HENRY P. BECTON SCHOOL OF NURSING & ALLIED HEALTH

BSN, MSN & Allied Health

STUDENT HANDBOOK

2011 – 2013 Edition
Welcome to the Henry P. Becton School of Nursing and Allied Health.

This handbook has been prepared to provide you with a guide to our programs. Here you will find academic policies and details on the expectations that faculty have for students enrolled in the nursing or allied health programs.

Additional sources of information about academic policies and other aspects of student life at this University may be found in the following publications, which are available at the office of admissions:

They include:

- The Undergraduate Studies Bulletin
- The Graduate Studies Bulletin
- Course Offerings
- Course Syllabus
- University Student Handbook
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MISSION STATEMENTS

Mission of Fairleigh Dickinson University
Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce and culture.

Mission of FDU’s University College
University College: Arts • Sciences • Professional Studies is committed to providing students with strong foundations in the arts, humanities, sciences, and engineering in preparation for professional careers as they prepare to be productive citizens of the twenty-first century. University College, therefore, emphasizes professionally accredited and career oriented programs. Students benefit from curricula that build a strong foundation in the major areas of study and broaden understanding of the global village in which we live. In a student-centered environment, University College seeks to educate undergraduate and graduate students and to contribute to the professional development of faculty and staff.

Realizing that tomorrow’s professionals require a multi-disciplinary outlook to be successful, University College strives for such an approach in all its undergraduate and graduate programs. Recognizing that future leaders must work effectively within a global framework, regardless of profession, University College stresses multiculturalism both through curricula and active recruitment of international students and adult learners. In addition, opportunities for experiential learning through internships, cooperative education, and community service are provided to supplement academic programs, provide career-related experience, and develop students’ social and moral identities.

The mission of University College is facilitated by its location in northern New Jersey’s Bergen County with proximity and ease of access to New York City. Courses and curricula incorporate the unique commercial, scientific, and cultural resources in the metropolitan area to create a learning laboratory of exceptional diversity and richness. The resources of this vital cosmopolitan area contribute to all aspects of University College activity, yet at the same time the College maintains a suburban campus atmosphere.

Mission of the School of Nursing and Allied Health
The Henry P. Becton School of Nursing and Allied Health is one of nine schools at University College of Fairleigh Dickinson University’s Metropolitan Campus. Our mission is to provide excellent undergraduate and graduate education for Nursing and Allied Health students. It is our intent to enhance society and the global health care environment through preparation of graduates with a foundation in liberal arts and sciences as well as the professional domain. We endeavor to create a community of collaborative learning. The programs reflect a strong commitment to the development of critical thinking, collaboration, ethical decision-making, leadership and cultural competence. The learning experience is enriched by interactions among faculty and students of diverse backgrounds and nationalities as they engage in scholarship, research, clinical practice, and professional development. The School of Nursing and Allied Health philosophy and goals are consistent with the University’s Mission Statement.
Mission of Allied Health

The mission of the Fairleigh Dickinson University Henry P. Becton School of Nursing and Allied Health reflects the beliefs of the faculty and gives direction to the curricula of the undergraduate and master's programs in allied health.

The faculty believes that the allied health professions’ central concern is human beings. The health care system needs humane, competent health professionals to provide primary and preventive health care, as well as to assume professional positions in industry, research, and academics. Ethical behavior and professional interpersonal relationships are imperative in order to effectively communicate with clients and members of the health care team. We believe that individuals, families, groups, and communities are valued clients to be cared for and supported toward high-level wellness. Allied health practitioners evaluate, treat, and instruct individuals in order to prevent or overcome the effects of disease and injury.

The faculty believes that allied health professionals are committed to promoting, restoring, and maintaining the health of humans across the life span. Allied health programs are designed to provide the broad, intensive academic and clinical experiences that students need to assume positions in the professions of radiography, medical technology, and clinical laboratory sciences. Allied Health’s focus of care is to successfully meet the current and future needs of the profession and the health care system.

The faculty of the School of Nursing and Allied Health believes that in order to educate and socialize the students it is necessary to foster belief in an individual’s worth and a commitment to the well-being of others. We further believe that education in the allied health professions provides the learner with fundamental concepts from which to develop a rational and systematic approach to problem solving, to develop and apply effective communication skills, and to foster student activity and independence in discovering information, developing ideas and making decisions. The activities synthesize the intellectual skills of observation, analysis, logic, communication, and clinical decision-making.

Philosophy of the Henry P. Becton School of Nursing and Allied Health

The mission of the Fairleigh Dickinson University Henry P. Becton School of Nursing and Allied Health reflects the beliefs of the faculty and gives direction to the curricula of the baccalaureate, master’s, and doctoral programs. The mission and goals are consistent with the University Mission Statement. The faculty has a set of beliefs regarding concepts central to nursing: humans, environment, health, and nursing. These beliefs, as well as learning process concepts, provide the foundation for the organizing framework of the undergraduate and graduate curricula.

Human Beings and their Environment

The faculty believes that nursing's central concern is human beings interacting with their environment, holistically striving for internal and external balance, and also having the potential for growth in self in the context of the environment. Each human being is an individual capable of abstraction, imagery, language, thought, sensation, and emotion. It is through relationships with others that the human being allows his/her unique individuality to become actualized. Humans function in society as individuals, families, groups, and communities. The environment is defined as a dimension external to the individual that is composed of physical, social, cultural, political and economic components. We further believe that because of the dynamic interaction between human beings and their
environment, nurses support individuals' interaction with the environment toward the preservation or enhancement of wellness. Additionally, change in one part of the environment has the potential to change other parts of the environment. Through continuous interaction and energy exchange with the environment, humans strive to develop patterns of behavior to maintain both internal and external stability or growth.

**Health**

We believe that individuals, families, groups, and communities are valued clients to be cared for, respected, nurtured, understood, and supported toward high-level wellness. High-level wellness is defined as optimum functioning for each client. Health is a dynamic and harmonious state, which reflects the holistic nature of the client on a wellness illness continuum. Holism embodies the client as being greater than and different from a sum of parts. That is, the client is greater than and different from the individual parts: physical, behavioral, spiritual, and social well-being.

Nurses seek to empower others to seek responsibility for their own state of well being through the use of levels of prevention. Levels of prevention are primary (health promotion), secondary (disease prevention), and tertiary (restoration/maintenance).

**Nursing**

The faculty believes that nursing is a science and an art. It is a caring profession based on a humanistic perspective that fosters self development, a helping-trust relationship with others, and is committed to realizing the potential in oneself and others through gaining insight into the meaning of life's experiences. The clients of nursing are: the individual, group, family and community. We believe nursing is a shared process between the nurse and client, whereby both mutually effect change. As educated individuals, nurses draw on a diverse body of both liberal and scientific knowledge in the application of therapeutic modalities. Nurses function in collaborative, independent and interdependent roles in order to promote optimum health and wellness.

**Nursing Education**

The faculty of this school believes that a professional nursing program contributes to the development of individuals who are concerned with the ultimate good of humanity and have a belief system reflecting ethical practice. We also believe that education for the professional nurse promotes critical thinking skills in concert with humanistic caring modalities. These two dimensions are foundational to the undergraduate and graduate programs in nursing. Critical thinking is defined as a composite of attitudes, knowledge and skills necessary to explore a situation or phenomenon. It is purposeful; goal directed thinking and includes problem solving, decision-making and the nursing process. Humanistic caring is the process that helps the client attains or maintains health or dies a peaceful death. It is viewed as an expression of the art of nursing founded in a value system that holds humanity in the highest regard.

Professional nursing education also encompasses the development if values, social responsibility, and cultural competence in order to meet the health care needs of an increasingly complex global society.

The faculty believes that education is a developmental process, which proceeds from simple to complex. It is a shared, interactive process, with the goal of developing an appreciation for the uniqueness of individual differences and commonalities, as well as, ideas, values, and knowledge. It involves faculty and students who come to the learning
experience with their own unique attributes, beliefs, and capabilities, providing the background for understanding and respecting the individual and his/her culture.

A liberal education, in concert with professional education, fosters the development of a graduate with critical thinking skills capable of assuming a leadership role in current and future health care settings.

Recognizing the variety of ways that people learn, we believe that a nursing curriculum, which proceeds on a continuum from simple to complex, promotes critical inquiry. We believe that nursing education is a process that thrives within the context of a caring supportive environment, where individuals continue to develop their potential. We further believe that students can be taught learning strategies to facilitate the pursuit of lifelong learning.

We believe the process of professional nursing education incorporates critical thinking, humanistic caring, professional role development, ethical-legal awareness, research based practice, leadership, cultural competence, collaboration, levels of prevention and effective communication.

The faculty believes that baccalaureate education prepares the student to function as a professional nurse qualified to deliver skilled and ethical nursing care at all levels of prevention. Students at the baccalaureate level are prepared as generalists for professional nursing practice in a variety of health care settings anywhere in the world and for beginning leadership positions. Graduates are also prepared to pursue a master's degree in nursing.

The graduate program builds upon the generalist knowledge of baccalaureate education. The graduate of the master's program is prepared to function as a specialist in a variety of settings and in multiple advanced practice roles. Graduates are prepared to pursue a doctoral education.

**HISTORICAL OVERVIEW OF THE SCHOOL OF NURSING AND ALLIED HEALTH**

Founded in 1942, Fairleigh Dickinson University is an independent, nonsectarian, co-educational institution. It is a major university serving more than 12,000 students and offering a variety of courses, programs, and facilities. With its student body divided among two main northern New Jersey campuses and two international campuses, it also offers the intimate atmosphere and individual attention of a small college. Students have access to a variety of university services, including academic and career counseling, campus cafeterias, athletic events, and the largest private library system in northern New Jersey.

With the inception of an associate degree-nursing program in 1952, the Department of Nursing became an integral part of the University. The last associate degree class graduated from this program in 1970. The basic baccalaureate program was established in 1968 for the student without previous experience in nursing. Registered nurse students who were graduates of associate degree and diploma nursing programs attended a program track initiated in 1972 and phased out in 1990. An accelerated track of the baccalaureate program, designed for non-nurses holding baccalaureate degrees in other disciplines, was initiated in 1985. In summer 1993, the Department was designated as a School of Nursing. In the fall 1993, an evening division of the accelerated track was initiated, as was the new baccalaureate curriculum.

The first graduate nursing students entered the School in the fall of 1995 to earn their Master of Science in Nursing. A detailed description of the current MSN program appears in the “Programs of Study” section below.

Following a generous gift to the University from the Becton Dickinson Company, the
School was designated as the Henry P. Becton School of Nursing in June 1995.

In January of 1996, programs in Radiography, in Medical Technology and in Clinical Laboratory Sciences joined with the nursing programs to form the School of Nursing and Allied Health.

In 2000, the Bachelor of Science in Allied Health Technologies Program was established as a joint program with University of Medicine and Dentistry of New Jersey – School of Health Related Professions (UMDNJ-SHRP). Majors offered include: Diagnostic Medical Sonography, Nuclear Medicine, Respiratory Care, and Vascular Technology.

In the spring of 2001, a Transition Program was approved by the Curriculum Committee, the faculty and the College Educational Policies Committee. A registered nurse with a Bachelor’s degree in another field who wishes to pursue a Master of Science in Nursing degree may take the transition program as a prerequisite to matriculating into the MSN program.

In 2004, the Doctorate in Physical Therapy program was established in collaboration with the University of Medicine and Dentistry of New Jersey – School of Health Related Professions (UMDNJ-SHRP).

