is a continual process which must be conducted systematically by faculty, students, and others involved in learning. Ongoing evaluation contributes to the promotion, maintenance, and restoration of the health of the community of which the University and Department is part.

Educational Process

Nursing Department faculty believes the goal of the educational process is fourfold:

- Provide a highly diverse student body to become liberally educated professionals
- Afford students an opportunity to explore and develop a personal philosophy of nursing and nursing education that is built upon a sound theoretical foundation and incorporates practice elements into a seamless continuum of “embodied know-how”
- Achieve a balance between theory and practice to achieve fully dimensional learning
- Students will value the research process as one that builds on and adds to the foundation of nursing and health care knowledge

Academic Environment

Nursing Department faculty believe in a learner-centered, facilitative academic environment that delivers nursing education to a diverse student body based on four values:

- The educational process partners students and faculty in collaborative mentoring relationships that transcend traditional educational boundaries.
- The infrastructure aids flexible educational efforts rather than having the infrastructure dictate the education that may be offered.

- There is a synthesis of conceptual and theoretical information with the practical realities of the current healthcare environment.
- Higher education is made accessible to students who are adult learners, who may have families, and who may work, some full time.

Nursing Department Values

The NJCU Nursing Department faculty believe in the following eight premises on which all nursing education is based:

- Treat students as we treat each other, with genuine interest, egalitarian respect, and positive but realistic expectations, all based on honest and open communication.
- Be committed to changing people's lives and facilitating students' desire to achieve an education, with a focus on living, learning, growing, and achieving.
- Be dedicated to providing education with passion and inspiration in a way that instills a commitment to lifelong learning.
- Participate in out-of-class teaching and mentoring, whenever and wherever the teachable moment occurs.
- Be committed to doing whatever it takes to help a student, whether in class, in an office, on the telephone, or in e-mail.
- Provide contemporary experiential and theoretical knowledge engaging with students and bring a sense of fun and adventure to the hard work.
- Participate in continuing education activities to promote professional growth.
- Support evidence-based learning activities.

Graduate Nursing Programs Overview

Master of Science (MS) in Nursing with a Specialization in Nursing Education

The Master of Science in Nursing with a Specialization in Nursing Education is one of two tracks in the Master of Science in Nursing Program at NJCU. The program is designed to prepare graduates with enhanced nursing knowledge and skills to assume the role of the nurse educator in a variety of professional venues, including academic settings and healthcare practice arenas. It reflects NLN's core values and competencies in guiding nurse educators to design, implement and evaluate curricula across the spectrum. This program is comprised of a total of 37 credits, offered on a part-time plan of study to meet personal and professional needs and goals.

- Graduates of this degree program are eligible to sit for the National League of Nursing Certified Nurse Educator Exam. <http://www.nln.org/Certification-for-Nurse-Educators/cne>

Master of Science (MS) in Nursing with a Specialization in School Nursing

The Master of Science in Nursing with a Specialization in School Nursing is one of two tracks in the existing Master of Science in Nursing Program. Curriculum includes a total of 37 credits with 16 credits devoted to core courses and 21 credits in the school nursing specialization. This program integrates content required by the New Jersey Department of Education (NJDOE) for the Standard Non-Instructional School Nurse Certificate and the Standard (Instructional) School Nurse Certificate with graduate-level nursing knowledge, skills, and competencies needed to thrive in schools and community settings. It is designed to build on nursing baccalaureate education, contemporary nursing practice parameters, and disciplinary competencies.

- Graduates of this degree program are eligible for the New Jersey Department of Education endorsement for the Standard Instructional School Nurse Certificate
<https://www.state.nj.us/education/license/endorsements/3000S.pdf>

Graduate Nursing Program Outcomes

The End of Program outcomes reflect the incorporation of Quality and Safety Education for Nurses (QSEN) (2012) graduate nurse competencies, the findings of the Institute of Medicine (IOM) Report (2010), the NLN Graduate Nurse Competencies (2010), the Nurse Educator Core Competencies (NLN, 2007/2013), (5) the Essentials of Masters Education in Nursing (AACN, 2011), School Nursing Scope and Standards of Practice (ANA & NASN, 2017), and Principles from the Framework for 21st Century School Nursing Practice™ (NASN, 2016) with careful consideration of the needs to prepare safe effective master's prepared nurses for the workforce.

Upon completion of the Master of Science (MS), students will be able to:

- Engage in the processes of scholarship, critical thinking, communication and research for practice and advanced study.
- Employ information systems technology and inter-professional collaboration to manage and transform clinical and educational practice.
- Appraise socioeconomic and health care policy issues and trends that affect advanced practice and nursing education.
- Provide leadership to promote effective change in health care delivery systems and nursing education through integration of advanced nursing knowledge, theories, and principles for effective outcomes.
- Design population-centered and culturally responsive strategies in the delivery of clinical and educational practice.