In Fall 2006, the Doctor of Nursing Practice was approved by the Council of University/College Presidents of NJ and the Commission of Higher Education. The first DNP class was admitted in Spring 2007.

In 2009 the Henry P. Becton School of Nursing and Allied Health was awarded 2.5 million dollars from the Robert Wood Johnson Foundation as part of the New Jersey Nursing Initiative Faculty Preparation Program.

See Appendix for a comprehensive listing of all Henry P. Becton School of Nursing and Allied Health programs of study.

**Accreditation**

**Fairleigh Dickinson University**

Fairleigh Dickinson University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education.

**Nursing Program**

The Nursing programs at Fairleigh Dickinson University are fully accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education. The baccalaureate program was granted initial National League for nursing accreditation in 1977 and was approved in 1990 for 8 years of continuing accreditation. The nursing program is accredited by the New Jersey Board of Nursing until 2012. At the end of the NLN accreditation, the School of Nursing and Allied Health switched to the Commission of Collegiate Nursing Education (CCNE) as the accrediting body in 1999. The Baccalaureate and Masters Nursing Programs are accredited by CCNE until 2012.

**Allied Health Programs**

The Allied Health programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and licensed by the New Jersey Commission on Higher Education. The Associate in Radiography Program in collaboration with Valley Hospital is accredited by the Joint Review Committee of Education in Radiologic Technology (JRCERT), the Bureau of Radiologic Health and the Board of Examiner’s of New Jersey.
PROGRAMS OF STUDY

Nursing Programs

As a student enrolled in nursing, you will participate in a program of study designed for individuals who share a sense of obligation to society, and a desire to actively participate in its improvement. The program prepares you to become a professional nurse with a solid foundation of technical skills. You will be an independent and interdependent practitioner functioning as a client advocate, change agent, innovator, planner, and leader who bases his or her practice on research and scientific theory.

Your nursing education emphasizes a professional nurse's abilities to:

- approach nursing as a humanistic discipline combined with a scientific knowledge base.
- incorporate knowledge about the cultures and relationships of human beings and their environment into their care.
- articulate and integrate a personal belief system that concerns human beings, environment, health, and nursing as a process.

Undergraduate Programs

Bachelor of Science in Nursing (BSN)

The School offers four ways for students to earn a Bachelor of Science in Nursing (BSN).

Four-Year Program

High school graduates and transfer students complete a four-year program of liberal arts, sciences, and nursing courses. The nursing sequence begins in the first semester of the sophomore year, which is the highest level at which transfer students may enter the program. Students begin their program in the fall. While non-nursing courses may be taken in summer sessions, the nursing courses for this program are not offered in the summer.

Accelerated Program

The Accelerated Program is a program comprised solely of nursing courses for students who have previously earned a baccalaureate degree in a major other than nursing and completed non-nursing prerequisites prior to entering the program. The prerequisites can be taken at FDU or at other colleges with prior approval from the Associate Director for Undergraduate Programs. The program follows two tracks: a one-year full-time program beginning in mid-May and a two-year part-time program beginning in the fall. Both programs continue through the summer. Criteria for matriculation into the one-year program is more stringent than for the four or two-year programs. See "Matriculation into the Nursing Programs".

RN-to-BS-to-MSN Program

Registered nurses who have graduated from a diploma or associate degree program in nursing take the B.S.N. completion program. Students who have previously graduated from an accredited school of nursing and passed the NCLEX-RN will be awarded transfer credits automatically; RNs with an Associate’s Degree are awarded 64 transfer credits and RNs with a diploma are awarded 30 transfer credits. Liberal Arts credits taken at a four-year college may be transferable, with approval from the program director. The student may move on to the

MSN program if he/she has met the following criteria: has completed 128 credits,
towards the BSN and has attended courses continuously each semester since admission to the RN-to-BS program, has had satisfactory academic performance, and has met the requirements for the undergraduate cumulative GPA at the end of the 128 credits.

**Transition Program into the MSN**
Registered nurses with a Bachelor’s degree in another field and who wish to pursue a Master of Science in Nursing (MSN) may take the Transition course. After satisfactory completion of the required coursework, students may matriculate into the MSN program.

**Graduate Program**

**Master of Science in Nursing (MSN)**
The Master of Science in Nursing (MSN) program prepares individuals as nursing specialists. The program, which can be taken full-time or part-time, is comprised of both clinical and non-clinical tracks. Each student chooses a concentration in adult nurse practitioner, adult nurse practitioner with an educator or administrator track option, clinical nurse leader, forensic nursing, psychiatric/mental health nurse practitioner, nursing education, or nursing information systems. Advanced scholarship takes place within the context of nursing as a discipline and profession, and is the guiding theme of all activities encompassed within the learning environment.

**Post Master’s Certificate Programs**
The Post Master’s Certificate program allows nurses who have a Master’s degree in nursing from an NLN/CCNE accredited program to pursue further post graduate study in one of the following areas: adult nurse practitioner, family nurse practitioner, psychiatric/mental health nurse practitioner, forensic nursing, nursing education, and nursing information systems.

**Nursing Program Outcomes**
The faculty of the Henry P. Becton School of Nursing and Allied Health has articulated program outcomes as competencies that are both objective and measurable. These competencies emphasize essential knowledge and skills such as critical thinking, caring, professionalism, leadership, cultural competence, holism, collaboration, and the practice of nursing based on knowledge from the liberal arts and professional education.

**Undergraduate Aggregate Student Outcome**
At the end of the BSN program students will be able to:

1. apply critical thinking skills in the nursing care of individuals, families, groups and communities measured by the effective use of the nursing process in all aspects of care; prioritize the needs of clients, see multiple sides of controversial questions; apply problem solving techniques in approaching nursing situations in the classroom, laboratory and clinical areas.

2. demonstrate professional role behaviors, guided by ethical/legal principles and standards of practice. Measures include passing scores on the standard examinations tested to be predictive of readiness to pass the NCLEX-RN and satisfactory clinical and faculty evaluations.

3. incorporate values of human caring in the application of the nursing process across the life span as demonstrated by care based on theory of caring, respect and empathy for individuals, families, groups and communities. Evidence of this competency includes satisfactory clinical evaluations.

4. synthesize knowledge from liberal arts and professional education to meet the health needs of a changing society and world as measured by nursing care based on
scientific rationale and satisfactory evaluation of clinical experiences.

5. use research and problem solving strategies, including outcomes measurement, and evidenced-based practice to improve healthcare of individuals, families, groups and communities as shown in the completion of classroom and clinical assignments.

6. exhibit leadership behaviors consistent with the profession in meeting the global health challenge by participating in community service and school governance.

7. demonstrate cultural competence in applying the nursing process through the effective use of a cultural assessment tool, in working with individuals from various cultural backgrounds without prejudice or stereotyping, in demonstrating an appreciation for cultural diversity and the uniqueness of all human beings. This competency is measured by satisfactory completion of relevant course requirements and clinical experiences.

8. collaborate with clients, member of health team and others in order to maximize human health potential of clients demonstrated by satisfactory evaluations of clinical experiences.

9. provide holistic care that contributes to health, recovery and peaceful death using the concept of levels of prevention as demonstrated by satisfactory evaluations of clinical experiences.

10. articulate and integrate a personal belief system that concerns human beings, environment, health and nursing as a process as evidenced by satisfactory evaluations for clinical experiences.

11. gain the necessary preparation for graduate studies as shown by satisfactory completion of the undergraduate program.

**MSN Aggregate Student Outcomes**

As a graduate of the MSN program, students will be able to:

1. demonstrate advanced knowledge and skill in your specialty area.

2. implement an advanced practice role which incorporates the values of holistic caring and cultural competence.

3. use conceptual frameworks to guide the implementation and evaluation of advanced practice.

4. effectively use information technology, to support teaching/coaching/counseling strategies in advanced practice roles with diverse global communities.

5. advance nursing science and practice through scholarly pursuits, collaboration, and the exercise of leadership in health care and higher education.

6. critically evaluate research findings for application to advanced practice roles. demonstrate competence in the evaluation of practice and program outcomes to ensure quality.

7. interpret the impact of global, historical, political, legal, bioethical, economic, and organizational factors on health care/educational environment.

8. gain the necessary preparation for doctoral study
Allied Health Programs

Like other students in the Henry P. Becton School of Nursing and Allied Health, students in the Allied Health programs are full members of the university community with all the rights and responsibilities that such membership entails. As such, a student is part of University College, a college that offers majors in the arts and professional studies. At present, the following Allied Health degree programs are offered:

**Radiography**
- Certificate* (from The Valley Hospital)
- Associate of Science from Fairleigh Dickinson University

**Bachelor of Science (BS) in Medical Technology** with preparation for examination by the American Society for Clinical Pathology (ASCP)

**Bachelor of Science (BS) in Radiologic Technology**

**Bachelor of Science in Clinical Laboratory Sciences (BSCLS)** with selected Majors in Cytotechnology, and Medical Laboratory Science*

**Bachelor of Science in Allied Health Technologies (AHT)**, with majors in Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Care, Vascular Sonography and Cardiac Sonography

**Bachelor of Science (BS) in Health Science** (completion degree for students with Licensure / certification as an Allied Health Practitioner)

**Bachelor of Science in Health Information Management (HIM)***

**Master of Science (MS) in Medical Technology**

**Doctorate in Physical Therapy (DPT)***

*The Radiography Program sponsored by The Valley Hospital is accredited by the Joint Review Committee on Education in Radiologic Technology and the New Jersey Radiologic Technology Board of Examiners. The certificate program follows the recommended curriculum published by The American Society of Radiologic Technologists and the STANDARDS set forth by the JRCERT.

*Note – Programs offered in collaboration with UMDNJ-SHRP.

**Allied Health Program Outcomes**

As a graduate of an Allied Health program, you will:

1. use principles of safety in Radiography, Cytotechnology, Medical Laboratory Science, Physical Therapy, Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Care, Vascular Sonography and Cardiac Sonography.

2. communicate effectively with patients and function as a professional member of health care teams.

3. perform a full range of diagnostic procedures in Radiography, Medical Technology, Cytotechnology, Medical Laboratory Science, Physical Therapy, Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Care, Vascular Sonography and Cardiac Sonography.

4. utilize critical thinking skills in the performance of radiographic examinations/laboratory procedures / Physical Therapy.

5. demonstrate humanistic and ethical behaviors consistent with that of contemporary health professionals.
SCHOOL REQUIREMENTS FOR CLINICAL EXPERIENCE

Clinical requirements for all students of Nursing:
Students are responsible to provide copies of health records and immunizations that must be submitted to FDU Metro Student Health Services – Located in the Student Union Building. Copies of Liability Insurance, Cardiopulmonary Resuscitation (CPR) certification, Criminal Background Check and Drivers License must be given to the Clinical Lab Coordinator (201-692-2887) who is responsible for issuing clinical clearance to all students before starting clinical visits to the health care facilities. The students are responsible for updating expired health requirements.

Health Examination
The health policy for all FDU students, plus the additional requirements for students in the School of Nursing and Allied Health is explained on the Physical Examination Policy, which may be obtained in Dickinson Hall, Room 4444. The completed health form must be submitted by the student to the School where it is kept on file in the Student Health Office. Incomplete forms are considered to be non-compliant. Each student MUST comply with this policy in order to ensure safety and to fulfill contractual agreements with clinical agencies. Students will NOT BE ADMITTED to a clinical placement if they do not meet health policy requirements. Any resulting clinical absence jeopardizes meeting course requirements.

If a student experiences a change in health status requiring absence from a clinical lab, a note must be submitted from the student's physician stating that the student's health has improved to the point that full participation in clinical labs is again possible.

Immune Status
Students need to demonstrate immune status to Measles, Mumps, Rubella, and Chickenpox. This can be accomplished by having titers drawn. It is the student’s responsibility to get these tests performed in a timely fashion in order to be able to enter the clinical area on the first assigned clinical day. Students who cannot demonstrate immune status may NOT go to the clinical site and may have to drop the course. The titer and results must be in the student’s folder by the beginning of NURS 2003 (Fundamentals of Nursing I).

Liability Insurance
Undergraduate students are required to purchase professional liability insurance in the amount of one million ($1,000,000) and three million dollars ($3,000,000) before beginning their first clinical course, and to maintain it until graduation.

Mantoux
A mantoux skin test is required yearly. The first time a student has this done, a 2-step Mantoux is required consisting of two separate Mantoux tests within a three-week period. If a student has received the Bacilli Calmette-Guerin (BCG) vaccine he/she must present evidence of a positive Mantoux test and a negative chest x-ray report.

Cardiopulmonary Resuscitation (CPR) Certification
All students must complete a course in CPR for adults, children and infants prior to beginning the clinical courses. The CPR card must be maintained current until graduation. A copy of the card must be brought to the Nursing office in Dickinson Hall room 4444 so
that it may be placed in the student’s folder showing compliance with this requirement before that student begins a clinical rotation. A CPR course designed for Health Professionals is recommended.

**Criminal History Record Search**

Fairleigh Dickinson University has affiliation agreements with health care institutions in the region to provide clinical experiences for students of the Henry P. Becton School of Nursing & Allied Health. These affiliated healthcare institutions are required by the Joint Commission on Accreditation of Health care Organization Standard (HR1.20) to conduct criminal history checks on all personnel who work in clinical settings, including nursing students. All students must comply with this requirement to evaluate their suitability for placement in a clinical experience. Information obtained may cause affiliated health care institutions to reject a student for a clinical experience.

**Transportation to Clinical Agencies**

Clinical experience in a variety of health care settings is an essential component of the education of the students. Numerous agencies in New Jersey providing clinical laboratory facilities are selected for use based on their excellence and ability to provide clinical educational opportunities. Students are expected to arrange their own transportation to the clinical agencies to which they are assigned and must comply with parking regulations of each agency.

**Uniform Regulation**

School uniforms are required for the clinical courses. Information about ordering the uniforms is available in the School of Nursing and Allied Health. Students are expected to be in complete uniform at ALL times in the clinical area, unless otherwise indicated by the faculty member. This includes assignments to clinics and similar experiences. Professional business attire is to be worn for selected experiences. Clean, white shoes are to be worn with the uniform. Jeans, sweats or sneakers are not permitted even when a student is expecting to wear a scrub suit during clinical. She/he is to bring a uniform to clinical in the event that it is needed.

The complete uniform includes:

1. Designated student uniform with identifying shield
2. Standard name pin
3. White shoes (Clear white sneakers without logo or markings acceptable)
4. White stockings/socks
5. Watch with second hand
6. Pens - black (not blue) ink
7. Bandage scissors (for nursing students)
8. Stethoscope (for nursing students)
9. Designated school lab coat with identifying shield
10. Community Health Nursing - sphygmomanometer, pen light flashlight, plastic tape measure, drug reference book, maps of area where assigned

Heavy make-up, strong perfume or the smell of cigarettes should be avoided in the clinical area, as it may be offensive to some clients. Hair should be neat and, in keeping with asepsis and safety, off the face and collar. Large decorative hair pieces,
ornaments, or head coverings of any type are prohibited. Some religious exemptions may apply; see faculty for guidance, if necessary. Jewelry is limited to a plain wedding band and one pair of earrings no larger than a dime.

No visible piercing or tattoos are allowed. In areas where a scrub suit is required, such as the Nursery, no rings, watches, or solid nametags can be worn. Instead, use the wall clocks to measure time, and make a nametag out of tape. Skirts should be at least knee length. Beepers and cellular phones are not permitted in the clinical area or the classroom.

Students in the Valley Hospital Radiography program should refer to the Valley Hospital policy established in the clinical handbook regarding uniform policy.

**Fingernail Protocol**

No artificial fingernails, acrylics, extenders, wraps or nail jewelry is permitted in clinical areas.

Natural nails must be kept less than \( \frac{1}{4} \) inch long

Clear nail polish is acceptable. Chipped, cracked or peeling nails polish may not be worn

The above protocol follows the Guidelines for Hand Hygiene in Healthcare Settings developed by the Center for Disease Control and Prevention (CDC) regarding fingernail protocol for health care workers who provide direct patient care. Failure to comply with this policy will result in dismissal from the clinical area and disciplinary action. It is the individual student’s responsibility to ensure compliance with this protocol.
Pre-Clinical Medical Compliance Requirements

Pre-Clinical Medical Compliance begins in the summer before the Sophomore Nursing year for the traditional BSN student. The 1-year ABSN Pre-Clinical Medical Compliance should begin in March. Pre-clinical medical compliance for all other nursing programs is to be submitted for review 1 month prior to the start of clinical. The purpose of these requirements is to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases among Fairleigh Dickinson University students, patients, and other persons.

Initial pre-clinical medical compliance forms must be completed and returned to the Student Health Services Metropolitan Campus (SHSMetro) Office by September 1st while enrolled in NURS 2003/NURS 2200. Junior and senior clinical clearance must be completed by May 1st annually. Students may not attend clinical if they are not medically compliant.

NURSING STUDENTS PRE-CLINICAL HEALTH CLEARANCE CONSISTS OF:

- A complete Physical Examination, Student Profile, Medical History and Meningitis Response Forms
- Two-step Mantoux skin test for Tuberculosis
- Measles, Mumps, Rubella, Varicella and Hepatitis B Titers showing immunity
- Tdap or Td booster
- Polio vaccine history or booster or titers
- Influenza vaccine in the Fall

HISTORY AND PHYSICAL

A standard health history and physical must be performed by a health care professional (MD, DO, or APN) within 1 year of beginning clinical and then annually by May 1st.

TUBERCULOSIS (TB) MANTOUX SKIN TEST

Each student must undergo TB skin testing using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally) by the two-step method. All Mantoux skin test must be read by a health care professional 48-72 hours after placement. Results must be recorded in mm of induration. Self-reading is not permitted.

The two-step method must be used in order to detect boosting phenomena that might be misinterpreted at a subsequent testing as a skin-test conversion (new infection). Under the two-step method, a second test is performed 1-3 weeks after the first test. If the second test is positive, this is most likely a boosted reaction and not a skin-test conversion, and the student should be considered previously infected and cared for accordingly.

Students with a history of BCG (Bacilli Calmette-Guerin) vaccination are not exempt from the TB testing requirement because there are no data to indicate that these individuals experience an excessively severe reaction to Mantoux skin testing, and because anyone with a history of BCG with a positive Mantoux skin test result is considered infected with TB and is treated accordingly. Students who have initial positive
Mantoux skin test results, subsequent Mantoux skin test conversions or symptoms suggestive of TB must be evaluated promptly for active TB.

**Definition of a Positive Mantoux skin test:**

1. If the Mantoux Skin Test is 5-9 mm of induration and the student is known to have had recent close contact with someone infected with active TB, the test is considered positive.

2. If the test is equal to or greater than 10 mm of induration, the test is considered positive. A chest x-ray must be obtained. The student will be referred to the appropriate county TB Control Center for follow up. Students may elect private follow up care.

3. All positive Mantoux skin test with negative chest x-rays are to be evaluated for Isoniazid (INH) prophylaxis. If the student fails to be seen by the TB control center or fails to present proof that they have been evaluated properly by their private physician they will be denied clinical clearance.

Many foreign countries still use BCG as part of their TB control programs, especially in infants. In a person vaccinated with BCG, sensitivity to tuberculin is highly variable, depending upon the strain of BCG used and the group vaccinated. There is no reliable method of distinguishing tuberculin reactions caused by BCG from those caused by natural infections. In a BCG-vaccinated person, a positive tuberculin reaction is an indication for further evaluation and medical therapy.

Repeat chest x-rays are not required in an asymptomatic individual. Known positive reactors must be evaluated at the time of the annual physical exam due by May 1st.

**HEPATITIS B VACCINATION**

Hepatitis B vaccine includes 3 doses of the vaccine—the first is given when requested (dose #1), dose #2 is due 1 month after, and dose #3 can be given between 4-6 months after Dose #1. Post-immunization antibody titers must be drawn between 1-2 months following dose #3.

All nursing students shall begin immunization against Hepatitis B virus (HBV) prior to patient contact or contact with blood or other potentially infectious body fluids or laboratory material. If a student cannot complete the full three-dose series of immunizations prior to enrollment or matriculation, at least one dose of vaccine must be taken prior to commencing any activities with any risk of exposure.

If a student tests negative for HBV infection and have been previously immunized but have inadequate levels of antibodies despite such previous immunization, they shall receive a booster dose of the vaccine prior to patient contact or contact with other potentially infectious body fluids or laboratory material. Testing for antibody titers (HBsAb) 1-2 months post-immunization must be performed. Non-responders to a primary series of immunizations need to receive a booster dose of Hepatitis B and then have another titer drawn after 1-2 months. If the HbSAb is still negative at that time then one is considered a non-responder and should be considered susceptible to HBV infection, and shall be counseled regarding precautions to prevent HBV infection and the
need to obtain hepatitis B immune globulin (HBIG) prophylaxis for any known or probable significant exposure to HbsAg-positive blood.

In all instances, current Center for Disease Control (CDC) recommendations should be followed regarding initial HBV immunization, post-immunization antibody titers, re-immunization or booster doses for inadequate antibody titers, and post-exposure immunoglobulin prophylaxis for non-responders.

If the initial HBV tests are positive and indicate a significant potential for transmission of the virus, an evaluation shall be made prior to patient contact to determine the need for monitoring of clinical performance and/or of the scope of assigned or permitted clinical activities consistent with patient protection, especially the performance of exposure-prone procedures. This evaluation shall be made by the FDU SHSMetro Medical Director or designated individual or individuals who may consult with infectious disease experts with knowledge of the most current information and recommendations of groups such as CDC, and national professional and education organizations. If enrolled under these circumstances, students may be restricted in their clinical activities. Enrollment and continuing enrollment of students who are potentially infectious for hepatitis B are contingent upon their ability to perform all essential functions required for matriculation and completion of the curriculum of the degree program.

**MEASLES, MUMPS, and RUBELLA (MMR)**
Nursing students will be considered immune to Measles, Mumps, and Rubella only if he/she can demonstrate serologic (laboratory) evidence of immunity with titers. When a serology report for measles, mumps, or rubella indicates a non-immune or equivocal status, the student must have 2 doses of the vaccine at least 30 days apart. A repeat titer must be drawn 1-2 months after the second dose.

**VARICELLA**
Nursing students will be considered immune to Varicella (chicken pox) only if he/she can demonstrate serology (laboratory) evidence of Varicella immunity with titers. Documentation of clinical Varicella (history of chicken pox disease) is no longer acceptable.