The Specialization in Nursing Education, includes these additional outcomes:

- Assimilate the role of the Nurse Educator in academic communities or health care organizations with diverse learners.
- Demonstrate competencies in curricular design and evaluation, theoretical application, research and instructional strategies utilizing evidence-based practice.

The Specialization in School Nursing, includes these additional outcomes:

- Assimilate the role of the school nurse in schools and communities with diverse populations.
- Demonstrate competencies in using evidence-based practice to design, implement, and evaluate nursing services and health education curricula in schools and communities.

Table 1. Master of Science (MS) in Nursing with a Specialization in Nursing Education

Course #	Course Name	Credits
Core Courses		12
NURS 600	The Science of Health Promotion	3
NURS 609	Healthcare Delivery Systems and Social Policy	3
NURS 601	Theory Development in Advance Practice Nursing Science	3
NURS 610	Research Methodology	3
Direct Care Courses		7
NURS 630	Advanced Pathopharmacology	4
NURS 642	Advanced Health Assessment	3
Nursing Education Courses		15
NURS 620	Measurement and Evaluation Methods ¹	3
NURS 621	Curriculum, Design, Development and Evaluation in Nursing Education 1	3
NURS 625	Pedagogical Teaching and Learning Strategies in Nurse Education 1	3
NURS 670	Nurse Educator Practicum I ²	3
NURS 671	Nurse Educator Practicum II ³	3
NURS 679	Capstone: Program Evaluation ⁴	3
¹ Prerequisites for NURS 620, NURS 621, AND NURS 625 are: NURS 600, NURS 601, NURS 609, and NURS 610. ² Prerequisites for NURS 670 are: NURS 600, NURS 601, NURS 609, NURS 610, NURS 630, NURS 642, NURS 621, and NURS 625. Co-requisite is NURS 620. ³ Prerequisites for NURS 671 are: NURS 600, NURS 601, NURS 609, NURS 610, NURS 630, NURS 642, NURS 620, NURS 621, NURS 625, and NURS 670. NURS 679 can be taken as a co-requisite. ⁴ Prerequisites for NURS 679 are all courses in the Master of Science in Nursing with Specialization in Nursing Education program; NURS 671 can be taken as a co-requisite.		

Table 2. Master of Science (MS) in Nursing with a Specialization in School Nursing

Course #	Course Name	Credits
Non-Instructional School Nurse Certificate Courses		15
NURS 614	Role of the School Nurse I: Care Coordination	3
NURS 616	Role of the School Nurse II: Reducing Barriers to Health & Learning ¹	3
NURS 600	The Science of Health Promotion	3
NURS 642	Advanced Health Assessment	3
NURS 672	School Nurse Practicum I ²	3
Eligible for the Non-Instructional School Nurse Certificate		
Instructional School Nurse Certificate Courses		6
Prerequisite is 15 credit Non-Instructional Certificate		
NURS 622	Curriculum Design, Development & Evaluation in School Health Education	3
NURS 673	School Nurse Practicum II ³	3
Eligible for the Standard (Instructional) School Nurse Certificate		
Master Courses		16
Prerequisites Non-Instructional and Standard certificate courses		
NURS 601	Theory Development in Advance Practice Nursing Science	3
NURS 609	Healthcare Delivery Systems and Social Policy	3

NURS 610	Research Methodology	3
NURS 630	Advanced Pathopharmacology	4
NURS 679	Capstone: Program Evaluation ⁴	3
Total Credits		37
¹ prerequisite NURS 614 ² prerequisites NURS 616, NURS 600 and NURS 642 ³ prerequisites NURS 616, NURS 600 and NURS 642 and NURS 622 ⁴ prerequisites ALL courses in the curriculum		

Graduate Nursing Certificate Program Curriculum

School Nurse Certificate

The School Nurse Certification at NJCU is a robust graduate-level certificate program designed to prepare bachelor's-prepared registered nurses for the specialty practice of school nursing. The program is approved by the New Jersey Department of Education in meeting requirements for the Standard Non-Instructional (N.J.A.C.6A:9B-14.4) and Standard (Instructional) School Nurse Endorsement (N.J.A.C.6A:9B-14.3). The program previously resided in the Health Sciences Department, where coursework was applicable School Health Education Track of the Master of Science in Health Sciences Degree. The new program resides in the Nursing Department where all coursework is applicable to the Master of Science (MS) in Nursing with a Specialization in School Nursing.