All students with negative (non-immune) Varicella titers who cannot document being appropriately vaccinated must be vaccinated prior to beginning clinical unless the student’s physician determines that the vaccine is medically contraindicated. Two doses of the Varicella vaccine given 4 to 8 weeks apart are required for the adult. These students must have repeat Varicella titers drawn 1-2 months after second dose of vaccine.

Because of potential transmission of the vaccine virus to susceptible high-risk patients, such as immunocompromised patients, newborns and pregnant women, contact with high-risk susceptible patients should be avoided if a vaccine related rash develops within three weeks of receipt of either the first or second dose of the vaccine.
TETANUS/DIPHTHERIA/PERTUSSIS
Proof of completion of primary immunization series is requested. A Tdap booster is required if it has been at least two years since your last Td booster.

POLIO
Nursing students need to provide documentation of primary immunization series for polio or polio booster or polio titers demonstrating immunity to polio.

INFLUENZA
Nursing students must be immunized each year during the fall season with the current influenza vaccine. All students are required to obtain annual influenza vaccinations in order to prevent large-scale outbreaks on campus and within healthcare units and keep absenteeism due to influenza at a minimum.

MEDICAL EXEMPTIONS
If the student is claiming medical exemption related to a pregnancy or other medical contraindication, the student must provide FDU SHS Metro with documentation from your healthcare provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester.

Summary of Nursing Student Requirements for Medical Compliance

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Status</th>
<th>Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Examination</td>
<td>Required</td>
<td>Annually by September 1st</td>
</tr>
<tr>
<td>Documented history of polio vaccination</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>TB Testing (Mantoux) (see info on page 19 if positive)</td>
<td>Required</td>
<td>2 step initially/ then yearly</td>
</tr>
<tr>
<td>Proof of immunity to MMR</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>Proof of immunity to Varicella</td>
<td>Required</td>
<td>Titors required</td>
</tr>
<tr>
<td>Tdap</td>
<td>Required</td>
<td>Within past 3 years or 2 years after TD</td>
</tr>
<tr>
<td>Influenza vaccine</td>
<td>Required</td>
<td>Annually in the Fall</td>
</tr>
<tr>
<td>Meningitis</td>
<td>Required if resident student</td>
<td>Within past 5 years</td>
</tr>
<tr>
<td>Polio Vaccination</td>
<td>Required</td>
<td>Documentation</td>
</tr>
</tbody>
</table>
| Prior to starting classes: May (all Nursing programs) March (1 year ABSN program) | ▪ Make an appointment to see your private healthcare provider.  
▪ Bring a copy of your immunization records to your healthcare provider along with your FDU immunization form and instructions.  
▪ Have blood tests done.  
▪ Have healthcare provider evaluate need for additional vaccinations and treatments.  
▪ Have Mantoux skin test placed and read 48-72 hours later.  
▪ Have the second Mantoux Skin Tested placed 1-3 weeks after the first test and read 48-72 hours later.  
▪ Take vaccines as indicated, including first dose of Hepatitis B. |
| 30 days later: | ▪ Take second dose of Hepatitis B vaccine and other vaccines as indicated. |
| 4 or 6 months after 1st Hepatitis B Vaccine: | ▪ Take last Hepatitis B vaccine. |
| Submit completed packet by: | ▪ July 15th (all Nursing Programs)  
▪ May 1st (1 year ABSN) |
| Repeat: | ▪ Yearly |
STUDENT'S RIGHTS

The Rights
Copies of the “Fairleigh Dickinson University Code of Students Rights, Responsibilities, and Conduct” and the “Family Education Rights and Privacy Act of 1974” are available upon request in the office of the School of Nursing and Allied Health. The following Student Bill of Rights and Responsibilities was adopted by the National Student Nurses’ Association House of Delegates in April, 1975.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom; students should exercise their freedom with responsibility.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the students.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of their membership and should enjoy
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
18. Adequate safety precautions should be provided by schools of nursing, for example: in and around student dorms, adequate street lighting, locks, etc.
19. Dress code, if present in school, should be established by student government in conjunction with the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with the students and faculty for clarification and better student faculty understanding.

**Student Grievance Procedure**

If a student has a grievance concerning issues other than grades she/he wishes to pursue, the following protocol should be followed:

1. Make an appointment to discuss the grievance with the faculty member responsible for the course.
2. If the grievance is not resolved, schedule an appointment with the appropriate Associate Director or Program Director in the School of Nursing and Allied Health.
3. If dissatisfaction persists, the student is to submit a letter outlining the specific outstanding issues to be resolved and make an appointment to see the Director of the School of Nursing and Allied Health after the Director has received the student’s written communication.
4. If discussions at this level do not resolve the grievance, the student should make an appointment with the Associate Dean of University College. For students in the A.S. Radiography Program affiliated with The Valley Hospital, matters related to liberal arts and sciences courses will be referred to the Associate Dean of University College. For matters related to the radiography didactic and clinical courses, please refer to the due process procedure found in The Valley Hospital Radiography Program Handbook.
**Student Grade Appeal**

A student may appeal the grade she/he received for a course if she/he believes that it is unwarranted. If the matter cannot be informally resolved with the faculty member, the student should follow the *Academic Grade Appeal Procedure in the University Undergraduate Studies Bulletin*.

**GOVERNANCE**

**Shared Governance Opportunities**

It is a central belief of the board, administration, and faculty of FDU that students have both the right and the obligation to share in academic governance at all levels.

**Opportunities within the School**

Faculty in this school seeks student participation in policy decisions affecting their education and their school. Representatives from all levels and programs are invited to participate in School governance by attending faculty and committee meetings. Meeting times are posted prominently on the student bulletin board.

**Opportunities in the University**

A discussion of the opportunities to participate in University student organizations and activities is available in the *Undergraduate Studies Bulletin* and *University Student Handbook*. Students are strongly encouraged to participate in a variety of University committees.

**STUDENT ACTIVITIES**

There are many opportunities for FDU students to actively participate in academic, social, cultural, and community service activities. This School, a University in service to others, is committed to the University's initiative for volunteerism.

**University Honors Program**

The Honors program serves outstanding full-time baccalaureate students in the University providing an opportunity for superior students to study at a level and rate appropriate to their special abilities.

Honor Students substitute two Senior Honors Seminars (6 credits) for electives. Honor Nursing Students take NURS 4430, Nursing Research in the fall of their junior year in place of the Honors Research course. The research course is placed in the fall of the senior year for non-honor's students. During the spring of the junior year, students select faculty mentors to assist with their Senior Thesis. During the spring/summer following junior year, students begin the literature review in preparation for Senior Honors Seminar and their Senior Theses. More detailed information about the program can be obtained from the Honors Program Office or from Dr. M. Patricia Warunek, Director of University Honors Program.

Health care agencies look for graduates who aspire to excellence and have demonstrated skills in scholarship as well as clinical skills. The skills honor students acquire in this program serve them well in marketing themselves for employment.
Fairleigh Dickinson Student Nurses’ Association (F.S.N.A)

All nursing majors are encouraged to join the local, state and national levels of the Student Nurses' Association (S.N.A.). Meeting times for F.S.N. are posted on the organizational bulletin board near the School Office. All nursing and pre-nursing students are asked to attend. Membership provides students with opportunities to expand professional leadership skills, for example: running for and being elected to office; being appointed and serving as a committee chairperson; running meetings; planning and coordinating events on campus or in community service projects; and being active in community work. Students who come into nursing with experiences in volunteer organizations are encouraged to share their expertise (for example: fundraising, community relations, etc.) with the F.S.N.A. Each year, the goal and projects of F.S.N.A grow out of the specific interests of the members.

Epsilon Rho Chapter of Sigma Theta Tau International

Honor Society of Nursing

Sigma Theta Tau International is committed to the support of nurse scholars, researchers, and leaders. Since its inception, the nursing honor society, Sigma Theta Tau International, has focused on academic and professional enrichment programs and informational resources for professional nursing education. Fairleigh Dickinson University's chapter, Epsilon Rho, was chartered in February 1982. Sigma Theta Tau International is a member of the American College of Honor Societies. Membership requires outstanding academic achievement and ability in nursing. Students are invited to apply in their Senior year (Senior year for Honor students) if they have completed half of their nursing curriculum, are in the upper thirty-fifth (35th) percentile of the graduating class, have a grade point of at least 3.0, and meet the expectation of academic integrity. Credentials demonstrating academic achievement and leadership are required.

UNIVERSITY SUPPORT SERVICES

Educational Support Programs

Professional Skills Laboratories

Students are expected to use the on-campus labs to reinforce clinical and academic skills. The School has four labs equipped with clinical equipment, supplies, computers, videos and interactive programs. The labs are staffed on a regular basis throughout the school year, and hours are posted.

Computer Center

In addition to the computer lab in the School of Nursing & Allied Health, a center with computers, printers, and staff is available to students. Some assignments will be given that must be carried out in the Center. Word processing programs are useful to students producing written assignments.

Scholarships and Financial Aid (201)-692-2363

There are a number of scholarships available to nursing majors, both from external and internal sources. Announcements of hospital scholarships, minority scholarships, and general scholarships can be obtained in the School. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average), and some are available only to accelerated track nursing majors (also based on cumulative grade point average criteria). These lists are updated regularly and students
are advised whenever new scholarship funding is available. Students must have completed all forms required by the Office of Financial Aid to receive any scholarships. While the Director of the School will make recommendations to Financial Aid based on scholastic merit, all internal scholarships are distributed by the Office of Financial Aid. Representative nursing funding sources are:

- Federal Scholarship for Disadvantaged Nursing Students (FSDS)
- Federal Nursing Training Grant
- Federal Nursing Loan Program (201)-692-2575
- Private Scholarship Awards – which includes the following:

<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Donor</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl-Rowe Scholarship</td>
<td>Hypatia Rowe Carl</td>
<td>* 3.0 min cumulative GPA&lt;br&gt; * Nursing Student&lt;br&gt; * Any one of the 5 following:&lt;br&gt; - part time&lt;br&gt; - taking summer coursework&lt;br&gt; - out of state students&lt;br&gt; - students whose income, or parents income, doesn't qualify them for need - based scholarships&lt;br&gt; - RNs not covered by employee tuition Benefits</td>
</tr>
<tr>
<td>Ellen O. Greber Nursing Scholarship</td>
<td>Ellen O. Greber</td>
<td>* Nursing Student&lt;br&gt; * Academic merit&lt;br&gt; * Financial need&lt;br&gt; * One year award, non-renewable</td>
</tr>
<tr>
<td>Homan/Van Buren Conley/Althea C. Herald</td>
<td>Althea C. Herald</td>
<td>* Student majoring in nursing or engineering&lt;br&gt; * $300 per year&lt;br&gt; * Must be a US Citizen&lt;br&gt; * Award should be only the interest accrued on the account (do not touch corpus)</td>
</tr>
<tr>
<td>Sutcliffe ABSN Scholarship</td>
<td>The Sutcliffe Foundation</td>
<td>* Student in accelerated Bachelor of Science in Nursing Program or MSN Program&lt;br&gt; * Merit min GPA of 3.0 (ABSN) or 3.2 (MSN)&lt;br&gt; * Must take 6 credits/semester for ABSN, 5 per semester for MSN</td>
</tr>
<tr>
<td>CR Bard Nursing Scholarship</td>
<td>C R Bard Foundation</td>
<td>* Full or part-time undergraduate caring at least 9 credits during the term of award&lt;br&gt; * Have at least second-semester sophomore standing or equivalent credit hours at the time of selection&lt;br&gt; * Minimum cumulative GPA 3.0&lt;br&gt; * Financial need&lt;br&gt; * US Citizen/ eligible to work in USA&lt;br&gt; * Pursuing career in health industry</td>
</tr>
</tbody>
</table>
Summer Nursing Externships
Summer Nursing Externships in hospitals may benefit students working toward a degree in nursing during the summer between Junior and Senior year. This employment builds professional skills as well as increases employment opportunities after graduation. Application to externship program is done independently by the student in November of their junior year.

Educational Opportunity Fund (EOF)
(973)-443-8566 at the College at Florham
EOF is a mentoring service for students from educationally disadvantaged backgrounds with exceptional financial need. Courses are planned with an EOF advisor to maximize the possibilities for educational success. When pre-admission testing shows the need for developmental courses, a longer course of study (5 years or longer) may be advised to prepare the student for graduation.

Freshmen Intensive Studies (FIS)
FIS is an educational counseling service for first-time freshmen whose high school record or SAT scores did not qualify them for regular admission to the University. Pre-admission testing is done to evaluate the need for developmental courses. Entrance into the students' major may follow completion of skill building classes. Depending on the needs of a student, graduation could take five or more years.

Articulation Program with Petrocelli College
Kenneth T. Vehrkens, Dean (201)-692-2671
Petrocelli College offers an Associate Degree Program that prepares college students for upper-division college work. Students achieving a Cumulative GPA of 3.0 may begin their sequence of nursing courses upon completion of the Associate Degree Program at Petrocelli College. When a pre-nursing student graduates from Petrocelli College, he or she formally applies for admission to the School of Nursing and Allied Health. Unless there is a break in the sequence of nursing courses taken, nursing students graduate three years from the start of the sequence of nursing courses. For Petrocelli College students, this will take a minimum of five years of college.

Academic Resource Center (201)-692-2076
The Academic Resource Center provides academic support services free of charge to all FDU students. Individualized tutoring is available in writing, mathematics, arts and sciences, and University Core curriculum. The tutoring staff includes professional tutors and peer tutors. The Academic Resource Center also offers assistance in study and test taking skills and time management. Discussion groups review sessions, and workshops are tailored for students in specific courses or areas of study as needed.

The Academic Resource Center administers basic skills tests to all entering freshmen. Based on test performance, students are placed in appropriate basic skills classes in English, Reading or Mathematics.
The Writing Suite (201)-692-2263
Janet Boyd, Dir.
The Writing Suite offers focused assistance with developing and enhancing writing skills. The Suite is located in the Weiner Library and hours are posted.

Regional Center for College Student with Learning Disabilities (201)-692-2087

Notification of Learning Disabilities
Students who know, or suspect, that they have a learning disability should alert the Director of the School so that the School can be responsive to their needs. While the New Jersey Board of Nursing recognizes the need for licensure examination testing variations in the case of a learning disabled student, there must be documentation of a diagnosed disability and substantiation by the University and School of an individualized program that takes the disability into consideration.

Fairleigh Dickinson University houses the Regional Center for College Students with Learning Disabilities, a special benefit to students who are classified as learning disabled and seeking academic assistance. Students enrolled at Fairleigh Dickinson University who are already classified as learning disabled, may be tested in the Center and classified based on these test results.

FDU offers the learning-disabled student coordinated support services that help the student to function within the regular college curriculum. A full-range of academic support services is offered, including testing, regularly scheduled meetings with learning consultants and counselors who help students gain confidence in overcoming their difficulties, and provide intensive training in test taking, note taking, and memorization strategies. Refer to Notification of Learning Disabilities for additional information.

Career Services
Career Services offers an ongoing program designed to enhance employment-related skills such as interviewing for jobs and writing resumes. These services are open to FDU students at any level. All Nursing students work with Career Services center while taking the course on Health Care Management. Each year, the University arranges several job fairs for students.

Health Support Service
Student Heath Services (201)-692-2437
The Student Heath Services of the Metropolitan Campus is located in the Student Union Building. It is open eight hours a day 9-5pm Monday to Friday, during the academic year, and during intersession and summer sessions. Hours of operation are posted at the Wellness Center. If you need to be seen by a nurse, the nursing hours are 10-12pm and 2-4pm.

Student Health Services
The Student Health Services are staffed with a nurse practitioner, registered nurse, and consulting physicians. For major emergencies and surgery, neighboring community hospitals are used. A student may, however, choose his or her own physician at any time. The cost of health care outside the Student Health is the responsibility of the student. In the Center, charges are made for certain laboratory studies, all x-ray examinations
ordered by the Center, and immunizations provided by them. Fairleigh Dickinson University requires each full-time undergraduate student to carry basic health insurance coverage. Students may purchase the insurance from Fairleigh Dickinson University. If they are covered by an outside policy, the student must sign a waiver form. Students in the Community Health courses must carry accident policy insurance.

**Counseling Center (201)-692-2174**
The Counseling Center is located on the corner of Lone Pine Lane and Residence Dr. Services are available 9-5 Monday to Friday. The Counseling Center provides, free of charge, the following services: personal counseling, vocational counseling, academic counseling, growth groups, psychological testing, consultation, stress management, relaxation, and test anxiety programs.

**ACADEMIC REGULATIONS**

Academic regulations are discussed in the FDU *Undergraduate Studies Bulletin*, in the *Undergraduate Course Booklet*, and the FDU *Student Handbook*. Regulations specific for nursing or allied health majors are:

**Matriculation into the Majors of the School of Nursing and Allied Health**

Students who meet the criteria for admission to the specific major are admitted into the School of Nursing and Allied Health only after they are admitted to the University.

FDU Admissions determines which non-nursing/allied health courses will be accepted as transfer credits. The School determines if a nursing/allied health course taken prior to FDU matriculation can be accepted as transfer credits.

Prior to completion of the first 12 credits in the selected major, the students may prepare a portfolio of materials to challenge specific non-nursing/allied health course based on life experience. FDU tutors students in preparing and presenting such portfolios.

Prior to earning 64 credits, students may CLEP any required non-nursing/allied health course for which there is a challenge examination. Proof of passing the examination must be presented to FDU Admissions and to the School prior to taking any nursing/ allied health course that uses that course as part of its scientific base. (For instance, *Professional Communication Skills: Individual, Family and Groups* uses concepts taught in *Psychology* as part of its scientific base.)

Students must complete the Health History requirements of FDU, as well as the Health Clearance requirements of the School.

Official academic records are to be submitted to the Transfer Admissions Counselor in FDU Admissions. The School of Nursing and Allied Health requires students to submit copies of all academic records to the School secretary. These are placed in the student’s permanent file, which is kept confidential within the School.

1. **First-time freshmen** seeking baccalaureate degrees from the School must meet the following admission requirements:
   A. Graduation from an accredited secondary school with a record indicating potential to succeed in college.
   B. A minimum of 16 high school academic units is required for admission.
   C. Completion of the following high school studies:
      English 4 units
Chemistry with lab 1 unit
History 2 units
Biology with a lab 1 unit
Mathematics 2 college preparatory units

These courses are also preferred.

Physics 1 unit
Foreign language 2 units

D. Total score of 1000 or higher on the Scholastic Aptitude Test (SAT). November, December, or January test scores are preferred.

E. Potential students are encouraged to call for an interview with a faculty advisor at 201-692-2888.

F. All first-time FDU freshmen are given a battery of tests (reading, English, math, chemistry) prior to their first semester to determine if academic support courses may be added to the degree requirement of a student. First-time freshmen wanting to pursue majors either Nursing or allied Health are required to register for these support courses in their freshman year. These first courses must precede more advanced courses that are part of a student’s major. Before the start of classes, students enrolled in support courses should seek an appointment with the Associate Director for Undergraduate Programs in Nursing and Allied Health to plan their total program.

2. Undeclared Transfer Students Interested in the Nursing Program
The Nursing program only starts in the fall semesters. Students are required to do their change of major forms at the end of May or early June once all of their Spring grades have been posted and they have completed Human Anatomy & Physiology I with Lab (BIOL2203/23), Human Anatomy & Physiology II with Lab (BIOL2204/51), Microbiology for Health Science with Lab (BIOL2125/26), and Chemistry for Health Science with Lab (CHEM1107/17) with grades of B or higher and have an overall cumulative GPA of 3.0 or higher. If a student does not meet the above requirements they will remain Undeclared until they have satisfied the above pre requisites for the Nursing program. The Nursing Department will not make any exceptions.

Students must have a B or higher in Human Anatomy & Physiology I with Lab, Human Anatomy & Physiology II with Lab, Microbiology for Health Science with Lab, and Chemistry for Health Science with Lab, if a student received transfer credits and the grade was below a B they must repeat the course here at FDU and earn a grade of B or higher to be accepted into the Nursing program. (Students will loss the transfer credits for the course/s they repeat here at FDU).

Only a 4 credit College Algebra, Pre-calculus or Calculus course can transfer into the Nursing program as MATH1105. If a student has 3 transfer credits for College Algebra it will transfer in as free electives or excess credits and the student is not required to take the math placement test, and can register for MATH1105.
A 4 credit College Chemistry with lab, General Chemistry I with lab or a higher level chemistry course with a lab, with an earned grade of **B or higher** in both the lecture and lab can substitute for Chemistry for Health Sciences with Lab (CHEM1107/17). The **Nursing Department will not accept Introduction to Chemistry for Health Sciences & Lab (CHEM 1107/17).**

Statistics (PSYC2201) can only transfer into the Nursing program if the course is inferential and descriptive. Courses such as QUANT2029 Introduction to Statistics cannot substitute for PSYC2201. Introduction to Philosophy cannot substitute for The Life of the Mind (PHIL1000) as it is one of the Nursing students required distance learning courses. Undeclared students cannot take Bioethics NURS3210 before being accepted into the Nursing program as it is a Nursing course and **only nursing students can register for nursing courses.**

**Please note:** To get on the list to monitor progress into the Nursing Program contact Mrs. June Giardina at 201-692-2433 or e-mail at Giardina@fdlu.edu. To check which courses will transfer to Fairleigh Dickinson University go [www.NJtranster.org](http://www.NJtranster.org) then click on course equivalency.

### 3. **Transfer Students from Petrocelli College**

Consideration for Admission to the Baccalaureate Nursing Degree Program at FDU will be given to New College Students who have completed the Associate in Arts Degree and have attained a cumulative GPA of 3.0 or better.

### 4. **Accelerated Programs:**

A **college graduate with a baccalaureate degree in a non-nursing field,** who wishes to pursue nursing education, should seek admission into one of the Accelerated Nursing Programs. Requirements include:

A. A degree must be from a regionally accredited college or university.

B. A cumulative GPA from all undergraduate work of 3.0 or higher.

C. An interview with a faculty advisor.

D. Completion of prerequisite courses. All of the prerequisites must be completed prior to starting the one-year program. Selected prerequisite courses can be taken along with the two-year program. These prerequisites are:

1) Human anatomy & physiology with lab 8 credits

2) Chemistry with lab* 4 credits

3) Microbiology with lab* 4 credits

Knowledge from courses #1 - #3 is required starting in sophomore-level nursing courses. *Must have been taken within the past 10 years

4) Bioethics or Medical Ethics 3 credits

5) Micro or Macroeconomics 3 credits

6) Statistics 3 credits

(Knowledge from courses 6 & 7 is required starting in senior-level nursing courses and the Statistics course must include both descriptive and inferential statistics.)