Table 3. School Nurse Certificate Program

Course #	Course Name	Credits
Non-Instructional School Nurse Certificate Courses		15
NURS 614	Role of the School Nurse I: Care Coordination	3
NURS 616	Role of the School Nurse II: Reducing Barriers to Health & Learning ¹	3
NURS 600	The Science of Health Promotion	3
NURS 642	Advanced Health Assessment	3
NURS 672	School Nurse Practicum I ²	3
Eligible for the Non-Instructional School Nurse Certificate		
Instructional School Nurse Certificate Courses		6
NURS 622	Curriculum Design, Development & Evaluation in School Health Education	3
NURS 673	School Nurse Practicum II ³	3
Eligible for the Standard (Instructional) School Nurse Certificate		
Total Credits		21
¹ prerequisite NURS 616 ² prerequisites NURS 616, NURS 600 and NURS 642 ³ prerequisites NURS 616, NURS 600 and NURS 642 and NURS 622		

Post-Master's Certificate in Nursing Education

The Post Master's Certificate in Nursing Education is designed for those who have already earned either a Master of Science or a Master of Arts degree in nursing, the 15-19-credit Post-Master's Certificate program can be completed in three semesters of part-time study. The post-graduate program is designed for those seeking to acquire educational mastery of subject knowledge congruent with nursing educational practices in a variety of venues, including academic and healthcare practice settings.

Table 4. Post Master's Certificate in Nursing Education

Course #	Course Name	Credits
NURS 620	Measurement and Evaluation Measures	3
NURS 621	Curriculum Design, Development and Evaluation in Nursing Education	3
NURS 625	Pedagogical Teaching and Learning Strategies in Nursing Education	3
NURS 670	Nurse Educator Practicum I	3
NURS 679	Capstone: Program Evaluation ¹	3
Eligible for the Nurse Educator Certificate		
Total Credits		15
¹ prerequisites ALL courses in the certificate program		
NURS 630	Advanced Pathopharmacology *For students who cannot show evidence of coursework in Pathophysiology and Pharmacology.	4

Educational Preceptorships

Preceptorships are required for both School Nurse Certification and Specialization and Nurse Educator Specialization. The educational preceptorship is designed to facilitate mentoring during the graduate nursing courses, specific to the academic program. Practicum courses for the Nurse Educator Specialization include NURS 670 Nurse Educator Practicum I and NURS 671 Nurse Educator Practicum II. Practicum courses for the School Nurse Certificate and Specialization include NURS 672 School Nurse Practicum I and NURS 673 School Nurse Practicum II. Students and preceptors will receive a Preceptor Handbook specific to their program upon enrollment in practicum courses.

Information regarding eligibility requirements for enrollment in practicum classes are included in the program specific Practicum Handbook.

Course Delivery

Courses will be offered in a variety of formats including face-to-face, blended (hybrid), and online formats. Clinical Practicums are arranged using a preceptorship model with periodic meetings between student, preceptor/clinical supervisor, and faculty.

Graduate Nursing Course Descriptions

NURS 600 – Science of Health Promotion (3cr)

This course prepares the nurse to focus on population health and application of the principals of primary health care, the strategies of health promotion and epidemiology concepts when nursing individuals, families, communities, and populations. Professional, legal/ethical, economic, cultural, and environmental issues as they apply to health promotion are examined.

NURS 601 – Theory Development (3cr)

This course explores the historical development of nursing knowledge, nursing theory and philosophical underpinnings in the arenas of evidence-based practice, education, administration, and research. Nursing theories are explored for content, utility, and testability. Concept development is explored in the context of theory generation. Future directions for nursing theory development are investigated.

NURS 609 – Healthcare Delivery Systems & Social Policy (3cr)

This course emphasizes health policy as it relates to healthcare delivery and nursing practice in the U.S. healthcare system. The student will analyze health policy development, implementation and influence on health outcomes and the nursing profession. The role of the advanced practice nurse in health policy will be evaluated.

NURS 610 – Research Methodology (3cr)

This course will prepare the graduate nursing student to be proficient in research as essential to the role of the advanced practice nurse, apply research concepts by conducting rigorous critiques and synthesizing data to generate nursing evidence and demonstrate proficiency in the development of a research proposal.

NURS 614 Role of the School Nurse I: Care Coordination (3cr)

This course prepares nurses to provide and coordinate care for well children and children with chronic and acute health conditions in the school setting. Emphasis is on management of school health services. Standards of professional practice and state regulations related to the provision of school health services are examined.

NURS 616 Role of the School Nurse II: Reducing Barriers to Health & Learning (3cr)

This course prepares nurses to coordinate care for students with mental and behavioral health concerns, and those with medically complex, and medically fragile health conditions. Emphasis is on the use of evidence-based strategies in the reduction of adolescent high-risk behaviors, and other barriers to health and academic success. (Prerequisite: NURS 616)

NURS 642 – Advanced Health Assessment (3cr)

This course builds upon undergraduate health assessment knowledge and skills to provide competencies needed for the Advanced Practice Nurse. The Advanced Practice Nurse is expected to synthesize data collected and interpret findings to establish evidence-based interventions to meet patient and family needs.

NURS 630 – Advanced Pathopharmacology (4cr)

This course focuses on pathophysiology of common health conditions affecting human beings across the lifespan. The pathophysiologic bases and pharmacotherapeutic agents utilized in the treatment of common health conditions and associated clinical manifestations will be analyzed to formulate individualized plans of care for patients and families.

NURS 621 – Curriculum Design, Development & Evaluation in Nursing Education (3cr)

This course encompasses the theoretical and philosophical foundations for curriculum design, development, and evaluation in professional nursing education. Historical, contemporary, and emerging curricular models are addressed. The role of the nurse educator in curricular development and evaluation process is reviewed. Evaluation and accreditation of nursing education is explored. (Prerequisites: NURS 600, NURS 601, NURS 609 and NURS 610)

NURS 622 Curriculum Design, Development & Evaluation in School Health Education

This course covers development of health education curriculum inclusive of instructional design

methodologies, pedagogical approaches, learning objectives, assessment, and evaluation for all levels of education, (K-12). Contemporary health and learning theories are examined. A skills- based approach is used in the application of state and national standards to formal instruction.

NURS 625 – Pedagogical Teaching & Learning Strategies in Nursing Education (3cr) This course focuses on teaching and learning strategies in nursing education. Diverse pedagogical strategies are explored inclusive of conventional strategies and emergent andragogical models reflective of critical, feminist, phenomenological and post-modern approaches to the teaching of nursing knowledge and practice. Learning theories reflective of the multicultural, diverse learner are reviewed. (Prerequisites: NURS 600, NURS 601, NURS 609 and NURS 610)

NURS 620 – Measurement & Evaluation Methods (3cr)

This course prepares the student to apply assessment and measurement techniques in testing and evaluation. The quality of assessment and measurement instruments, test creation and the reliability and validity of instruments will be applied to the respective educational setting. The selection, interpretation and application of standardized testing will be presented. (Prerequisites: NURS 600, NURS 601, NURS 609, NURS 610, NURS 621, NURS 625; NURS 670 can be taken as a co-requisite)

NURS 650 – Concepts in Clinical Education (3cr) (Elective)

This course focuses on the role of the Academic Nurse Educator in the clinical education of pre- licensure nursing students. Emphasis will be on best practices in clinical education to promote active learning in diverse students and student assessment in the laboratory and clinical settings.

NURS 670 – Nurse Educator Practicum I (3cr)

This course examines the role the nurse educator. Precepted clinical experiences provide advanced direct-care role development and education experiences in undergraduate academic and/or clinical settings. Completion of 120 hours are required in an educational arena; with an additional 30 hours for direct care role development through advanced practice nursing care. (Prerequisites for NURS 670 are NURS 600, NURS 601, NURS 609, NURS 610, NURS 630, NURS 642, NURS 621, NURS 625; NURS 620 is a co-requisite)

NURS 671 – Nurse Educator Practicum II (3cr)

This course expands the role of the nurse educator and direct care roles examined in Nurse Educator Practicum I. 120 clinical hours are required in an educational arena; with an additional 30 hours for direct care role development. Population health and education experiences in academic and/or clinical settings are provided. (Prerequisites for NURS 671 are NURS 600, NURS 601, NURS 609, NURS 610, NURS 630, NURS 642, NURS 620, NURS 621, NURS 625 NURS 671; NURS 679 can be taken as a co-requisite)

NURS 672 School Nurse Practicum I

This course will focus on application of knowledge and skills related to school nursing practice. Precepted clinical experiences provide advanced direct-care role development in the school setting. Candidates complete 90 hours in a school setting, with an additional 30 hours for direct care role development. (Prerequisites: NURS 616, NURS 600 and NURS 642)

NURS 673 School Nurse Practicum II

This course will focus on application of knowledge and skills related to the school nurse as health educator. Precepted clinical experiences provide advanced direct-care role development in the school setting. Candidates complete 90 hours in a school setting, with an additional 30 hours for direct care role development. (Prerequisites: NURS 616, NURS 600 NURS 622 and NURS 642)

NURS 679 – Capstone: Program Evaluation (3cr)

The capstone course will integrate all aspects of the master's in nursing program by focusing on program evaluation. Students will utilize competencies developed in the graduate program to focus on the comprehensive process of program evaluation from assessment to evaluation of various education programs. (Prerequisites for NURS 679 are all courses in the Master of Science in Nursing with Specialization in Nursing Education program; NURS 671 can be taken as a co-requisite)

NJCU Policies Procedures and Services for Graduate Students

Notification of Admission

Decisions for admission into the Graduate Program are conducted jointly between the Office of Graduate Admissions and the Nursing Department. Applicants are notified of admission status within approximately 3 weeks of a fully completed application.