**Additional Information about the Accelerated Program:**
FDU Admissions uses the above criteria to select students into the Accelerated Programs. The School then advises students to enter the one- or two-year programs using the following criteria.

i. The undergraduate cumulative GPA: Students with a cumulative GPA of 3.0 are advised to enter the 2-year program. Students with a cumulative GPA significantly above 3.0 may take the one-year program if they elect to do so.

ii. Work plans during the program: Any student who planning to work during the nursing program is strongly advised to only take a part-time job and enter the two-year accelerated program. The intensity of the one-year ABSN program precludes one from taking any job.

iii. Extra-curricular time commitments: A student with consistent family or community commitments should enter the two-year program.

iv. Reading, comprehension, communication: If any circumstance would impede a student’s reading speed or comprehension, or interfere with his/her ability to communicate with or educate clients or collaborate with other health care professionals, the nursing advisor would recommend the two-year plan. Other FDU support services may also be prescribed to improve/accommodate to the student’s abilities. In the two-year program there is time for a student to take advantage of these support services.

v. Student preference: Any prospective student planning to enter an Accelerated Nursing program should meet with the Associate Director for Undergraduate Program to discuss the program, select appropriate prerequisites, and plan a starting date.

5. **RN-to-BSN-to-MSN Program**: Registered nurses interested in career advancement who have a license to practice in New Jersey, but do not have a BSN, should apply to the RN-to-BSN-to-MSN program. The student has the option of working toward only the BSN alone or toward both degrees. Any student matriculated in RN-to-BSN program who achieves a 3.0 or higher at the end of the BSN portion is automatically admitted into the MSN Advanced Nurse Practitioner track. For more information call 201-692-2882.

6. **Transition Program**: Registered nurses with a Bachelor’s degree in another field and who wish to pursue an MSN may apply for the Transition program. After satisfactory completion of the course students may matriculate into the MSN program. For more information call 201-692-2882.

7. **Post Master’s Certificate Program**: Registered nurses with NJ licensure, who have an MSN, and who are interested in an advanced practice role, may apply to the Post Master’s Certificate Program. For more information call 201-692-2882.
Progression in the School of Nursing and Allied Health Programs

Students must pass prerequisite courses at each level, (freshmen, sophomore, etc.) before they can begin nursing or allied health courses at the next level. The Nursing and Allied Health courses build on each other, they can, therefore, only be taken in the sequence for the particular track or program in which student is enrolled. Certain courses may be offered according to the availability of faculty. Freshmen nursing students must complete Psychology before registering for Professional Communication Skills: Individual, Family & Groups. They must also complete lab courses in Anatomy and Physiology I and II, Chemistry for the Health Sciences and Microbiology for the Health Sciences prior to registering for sophomore level nursing courses.

Sophomore-level nursing students must complete Pharmacotherapeutics before registering for junior level nursing courses.

All nursing students must complete Bioethics prior to registering for junior-level nursing courses.

Nursing students must have completed Statistics prior to registering for Nursing Research, and Healthcare Economics prior to registering for Health Care Management.

Students who have attended, but not dismissed or failed any nursing course from another nursing program may bring in a limited number of nursing transfer credits. The decision to accept or reject transfer nursing courses is made by the School of Nursing and Allied Health.

Students must achieve a final grade of “C” in all non-nursing courses except for the sciences, the student must achieve a grade of “C+” in the sciences to pass that course and receive credit toward the degree. Students must achieve a final grade of C+ (77) in each nursing or allied health course to pass that course and enter the next courses in the sequence. The weights assigned to tests/papers other assignments making up the course grade are determined by the instructor of each course, and set forth in the course syllabus. In clinical courses the classroom instructor also determines the written/presentation, group work, etc., that must be completed satisfactorily (at 77 or higher) to achieve a clinical grade of Satisfactory.

In order to practice nursing in a safe and appropriate way, students must be able to apply knowledge from liberal arts, the natural sciences, as well as knowledge from each nursing course, to clinical situations. The ability to think critically about clinical issues is a learned skill that must be practiced. The skill can be evaluated by paper and pencil tests, as well as by being observed in clinical settings (real or simulated). A student is not ready to practice as a nurse until she/he is able to consistently demonstrate an ability to think critically using an appropriate science base.

To ensure that students are developing this skill the following are required:

1. Students are expected to practice all skills in the on-campus Skills Lab before trying to execute them on clients. To develop clinical skills students will need to schedule additional time in the Skills Lab, beyond the hours scheduled for their nursing courses. It is the responsibility of the student to make arrangements for skill practice with our Clinical Lab Specialist or their Allied health instructors.
2. Clinical courses require students to demonstrate selected procedures correctly before being cleared for clinical practice. In nursing these practical exams start at the sophomore level. In Allied Health, this starts at the freshman level.
3. Students are required to attend all scheduled practicum. Students are also required to attend the clinical orientation on campus and at the clinical site for all clinical courses. In addition, students are required to attend the first day of
every class. Failure to do so will result in being dropped from the course.

4. Students are advised to review their performance on tests as an aid in improving their study and test taking skills. This should be done within two weeks of receiving a grade on a test.

5. Senior-level students must be able to recall and apply information from their other nursing/allied health courses.
   A. *Community Health Nursing* students must be able to demonstrate appropriate assessment, diagnostic, planning, intervention, and evaluation skills in client’s homes. This course is a practicum experience with non-hospitalized clients. Students are expected to be able to care appropriately for clients of diverse ages and conditions in unstructured settings. Community Health Nursing is offered during the day hours.
   B. *Medical Surgical Nursing II* students must be able to apply concepts from *Fundamentals of Health Care Management*, as well as to demonstrate appropriate assessment, planning, diagnostic, intervention, and evaluation skills with clients with complex health problems.
   C. *Prep for Success* students must be able to apply concepts from all of their courses in a standardized, predictive, comprehensive examination similar to the NCLEX-RN. Students must achieve a score designated by the faculty to predict passage on the NCLEX-RN. Details of this requirement are provided in the course syllabus. The required percentage of correct answers cannot be achieved without serious study. Students are advised to organize and carry out a plan of study for this test throughout their senior year.
   D. All nursing students are expected to participate in the Comprehensive Nursing Exit Examination.
   E. All nursing students are expected to participate in a comprehensive NCLEX-RN review plan during the last semester of the program. In addition they are expected to enroll in an outside NCLEX-RN review course before graduation to assist them in preparing for taking the NCLEX-RN licensing examination.
   F. Each course taught by the School of Nursing can be repeated only once by a student. A student who fails a *SECOND* nursing course or fails the *SAME* course twice in the Nursing or Allied Health may not repeat it. After **two** failures, the student is dismissed from the nursing program, but may continue studies at the University in another field.
   G. A student may attempt a course only twice. Students who drop a course after attending class and clinical are considered to have attempted the course.
   H. If a student has been dismissed from one track in the B.S.N. program (traditional, two-year accelerated, or one-year accelerated), that student will not be readmitted into another track of the B.S.N. program.
   I. Students on probation will be able to take Nursing or Allied Health courses until their probationary status has been lifted. Students must maintain a cumulative GPA of 2.0 or higher at FDU in order to take any course in the Nursing or Allied Health sequence.
   J. Students are expected to take exams when scheduled. If a student is unable to do so, faculty must be notified no less than 2 hours in advance and grant permission for the student to miss the exam. Failure to do so may result in a grade of “0” for the exam. Make up exams may be allowed only for a valid illness, as documented by a physician’s note.
K. Any devices which record, capture, transmit or communicate information or data (pictures, numbers, and text) are prohibited during exams. Such devices include cell phones, palm pilots, digital watches, Blackberry’s, calculators, audio recording devices, and scanners or any type. Use of such devices for any reason during an exam may result in the student failing the exam and further action as prescribed by the Academic Integrity Policy cited in the FDU Undergraduate Studies Bulletin.

L. Use of laptops and tape recorders in class are at the discretion of the faculty and only for academic purposes for that particular class.

M. Non course related use of electronic devices in the classroom and clinical such as cell phones, laptops, videogames, blackberry’s, palm pilots and other electronics are prohibited. Violation will result in dismissal from the class or clinical and will be an unexcused absence.

N. Participating in social networking sites (Facebook Twitter, Linkendin, MySpace, YouTube, etc) to deface FDU, faculty, Staff or other students constitute a violation of professional conduct that may result in dismissal from the program.

O. If students wish to withdraw from a course, it is mandatory that she/he meet with a School of Nursing and Allied Health faculty advisor and receive their signature on a withdrawal form.

P. Students who request to transfer from one track in the B.S.N. Program to another may be considered based on academic performance seat availability and meeting the requirements of the track.

**GRADING**

The following grading is in effect for all students in the School of Nursing and Allied Health:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Weighted Letters</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>93+</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Final grades are rounded to the next whole number if they are at, or above, the 0.5 cutoff. For example: a grade of 76.5 is rounded to 77, a grade of 89.5 is rounded to 90, etc.

Additional letter grades have "no weight” and are NOT computed into the grade point average. They are:

- P = Pass
- NC = No credit
- W = Withdrawal, no credit
- I = Incomplete
If a student has an "I" but does not meet the requirements of the course by the third week of the next semester, the grade automatically becomes an “F” and is computed into the grade point average. Please note that waiting until the 3rd week to correct an incomplete grade would mean the student could not progress to the next Nursing or Allied Health course in the sequence. Therefore, students wishing to enter the next Nursing or Allied Health course must complete requirements before that course begins.

Clinical Evaluation

Clinical laboratory experience in Nursing and Allied Health courses is graded in the following manner:

- E = Exceeds Expectations
- S = Satisfactory
- P = Clinical Probation
- U = Unsatisfactory

Classroom and clinical lab components of a nursing course are graded as a single unit. A student who earns a grade of Unsatisfactory in his/her clinical receives “NC” (no credit) for the lab, and “F” for the classroom component of that course regardless of other grades earned in the course.

Students must take and pass both the classroom and the clinical component of each Nursing or Allied Health course that is so designed. This requirement also applies to students retaking a course.

Radiography Program Grading

The student grading policy for the clinical practicum component of the radiography program is based on competency evaluations, affective domain, clinical objectives, and clinical profiles that are clearly indicated on each syllabus.

Medical Calculation Exam

A medication calculation exam is given in each nursing course each semester before the start of clinical assignments and beginning in Fundamentals of Nursing. A score of ninety (90%) is required to pass the tests. Use of university-issued calculators only is permitted on these clinical qualifying exams.

Students who score less than 90% on exam # 1 are required to take another medication calculation exam within one week OR following the time-line established by the instructor.

A student who fails exam # 2 must show written evidence of remediation before taking a third exam.

Failure on a third exam is scored as failure to meet clinical objectives on the basis that the student is unsafe to practice in the clinical area. Such a student receives a clinical grade of “U” (Unsatisfactory), and, therefore, a course grade of “F”.

Clinical evaluation tools and methods are determined by faculty. At the beginning of each clinical rotation, students are informed as to the criteria by which their clinical assignments and performance will be evaluated. Clinical evaluation is an ongoing process by both the clinical instructor, and the student, who is an active participant in his/her own evaluation. The evaluation is completed in an end-of-course clinical evaluation meeting between the individual student and clinical instructor.
Clinical Warning/Anecdotal Record
A student may be given a verbal or written warning concerning unacceptable behavior or performance on any particular clinical day. The student will be counseled by the clinical instructor that s/he is in jeopardy of failing the clinical rotation because of not meeting specifically identified clinical outcomes. The clinical instructor clarifies for the student how the student must improve in order to pass the clinical component of the course.