Students accepted to the Master of Science (MS) in Nursing Program are subject to NJCU policies related to graduate education as noted in the NJCU Graduate Catalog (<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/>).

Full Admission Status

Students can be admitted into one of the following graduate nursing degree programs:

- Master of Science (MS) in Nursing and a Specialization in Nursing Education
- Master of Science (MS) in Nursing and a Specialization in School Nursing

Students may be admitted into one of the following Certificate Programs:

- School Nurse Certificate
- Post-Master's Certificate in Nursing Education

Conditional Admission Status

Applicants who are not granted Full Admission Status may be provisionally accepted (Conditional Admission) into the Graduate Program based on certain criterion.

At the discretion of the program coordinator students may be granted conditional admission under the following criterion:

1. Applicants submitting an incomplete application for the graduate program,
2. Applicants who submit unacceptable writing samples
3. Applicants with an undergraduate CGPA of 2.75-2.99 on a 4.0 scale.

To obtain full admission status, all documentation for a full application must be submitted prior to first semester registration. Students admitted under conditional status for a GPA of 2.75-2.99 must achieve a final course grade of a "B" or greater in the first two nursing graduate courses, taken at New Jersey City University. Failure to achieve a grade of "B" or greater in the initial two courses will result in program dismissal.

Appeals

Applicants who are not approved for admission to graduate study at the University have the right to appeal

the decision if they believe there are significant factors that may alter the decision. The appeal must be made in writing to the Nursing Department Chair and Graduate Program Coordinator for Nursing within two weeks of the mailing of the decision.

Transfer of Credits

For the purpose of transfer credit, courses taken at another accredited college or university must be approved by the academic department to which the student is admitted. The student will work directly with the Transfer Resource Center to complete the transfer credit request process.

- is admitted and fully matriculated in a graduate degree program at NJCU;
- submits a completed [Graduate Credit Transfer Form](#)
- submits a description of each course from the applicable school catalog(s); and
- ensures that all official transcript(s) have been received by the [Office of Graduate Admissions](#), indicating the successful completion of each course to be considered for transfer.

Once the Transfer Resource Center receives the items above, the requests will be reviewed by the appropriate Department Chair who will make a recommendation for approval/disapproval to the Transfer Resource Center and the student will be notified at that time.

A maximum of one quarter of the number of credits required for a master's degree may be accepted as transfer credits from an accredited college or university, if the courses for which they were earned are similar in purpose and content to those offered at NJCU, and are clearly integrated with the student's program as judged by the department Chair. Transfer credits must carry a grade of "B" (3.00) or higher; pass/fail credits are not transferable.

Credits which are seven years old, or older, are not applicable to transfer to a graduate program at New Jersey City University.

Credits earned to complete a previous master's degree may not be applied toward a second master's degree at New Jersey City University. However, up to thirty graduate credits in psychology earned at an accredited college or university other than New Jersey City University may be accepted as transfer.

Tuition

Tuition for the current academic year is available on the NJCU website at <https://www.njcu.edu/admissions-aid/tuition-fees>

After matriculation, the student is not expected to enroll for a course at another institution except for very compelling reasons, and then only with the written approval of the Nursing Department Chair. The research component of any major must be taken at New Jersey City University.

Academic Progress

The continued pursuit of graduate study at New Jersey City University is dependent upon the maintenance of an acceptable level of academic performance:

- A student who earns more than three course grades below "B" (3.00) may be dismissed from further graduate study, even if the student's GPA is 3.00 or higher.
- Courses in which the student earns an "F" grade are not counted toward degree requirements. NOTE: "F" grades are counted into the student's cumulative GPA and are not replaced by any higher grade earned if the course is repeated.

- A minimum cumulative grade point average of 3.00 is required for graduation from a graduate degree and/or diploma program.
- The policies stated above establish minimum university-wide requirements for the degree.

*NOTE: Students should check their specific certificate or degree requirements under the department's program descriptions both in this catalog and at the department's website for exceptions to the above with respect to course grades and overall GPA.

Withdrawing From a Class

Between add/drop and the posted 50% deadline, students must complete an official Withdrawal Form and submit the form to the Registrar's Office Hepburn Hall, Room 214. These course(s) will receive a "W" grade on transcripts and will result in a reduction of charges for each credit. Forms may be submitted at the window during regular working hours; after hour forms may be placed in the door mail slot.

DURING ADD/DROP PERIOD: Students may Add/Drop classes through self-service by login to GothicNet, or at the Registrar's Office Hepburn Hall, Room 214 on days assigned for add/drop. Any dropped course(s) will not be recorded on the student's transcript and a 100% refund of tuition and fees will be granted for each credit below 12 credits.

BETWEEN ADD/DROP AND THE FIRST THIRD OF THE SEMESTER: Students must complete an official Withdrawal Form, at the Registrar's Office Hepburn Hall, Room 214. These course(s) will receive a "W" grade on transcripts and the student will receive a 50% refund of applicable tuition and fees for each credit below 12 credits.

AFTER THE FIRST THIRD OF SEMESTER TO NOVEMBER 1 FOR FALL SEMESTER TO APRIL 1 FOR SPRING SEMESTER OR TO MID-SEMESTER FOR SUMMER SESSIONS I and II: Students must complete an official Withdrawal Form, at the Registrar's Office, Hepburn Hall, Room 214. These course(s) will receive a "W" grade on the transcript and the student is not entitled to any refund.

AFTER NOVEMBER 1 FOR FALL SEMESTER; APRIL 1 FOR SPRING SEMESTER; AND MID- SEMESTER FOR SUMMER SESSIONS I and II: For any course(s) a student ceases to attend after these dates he/she will receive an "F" grade on his/ her transcript and there will be no refund. After the deadline, a student may no longer receive a "W" grade except in an extraordinary situation and only with the written authorization of the appropriate academic dean. Request for appeal of the deadline must be made in writing and must be accompanied by appropriate documentation about circumstances that prevented the student from withdrawing within the required time limits. The academic dean will either grant or deny the "W" grade. NOTE: Non-attendance does not constitute drop or withdrawal. The student will not receive a refund and will receive a grade of "F" for the course(s) in question. An official drop or withdrawal can only be transacted by completing the appropriate forms by the deadline date and sending to the respective locations.

Administrative Withdrawal

The University reserves the right to administratively withdraw or deny registration to any student who fails to comply with institutional policies and regulations.

The Registrar's Office can be reached at <http://www.njcu.edu/registrar> or 201-200-3333.

Graduate Program Re-Admission: Policies and Procedures

The Nursing Department Graduate Program policy on readmission is pursuant to the NJCU Graduate Program policies and procedures. A graduate student not enrolled for at least one graduate course for two semesters will be discontinued as an active graduate student. A request for readmission must be made with the supporting documentation of any transcripts of any college or university taken elsewhere in the interim. Additionally, the student must meet qualifications for the current admission criterion and policies mandated by the Department of Nursing and current NJCU Graduate Catalog and Handbook. Upon readmission, all course work must be completed within seven years.

Graduation: Policies and Procedures

New Jersey City University has one formal commencement each year for awarding the Doctor of Science, Doctor of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Science, Master of Fine Arts, Master of Music, and the Professional Diploma. Students planning to complete degree requirements during the school year must request graduation clearance by filing a "Graduation Clearance Application" form with the Registrar's Office, Hepburn Hall, Room 214/219, by the respective deadline dates. Application forms are available online to be downloaded, at <https://www.njcu.edu/directories/offices-centers/registrar> or may be obtained at the Registrar's Office, Hepburn Hall 214/219.

Advisement

Each student will be provided with an academic advisor upon admission. The purpose of the academic advisor is to provide academic guidance and facilitate a feasible plan for program completion. Students admitted into a degree program or the Post Master's Certificate in Nursing Education will be advised by the Nursing Department Graduate Coordinator. Students admitted into the School Nurse Certificate Program will be advised by the Nursing Department School Nurse Program Coordinator.

Graduate Program: Academic Integrity Policies and Procedures

In general, all graduate students are anticipated to uphold the nursing professional standards for graduate level practice as established in the American Nurses' Association (ANA) Social Policy Statement: The Essence of the Profession (2010) and the ANA Nursing: Scope and Standards of Practice, 4th Edition (2021). Other university and departmental policies are described below.

For all questions regarding academic policies, please refer to the Catalog:

<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/>

Technology in the Classroom

Student use of cell phones in the class, laboratory or clinical setting is prohibited. No cell phones or other electronic devices may remain on during classes, laboratory sessions, or clinical experiences, unless specifically required or approved by the instructor.

Audiotaping or videotaping of lectures is the sole discretion of individual faculty. If a student wishes to audiotape or videotape lectures, faculty approval is REQUIRED prior to use.

Social Media and Networking

Nursing has a professional presence that is visible online. Internet-based social networking systems (Facebook, Twitter, Instagram, and others) can be forums for the promotion of positive, professional relationships among nurses (and nursing students). However, the nature of this media may also promote the sharing of patient information and clinical experiences that violate patient privacy and confidentiality.

These occurrences, even if names are removed, may be grounds for a HIPAA (Health Insurance Portability and Accountability Act) violation and subsequent penalties. Further, students shall not represent personal opinion as that of the Nursing faculty or University or divulge information that could be construed as a violation of student privacy as defined in the Family Educational Rights and Privacy Act (FERPA).