The student will be asked to sign a written Clinical Warning or Anecdotal Record and indicate the measures to be taken to correct the deficiencies. Student refusal to sign does not invalidate the clinical warning or anecdotal record.

Clinical Probation
A student may be placed on Clinical Probation at the end of a clinical rotation if the student demonstrates either of the following:
- he/she cannot carry out expected clinical activities without direct supervision.
- fails to demonstrate professional growth and development, or appropriate initiative, decision-making, or leadership.

After meeting with the course-responsible faculty or course instructor to discuss the student's performance and the probationary process, the student will sign a contract agreeing to a plan to remove the probation.

Responsibility shifts to the student to clearly demonstrate satisfactory attainment of the clinical outcomes in the new semester's courses. Part of this contract requires the student to meet with clinical faculty:
- at the start of the new courses to formulate a plan for meeting the outcomes
- regularly, to assess progress toward the goals

At the end of these courses, the student will meet his/her outcomes and probation will be lifted, or will not meet the outcomes and will fail the current courses with an “F”.

Clinical Dismissal
Grounds for clinical dismissal are:
1. failure to meet clinical educational outcomes by the end of the clinical rotation
2. behavior that requires direct instructor intervention to prevent omissions or incomplete or unsafe care that would result in actual or potential physical or emotional harm to the client
3. behavior that actually or potentially harms the client physically or emotionally

Any of these behaviors result in an “U” (Unsatisfactory) grade for clinical and an “F” in the professional course. The student is not allowed to continue in the clinical experience for that course. If this is the student's first failure in a professional course, she/he may repeat the course the next time it is offered.
EXCERPT FROM THE “NEW JERSEY PRACTICE ACT” FOR REGISTERED PROFESSIONAL NURSES:

45:1-21. Grounds for refusal to admit to examination or denial, suspension or revocation of any certificate, registration or license; A board may refuse to admit a person to an examination or may refuse to issue or may suspend or revoke any certificate, registration or license issued by the board upon proof that the applicant or holder of such certificate, registration or license:

   a) Has obtained a certificate, registration or license or authorization to sit for examination, as the case may be, through fraud, deception, or misrepresentation;

   b) Has engaged in the use or employment of dishonesty, fraud, deception, misrepresentation, false promise or false pretense;

   c) Has engaged in gross negligence, gross malpractice or gross incompetence;

   d) Has engaged in repeated acts of negligence, malpractice or incompetence;

   e) Has engaged in professional or occupational misconduct as may be determined by the board;

   f) Has been convicted of any crime involving moral turpitude or any crime relating adversely to the activity regulated by the board. For the purpose of this subsection a plea of guilty, non vult, nolo contendere or any other such disposition of alleged criminal activity shall be deemed a conviction;

   g) Has had his authority to engage in the activity regulated by the board revoked or suspended by any other state, agency or authority for reasons consistent with this section;

   h) Has violated or failed to comply with the provisions of any act or regulation administered by the board;

   i) Is incapable, for medical or any other good cause, of discharging the functions of a licensee in a manner consistent with the public’s health, safety and welfare;

   j) Has repeatedly failed to submit completed applications, or parts of, or documentation submitted in conjunction with, such applications, required to be filed with the Department of Environmental Protection.

   k) Has violated any provision of P.L. 1983, c.320 (C.17:33A-let seq.) Or and insurance fraud prevention law or act of another jurisdiction.

Academic Warning

Students are expected to monitor their own progress and academic standing in the courses they take. This will enable the student to assure their own compliance with program requirements and their maintaining of acceptable grades and averages. Based on examination results or other course assignment grades, an effort will be made by the faculty member responsible for a particular course to notify a student who is doing unsatisfactory work. In response to such notification, the student is expected to meet with the faculty member and his/her faculty advisor. Even in the absence of a notice, whenever a student feels the need for academic guidance, s/he is encouraged to contact the instructor of the particular course or, his/her faculty advisor.

Academic Integrity

For University policies related to cheating, plagiarism, falsification, multiple submission, complicity, and interference, and the policies on sanctions, procedures, and the appeals process, refer to the academic integrity policy cited in the FDU Undergraduate Studies Bulletin.
Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. **Cheating**—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.

2. **Plagiarism**—Representing the ideas or language of others as one's own. A more complete description is listed below in the section titled “Plagiarism Described.”

3. **Falsification**—Falsifying or inventing any information, data, or citation in an academic exercise.

4. **Multiple Submission**—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.

5. **Complicity**—Facilitating any of the above actions or performing work that another student then presents as his or her assignments.

6. **Interference**—Interfering with the ability of a student to perform his or her assignments.

**Plagiarism Described**

As defined by the Council of Writing Program Administrators, plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism can occur in the following ways:**

- Using text from another source (e.g. websites, books, journals, newspapers, etc.) without documenting the source;
- Using direct quotation from a text without quotation marks, even if the source has been cited correctly;
- Paraphrasing or summarizing the ideas or text of another work without documenting the source;
- Substituting a word or phrase for the original while maintaining the original sentence structure or intent of the passage;
Fairleigh Dickinson students are responsible for authenticating any assignment submitted to an instructor should the instructor request it. Students must be able to produce proof that the assignment they submit is actually their own work. Therefore, students must engage in a verifiable work process on all assignments:

- Keeping copies of all drafts of work;
- Making photocopies of research materials (including downloads from websites);
- Writing summaries of research materials;
- Keeping Writing Center receipts;
- Keeping logs or journals of their work on assignments and papers; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

In addition to requiring students to authenticate their work, Fairleigh Dickinson University instructors may employ various other means of ascertaining authenticity—such as using search engines to detect plagiarism, using external plagiarism detection services, creating quizzes based on student work, and requiring students to explain their work and/or process orally. The inability to authenticate work is sufficient grounds for a charge of plagiarism.

If subsequent evidence of plagiarism should be found after a grade has already been assigned, instructors have the right to lower the grade and/or apply one of the sanctions listed below.

**Sanctions:** Any student violating academic integrity will, for the first offense, receive one or a combination of the following penalties imposed by the faculty member:

1. *No credit (0) or Failure* for the academic exercise.

2. *Reduced grade* for the course.

3. *Failure* in the course.

4. Recommendation for *Academic Probation* to the dean of the college in which the student is registered.

   The instructor shall file a notice of the penalty in the student’s file maintained in the campus Office of Enrollment Services.

   In cases of interference and complicity, whether or not the student is registered in the affected course, the incident and penalty shall be recorded in the student's file maintained in the campus Office of Enrollment Services.
For a subsequent violation of academic integrity, a student will be subject to any combination of the above sanctions, and, after due review by the academic dean according to the procedure below, one of the following:

1. **Suspension** from the University for one year. Readmission will be contingent approval of the academic dean.

2. **Dismissal** from the University.

3. **Dismissal from the University identified on the student’s academic transcript** as a result of a violation of the Academic Integrity Policy.

**Procedure:** When a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member shall discuss the incident with the student as soon as possible. If after the conference, the faculty member determines that an act of academic dishonesty has occurred, the faculty member may impose the appropriate sanctions. Within five days of the faculty member’s action, the faculty member shall notify his or her department chair/school director in writing of the circumstances of the violation and the imposed sanctions. Within five days the academic department/school shall notify the student via certified mail/return receipt of the sanctions and the appeals’ procedures. Copies of the notice shall be sent to the chair of the department or director of the school of the student's major, the dean of the college in which the course is offered and the campus Office of Enrollment Services. The student may appeal the instructor’s decision as outlined below. Upon completion of the appeals process, the dean shall notify the student of the final disposition of the matter and the sanctions to be imposed, if any, via certified mail with copies to the faculty member, the department chair/school director and the campus director of enrollment services.

**Appeals Process:** A student who is charged with violating the Academic Integrity Policy by an instructor may appeal in writing to the chair of the department or the director of the school in which the alleged incident took place. The letter must state the specific grounds for the appeal. The student must submit a written appeal to the department chair or school director within 14 days of the receipt of the notification of the imposed sanctions. Failure to make an appeal within this 14-day period shall constitute a waiver of the appeal right. Within 10 working days of the receipt of the student’s appeal, the chair/director will review the circumstances of the alleged violation with the student and the instructor and recommend upholding, modifying, or dismissing the sanctions imposed by the instructor. The chair/director, within five working days, shall notify the student in writing via certified mail of the outcome, with copies to the instructor, the chair/director of the student’s major, the academic dean of the college in which the course is taught and the campus director of enrollment services. If it is determined that a violation of academic integrity did not occur, the student’s final grade in the course cannot be based on the assumption of such violation. If the differences between the instructor and the student are not resolved by this review, the student may appeal the outcome to the dean of the college in which the course is offered.

Within 10 working days of the department chair/school director’s notification, the student may submit a written appeal to the dean of the college in which the alleged
dishonesty took place. The letter must state the specific grounds for the appeal. Upon receipt of the student’s appeal, the dean shall provide the faculty member and his or her chair/director with a copy of the student’s appeal. Within 10 working days the dean shall convene a five-person hearing committee consisting of a faculty member at large from the college in which the course is offered, the dean or his or her designee, the campus dean of students or his or her designee, a faculty member from the department or school of the student’s major, and a student, selected by the campus dean of students, from the college in which the alleged dishonesty took place. The hearing will be chaired by the college dean or his or her designee. The role of the appeals committee is to review the record of the matter and determine whether a finding of academic dishonesty is founded and whether a sanction is consistent with the terms of this policy. The committee shall base its decision upon a review of the record but may meet with the student and the faculty member to secure additional information to help it in making a determination about the merits of the appeal. The committee can uphold, modify or dismiss the sanction imposed by the instructor. The college dean shall notify the student of the committee’s decision within five working days of the hearing. For a second offense of academic dishonesty, the academic dean can suspend or dismiss the student as indicated above.

For a sanction of suspension or dismissal imposed by the academic dean, the student may file a written appeal to the University Provost/Senior Vice President for Academic Affairs within 10 working days of receiving the notification of the dean's decision. The University Provost, or his or her designee, shall review the case within 10 working days of the receipt of the appeal. The University Provost shall make the final decision, using any appropriate resource to assist in deciding the appeal. The University Provost shall then notify all parties in writing of his or her final decision within five working days of his or her decision.

For additional information about the process and time frames for appeal, read the complete procedure in the Undergraduate Studies Bulletin.

ACADEMIC PROBATION AND DISQUALIFICATION
Probation and academic disqualification are discussed in the Undergraduate Studies Bulletin. Student records are reviewed at the conclusion of each semester. If a student’s grade point average is below 2.0, probation with or without a limitation in credit load is imposed. If these measures are not effective in raising the grade point average to 2.0, the student may be suspended or dismissed from the University. A letter is mailed to each student in academic difficulty stating his/her standing and what conditions must be met. A student may appeal the academic review decision if he/she feels it is unwarranted. Instructions on how the decision may be appealed can be obtained from the Office of the Dean of University College.
ATTENDANCE

According to University class attendance policy, "students are expected to attend regularly the classes for which they are enrolled, as in most cases class attendance is essential to academic progress. Only registered students are permitted into the classroom – children, guests, pets (except service dogs), etc. are specifically excluded. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course" (Undergraduate Studies Bulletin).