Students have the responsibility to uphold these requirements in all environments, including online. Students should not post or transmit individually identifiable patient information with the understanding that a patient, colleague, educational institution, or employer may be able to view this information. Students should use privacy settings on their systems to separate their online personal and professional interactions. Students who interact with patients on social media must observe nurse-patient professional boundaries. Students who discover a posting which threatens a patient's health, welfare, or right to privacy must report this information to the Department Chair. Failure to do so shall be construed as a violation and subject to disciplinary action.

*Adapted from American Nurses Association (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.

Standards of Ethical Behavior

Students in the graduate program are expected to adhere to standards of ethical behavior as described in the following professional standards and documents:

Ethical Principles for Nursing Education (NLN, 2012). <http://www.nln.org/docs/default-source/default-document-library/ethical-principles-for-nursing-education-final-final-010312.pdf?sfvrsn=2>

ANA Code of Ethics with Interpretive Statements (2015). <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only>

Nursing, as a profession, is in the public trust. The faculty of the Nursing Department believes ethical behavior is expected in any and all situations. Students are expected to demonstrate ethical behavior and moral courage in the classroom, clinical practicum area, and all other experiences related to the academic program. Moral courage mandates that students will come forward to report issues, despite difficulties inherent in doing so. An omission of reporting unethical issues is considered equivalent in their violation of the principles of academic integrity. Students are encouraged to review the NJCU Academic Integrity Policy in the [Graduate Catalog](#).

Nursing Department Grading Policies and Procedures

Course Grading: Graduate Program Scale

The following grading scale will be used in the graduate program:

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	75-76
F	74 or below
W	Withdrawal
I	Incomplete

Course Grading: Withdrawals

The “withdrawal” period each academic term varies. Information for exact dates is available on GothicNet and the Master Course Catalog. Withdrawal forms may be obtained online via GothicNet or may be obtained from the Office of Graduate Studies and Continuing Education, Hepburn Hall 206. Tuition refunds may be available, based upon timing of course withdrawal. An administrative designation of a “W” is placed on the student transcript.

Course Grading: Incomplete

A course grade of “IN” may be provided to the graduate student who in discussion and approval from course faculty requires additional time to complete course requirements. Grades of Incomplete, “IN” are assigned in accordance with the university policy for assignment of these grades. All grades of Incomplete, “IN” must be resolved with a final course grade posted by the course faculty prior to registration for the next graduate course.

Course Grading: Appeals: Procedures and Conflict Resolution

The department strives to create an atmosphere conducive to learning that is based on mutual respect between faculty and students. If a problem arises, the issue can usually be resolved by direct communication between the student and the professor. In the event of a course grade appeal, an appeal must first be made in writing to the course faculty for the grade in question. Student and faculty should meet to discuss the grade appeal. In the event a conflict cannot be resolved between the faculty and graduate student, the student is advised to seek assistance from the Graduate Program Coordinator and Nursing Departmental Chairperson through a written petition.

New Jersey City University Grievance Procedures

The following procedure is available to resolve academic grievances regarding grading, course requirements, attendance, academic integrity, and other academically related complaints.

The student must submit the academic grievance within (10) university calendar days, of the next semester of the academic calendar (fall or spring) in which the grievance takes place. The student must accompany the appeal with a clear, succinct statement and compelling evidence that there are legitimate grounds for the appeal. All supportive documentation/evidence must accompany the grievance/appeal.

Academic grievances and associated policies may be found on in the NJCU Graduate Catalog at the following link: <https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/academic-grievanceappeal-procedure/>

Nursing Department and Student Services

Centralized Tutoring and Academic Support Services

New Jersey City University is committed to providing support to meet students’ academic and psychosocial needs.

- Specific Student Support Services for graduate education are as follows:
The “Hub”

All inquiries and appointments for tutoring services can be addressed via The Hub’s Remote Reception Desk. Students and faculty can enter The Hub’s Remote Reception Desk via the registration link below. Once you register, you will have access to the Hub's reception desk.

<https://NJCU.zoom.us/meeting/register/tJMlde-urzgjHdRSxOYdtoEr9FJEcdCErTFy>

The Nursing Department uses APA Formatting (American Psychological Association 7th Edition) for all required coursework and papers written in the Graduate Program. Students are encouraged to seek assistance with their writing, if needed. Support for writing assistance is available from The Writing Center located on both campuses.

Office of Specialized Services and Supplemental Instruction

The Nursing Department adheres to university policies related to students with disabilities who require an accommodation.

The OSS/SI assists students in securing reasonable accommodations supported by documentation. Reasonable accommodations include, but are not limited to, alternate testing arrangements, adaptive/assistive technology, and assistance in arranging for sign language interpreters, books in alternate format, and peer note-takers.

It is the student's responsibility to self-identify and to request services. Students requesting accommodations are required to submit appropriate and recent documentation of their diagnosed disabilities.

For more information, please review the OSS website:

<https://www.njcu.edu/directories/offices-centers/office-specialized-services-and-supplemental-instruction>

Financial Aid and Assistance

Financial aid may be available for graduate study. For further information, please visit the Financial Aid website: <https://www.njcu.edu/admissions-aid/financial-aid> or visit the office in person:

Hepburn Hall, Room 215,
2039 John F. Kennedy Boulevard Jersey City, NJ 07305-1597
Office: 201-200-3173 or 201-471-6079
Fax: 201-200-3181

Email: financialaid@njcu.edu

Please include your Gothic ID number in any email.

The Financial Aid Office also hosts Virtual Zoom Walk-In Service
Tuesdays, Wednesdays, & Thursdays 10am -12noon & 2pm - 4pm
Meeting ID: 967 8937 2598
Passcode: NJCUOFA4
<https://njcu.zoom.us/j/96789372598?pwd=VEVjN21vdzY1Z2Z2aFpiOXB3SU1ldz09>

Scholarships

The Nursing Department at NJCU offers scholarships for graduate degree students annually through the NJCU Foundation. Information regarding eligibility and the application process is made available in the fall semester and awards are disbursed in the spring semester.

Library Services

The Congressman Frank J. Guarini Library is located on the main campus at Jersey City. The library provides a variety of support services and databases for research and literature search needs. Additionally, the

library supports online assistance for those students unable to visit the library in person. For further information and elaboration of all library services, please visit the following website:

<http://www.njcu.edu/guarini/home.htm>

Additional Student Support Services and Resources

- Access to NJCU Email and Microsoft Office 365 tools: <https://www.njcu.edu/live/index-office365.html>
- Office of Online Learning: <https://www.njcu.edu/academics/online-learning>

Based upon individual need, the graduate student may find these additional resources as useful:

Department of Information Technology

- <https://www.njcu.edu/directories/offices-centers/information-technology>
- Career Center: <https://www.njcu.edu/student-life/campus-services-resources/career-center>
- Center for Student Success: <https://www.njcu.edu/directories/offices-centers/center-student-success>
- Counseling Center: <https://www.njcu.edu/student-life/campus-services-resources/counseling-center>
- Office of Specialized Services and Supplemental Instruction: <https://www.njcu.edu/directories/offices-centers/office-specialized-services-and-supplemental-instruction>
- Military and Veteran Services: <https://www.njcu.edu/student-life/campus-services-resources/military-veterans-services>

More information can be found online at <https://www.njcu.edu/academics/resources-services>

Nursing Department Organizational Student Involvement

Overview: Nursing Program Feedback

The Nursing Department values student feedback, with the intent toward continuous quality improvement. Students have the opportunity to provide feedback to the Nursing Department through a variety of avenues. Students are free to meet with the Chair or Program Coordinators at any time to share feedback. Ad hoc focus groups may be conducted to solicit student feedback. Students may be invited to attend department meetings to share feedback.

Additionally, there is the opportunity to provide feedback throughout the program through course and faculty evaluations, exit survey at the end of the program and alumni survey conducted at one year and three years' post-graduation. Student and graduate feedback will be shared at department meetings for review and possible program/policy modification.

Graduate Student Representation on Curriculum Committee

The Nursing Department Curriculum Committee meets approximately one time per month. Graduate students will be asked to participate to provide ongoing feedback of graduate student experiences and to provide input into continuing curriculum improvement and review.

Graduate Student Participation: Nursing Advisory Board

Graduate students may be requested to represent the Nursing Graduate Program during Advisory Board meetings, scheduled the academic year.

Student Organizations

Graduate students are encouraged to join and actively participate in student organizations and governance at New Jersey City University. Please see the following website for opportunities: www.njcu.edu Additionally, students are encouraged to become an active member of State and National professional organizations reflective of clinical area of expertise and professional interest.

Sigma Theta Tau National Honor Society: Kappa Eta Chapter

Sigma Theta Tau International (STTI), International Honor Society of Nursing, founded in 1922, is the second largest nursing organization in the United States and among the five largest and most prestigious in the world. Students with a GPA of 3.5 or greater are invited to become members each spring. The induction ceremony is held in March.

Sigma Theta Tau was organized to encourage and recognize superior scholarship and leadership achievement at the undergraduate and graduate levels in nursing, based upon criteria noted by the organization. For further information regarding membership, please contact the NJCU Sigma Theta Tau Faculty Counselor, Dr. Patricia Joffe at: pjoffe@njcu.edu

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