ATTENDANCE POLICY

Consistent with the University class attendance policy, nursing students are expected to attend classes regularly in order to progress in the program. The attendance policy of the School of Nursing and Allied Health are as follows:

A. Class Attendance
   1. Students must attend all scheduled classes on time. However, in the event of mitigating circumstances, each student will be allowed two absences (excused or unexcused). Based on documentation of the reason for the absence, the faculty will determine whether the absence is excused or not.
   2. A third absence will result in failure in the course.
   3. Students are required to attend the first day of every class. Failure to do so will result in being dropped from the course.
   4. Attendance will be taken in every class. Each student should sign his/her name only on the attendance sheet. Signing for another student is considered forgery (falsification) and is a violation of academic integrity. Sanctions for violation of academic integrity is found in the FDU Undergraduate Studies Bulletin.
   5. If unable to attend class, student must notify the faculty of absence before the class. If unable to reach faculty, call the School of Nursing main number 201-692-2888, 2889 or 2845

B. Clinical Attendance Policy

Students must attend all scheduled clinical and college labs on time. However, in the event of mitigating circumstances, each student will be allowed one excused absence that must be made up without charge. One subsequent excused absence must be made up at the student’s expense ($200/ clinical day). A third absence will result in a failure in clinical and the course. Students are required to attend the clinical orientation on campus and at the clinical site for all clinical courses.

If unable to attend or will be late for clinical, the student is responsible to:
   1. notify his/her clinical instructor of the absence or tardiness prior to the start of the clinical session.
   2. notify the clinical agency of his/her absence or tardiness at least one hour prior to the start of the clinical session.
3. submit appropriate documentation for the reason of the absence to the clinical instructor.
4. provide medical clearance indicating that student has been cleared to return to clinical and class.

**Failure to notify the faculty and the clinical agency of an absence and/or tardiness in clinical or class will result in clinical failure.** **Notifying a third party of the absence and/or tardiness is not acceptable.** At the discretion of the faculty, any student who is late for clinical will be sent home and this will be considered an unexcused absence from clinical.

Failure to complete make-up days as determined by the course coordinator will result in an incomplete in the clinical course. An incomplete in any clinical course must be resolved by the end of the semester in order to register in the next clinical course.

**Three absences (excused and/or unexcused) will result in failure of clinical and the course.**

**Course Requirements, Late Paper, and Examinations**

Each student is responsible for meeting the requirements as defined in each course policy distributed at the beginning of each semester. All written material must be handed in ON or BEFORE the date assigned. Failure to do so (UNLESS prior permission is given by the faculty member) will affect the grade for that assignment. A grade cannot be changed under any circumstances unless there is a mathematical error. If a student misses an examination, the student must make arrangements with the faculty member to take the examination within one week of the date on which the examination was originally administered. Failure to do so will result in a “0” for the exam.

**Critical Elements for Writing**

In addition to providing required and appropriate content for all written assignments in the school's courses, students must use the following critical elements for writing:

1. Write according to protocol specified in the latest edition of the APA style manual (American Psychological Association writing guidelines).
2. Write assignments using standards of English grammar, spelling, syntax, abbreviations, and format, consistent with University policies.
3. Uses language consistent with scientific, nursing, and related health disciplines.
4. Writes own text without plagiarizing the words and ideas of others, by citing the works of others in the text, footnotes, and references as dictated by the University's Academic Integrity Policy and APA guidelines. Cites page numbers when quoting an author's words.
5. Submits written assignments (2 copies) that are consistent with protocols for length, format, style, and conditions stated above, and by the deadline date established by the faculty.
REGISTRATION PROCEDURES

Advisement
All students matriculated in Nursing or Allied Health are to seek academic advisement during the designated time periods with their assigned faculty member to insure a place in subsequent clinical courses. Failure to register can result in being closed out of a course thereby extending the length of one's program. It is mandatory that only School of Nursing and Allied Health faculty sign these registration forms. An academic advisor is designated for each student in the School. The list of faculty advisors is posted on the bulletin board outside Room 4444 in Dickinson Hall. If you need help finding your advisor, one of the School's secretaries will assist you.

Non-Matriculated Students
Applicants not yet admitted to the School (including potential Accelerated B.S.N. students, transfer students, or second year Petrocelli pre-nursing students for example) can make an appointment to have their transcripts/planned course work evaluated. Interested undergraduate students should contact the Associate Director of Undergraduate Programs at 692-2880. Interested graduate students should contact the Associate Director of Graduate Programs at 692-2881.

Pre-Registration
The Director of the School notifies continuing students of the dates designated for academic advisement. Students can look on web advisor for the courses that they need and meet with their advisors for academic advisement.

Schedule Changes
Students who wish to make a change in their schedule or program should consult their academic advisor. If the change is approved, students must file a Change of Program Form signed by their advisor. The advisor should notify the Associate Directors of the respective program of the change. A fee, as indicated in the Undergraduate Studies Bulletin and Graduate Studies Bulletin, is charged for each change.

MSN PROGRAM POLICIES

M.S.N. Students are required to adhere to the policies as stated previously in this handbook as well as the following specific policies of the M.S.N. program:
1. Students must achieve a final grade of 77 or higher in each nursing course to enter the next course in the sequence.
2. A scholastic average of at least 3.0 is required by the School of Nursing for continuation in the program and graduation from the University.
3. Any course taught by the School of Nursing can be repeated only once by a student. If a student is unsuccessful on the second attempt, the student is dismissed from his/her program but may continue studies at the University in another field.
4. Students who fail a second course in nursing may not repeat it. After failing the second course, the student is dismissed from his/her program but may continue
studies at the University in another field.

5. To withdraw from a course, a student is to follow the time line and requirements of the University as stated in the University Student Handbook and Course Bulletin.

6. Students must successfully complete the Master’s Project to be eligible for graduation.

7. The graduate program in nursing must be completed in five (5) years from the time the student first registers for graduate study. Exceptions to the five-year limitation must be requested in writing to the Director of the School of Nursing.

8. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students will reapply to the Admissions Office. It is recommended that graduate students who find it necessary to absent themselves from a major semester at the institution register for matriculation maintenance, thereby retaining active status.

9. Students may appeal a grade by following the FDU Grade Appeal Procedures in the FDU Graduate Studies Bulletin.

10. Students are also under the Academic Regulations in the FDU Graduate Studies Bulletin.

11. The student must show evidence of basic health assessment proficiency prior to the advanced physical assessment course. Evidence constitutes:

   A. the transcript of a basic health assessment with a lab experience within the previous two years.

   B. an accredited continuing education course of comprehensive health assessment with a lab.

   C. successful completion of the basic health assessment skills test by Fairleigh Dickinson University School of nursing faculty.

12. Students must have a copy of their malpractice insurance, New Jersey nursing license, immunization records and physical exam on file in the office of the School of Nursing and Allied Health prior to beginning the clinical experiences. These materials must be updated yearly.

13. Students must wear a pin to identify themselves as students of Fairleigh Dickinson University. Student may be required to wear a lab coat if the clinical agency has this requirement. The name pin must state:

   Name, RN
   Fairleigh Dickinson University
   Nurse Practitioner Intern

14. Clinical Probation: Refer to previous discussion in undergraduate section

15. Clinical Dismissal: Refer to previous discussion in undergraduate section

16. Academic Integrity: Refer to previous discussion in undergraduate section

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**Liability Insurance**

Graduate Nurse Practitioner students are required to purchase professional liability insurance in the amount of one million ($1,000,000) and six million dollars ($6,000,000) before beginning their first clinical course, and to maintain it until graduation.
Preceptors

As part of the MSN curriculum, students complete clinical practicums in institutions/agencies appropriate to the specialty track. A preceptor from the institution/agency is selected by the MSN student. The preceptor mentors the student through the clinical practicum.

Qualifications of the Preceptor:
1. An earned master’s in nursing in an appropriate specialty
2. Current clinical practice in an appropriate setting

Role/Responsibilities of the Preceptor:
1. Supervise the student in the clinical/educator role
2. Provide feedback to faculty regarding student performance
3. Provide experiences relevant to the course objectives
4. Act as a role model for the advanced practice/professional role
SCHOOL DIRECTORY of STAFF and FULL TIME FACULTY

Faculty is available to talk with you during regularly scheduled office hours. These weekly hours are posted by each faculty member’s door. If you wish to leave a phone message use the voice mail numbers below. To leave a written message or paper for a full time or adjunct faculty member, give it to the secretarial staff. One of them will place it in the faculty member’s school mailbox. Our Fax number is 201-692-2388. The mailing address for all School of Nursing and Allied Health faculty is:

FAIRLEIGH DICKINSON UNIVERSITY
SCHOOL OF NURSING AND ALLIED HEALTH
DICKINSON HALL, H-DH4-02
1000 RIVER ROAD, TEANECK, NJ 07666

Faculty
The Henry P. Becton School of Nursing and Allied Health has eighteen full-time faculty members, several part-time and an endowed professorship. Ten of the eighteen full-time faculty have earned doctorates in nursing, education and related fields. Faculty research includes clinical nursing research, educational outcomes, critical thinking, transcultural issues and domestic violence. Members of the Henry P. Becton School of Nursing and Allied Health faculty have expertise in theory, research, education, administration, informatics, advanced practice and a variety of nursing specialties. Advance practice nurses from health care agencies participate in the clinical education of our graduate students. Preceptors in a variety of health care settings work with graduate students, apprising them of the latest trends in nursing practice. Each nurse practitioner student works with licensed experienced physicians or nurse practitioners who guide the student toward meeting the clinical educational objectives of the MSN program.

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APPENDIX

Programs of study offered in the Henry P. Becton School of Nursing and Allied Health:

A. NURSING PROGRAM
   ♦ Bachelor of Science in Nursing
     • Four-year Program
     • One-year Accelerated Program; Two-year Accelerated Program
     • RN to BSN to MSN Program
   ♦ Bridge Program into the MSN
   ♦ Master of Science in Nursing
     • Adult Nursing Practitioner
     • Adult Nursing Practitioner, with Administrator or Educator focus
     • Clinical Nurse Leader
     • Forensic Nursing
     • Psychiatric/Mental Health Nurse Practitioner
     • Nursing Education
     • Nursing Information Systems
   ♦ Pos Master’s Certificates in:
     • Adult Nurse Practitioner
     • Family Nurse Practitioner
     • Psychiatric/Mental Health Nurse Practitioner
     • Forensic Nursing
     • Nursing Education
     • Nursing Information Systems

B. ALLIED HEALTH PROGRAMS
   • Associate of Science in Radiography in collaboration with Valley Hospital
   • Bachelor of Science in Radiologic Technology – completion program
   • Bachelor of Science in Medical Technology with preparation for examination by the American Society for Clinical Pathology (ASCP) and Bachelor of Science in Health Information Management
   • Bachelor of Science in Allied Health Technologies (AHT), with majors in Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Care, Vascular Sonography and Cardiac Sonography
   • Bachelor of Science in Clinical Laboratory Science (CLS) with Majors in Cytotechnology, and Medical Laboratory Science*
   • Bachelor of Science in Health Science completion degree for students with licensure/certification as an Allied Health Practitioner
   • Master of Science in Medical Technology
   • Master of Science in Athletic Training**
   • Doctorate in Physical Therapy (DPT) *

*Note: Programs offered in collaboration with UMDNJ-SHRP
**Note: Program offered in collaboration with Seton Hall
Reviewed and revised 7/11