



MSN Student Handbook

Helen J. Streubert Ed.D.,

Programs in Nursing

2024-2025

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<https://www.steu.edu/nursing>

The MSN Student Nurse Handbook and the Saint Elizabeth University Academic Catalog and Policies can be found on SEU webpages.

The information in this version of the MSN Nurse Handbook addresses only areas which differ or need special emphasis for nursing students. It is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students. It focuses on the students in the MSN program.

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Student Responsibility

It is the student's responsibility to become thoroughly familiar and to comply with the Saint Elizabeth University (SEU) Nursing Student Handbook.

Failure to read this handbook or other University publications does not excuse the student from knowing the rules and regulations.

This handbook primarily focuses on MSN students. SEU reserves the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason.

Welcome

The Helen J. Streubert, Ed.D., Programs in Nursing is part of the College of Professional Studies. Here you begin the journey of obtaining your Master of Science in Nursing with a Leadership or Education option.

The overall purpose of the MSN program is to provide students with challenges that expand their thinking and to develop tools to improve nursing practice. The faculty will guide students in the process of developing their knowledge, competencies and skills as exceptional professional nurses.

We are glad that you have chosen Saint Elizabeth University to continue your nursing education. As a MSN student, it may have been some time since you last attended school and may feel apprehensive about what lies ahead. We understand those feelings and we will do everything we can to support your success in achieving your academic goals.

This Student Handbook is not intended to supersede any policies or codes of conduct in the Saint Elizabeth University Academic Catalog, the Code of Ethics of the American Nurses Association (ANA, 2015), or the rules of the New Jersey State Board of Nursing and NJ Department of Education. Students are encouraged to review this document prior to beginning coursework. Any questions should be directed to the Chairperson of the Nursing Department.

This handbook is designed to assist you in maneuvering through your educational journey. Specific information is provided here that supplements Saint Elizabeth University's Academic Policies. Students are encouraged to place an emphasis on their personal and professional development while enrolled in the program. In keeping with this statement, students are encouraged to participate in University activities, and fully engage in experiential learning activities embedded in the curriculum.

Enjoy the learning journey!

Accreditations

The Saint Elizabeth University Nursing Program is approved and accredited by:

New Jersey State Board of Nursing*

PO Box 45010

Newark, New Jersey, 07101

973-504-6430

<https://www.njconsumeraffairs.gov/nur/Pages/default.aspx>

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE

Suite 1400

Atlanta, GA 30326

404-975-5000

www.acenursing.org

**The Pre-Licensure BSN Program has provisional accreditation by the NJ Board of Nursing and is pending their review for full accreditation. Complaints regarding the nursing program may be sent to the NJ Board of Nursing.*

Saint Elizabeth University is approved and accredited by:

Middle States Commission on Higher Education

1007 North Orange Street

4th Floor MB#166

Wilmington, DE 19801

267-284-5000

www.msche.org

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Change in Personal Information

Students who make a change in name, telephone, or address must notify the Registrar by completing the Change of Name/Address Form found on the SEU Registrar webpage.

The Nursing Department is not responsible for any information that the student does not receive due to an incorrect name or address. Mail that is not returned will be considered delivered according to U.S. Postal Services.

Saint Elizabeth University Mission, Vision, and Values

SEU Mission Statement

The mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment in service to the community.

SEU Vision Statement

Saint Elizabeth University will be nationally recognized for educating individuals who seek an education focused on engaged learning for leadership in service to others.

SEU Core Values

Saint Elizabeth University as an engaged institution of higher education, driven by mission and informed by our Catholic and Sisters of Charity traditions, seeks to live the following core values to achieve our mission, vision and strategic goals:

- **Integrity**
As a community we are called to unite in honesty, trust and mutual respect and be transparent in our choices.
- **Social Responsibility**
As a community we are required to support the just and ethical well-being of individuals and communities to promote justice, diversity, and sustainability.
- **Leadership**
As a community we are inspired and empowered to move beyond our own boundaries to be accountable, to innovate and to transform for the common good.
- **Excellence in Teaching and Learning**
As a community we are committed to creating a stimulating learning environment that promotes critical inquiry and the holistic development of the individual.

Helen J. Streubert, Ed.D., Programs in Nursing Mission and Philosophy

SEU Nursing Program Mission

In the tradition of Saint Elizabeth University (SEU), the Helen J. Streubert, Ed.D., Programs in Nursing accept and uphold the mission of the University in providing distinctive undergraduate and graduate nursing education and is committed to preparing individuals as leaders through scholarship, critical inquiry and continued lifelong learning. Through the application of the Neuman Systems Model, the nursing program prepares nurses to promote, maintain and restore health to patients in a variety of settings. The nursing program fosters the development of leadership in students in a spirit of service and social responsibility to others.

SEU Nursing Program Philosophy

The philosophy of the nursing program of Saint Elizabeth University supports the mission and goals of the University. The faculty believe that professional nursing is both an art and science. The integration of nursing knowledge and skills into a Catholic liberal arts framework enhances creativity and supports adjustment to the constantly changing demands of life and career in a global society. The philosophy of the nursing program also expresses the belief that professional nursing care is based on a holistic approach to the client system.

The faculty in the Nursing Program at Saint Elizabeth University believe that the professional nurse is postured to respond to the healthcare needs of a global society. Professional nursing education develops the student to engage in the nursing process with the goal of promoting the health of individuals, families, communities and populations through advocacy and change.

Nursing is concerned with all of the variables affecting an individual's response to stressors and directs its actions at stabilizing client systems in a dynamic state of equilibrium. The goal of nursing is to achieve optimal client stability through purposeful intervention that includes a concern for the client's spiritual, physiological, socio-cultural, developmental, and psychological dimensions and in relationship to the environment. The environment is composed of all internal and external forces influencing the person or client system. The faculty believe that an understanding of the unique environment of the client system is critical to the role of the nurse in enhancing health. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end.

The faculty believe that there is a developing body of knowledge central to the metaparadigm of nursing which includes the components of client, environment, health, and nursing.

Client

Each client, created in the image of God, is a unique dynamic composite of the interrelationship of physiological, psychological, socio-cultural, developmental and spiritual variables. People are organized, integrated holistic beings endowed with dignity and worth and can only be understood in relation to their totality. They are open systems, having the capacity to influence their own

environments, and are in a state of constant change. While unique, persons share a common range of responses across these variables with other human beings.

People have the capacity for growth, the potential for freedom of choice and the right to seek optimum health. People have innate and learned responses that enable them to respond to stressors, to interact with, and adjust to or modify the environment. The person can be viewed as an individual client system or as part of a larger system such as a family, group, community or organization.

Environment

The environment is composed of all internal and external forces influencing the person or client system. The internal environment consists of those forces within an individual system. The external forces occur outside the client system and between individual systems. The relationship between the client system and the environment is a reciprocal one of continuous interaction: the environment influences the client system and the client system influences the environment. As the client system evolves, it strives to be in a state of dynamic interaction and balance with the environment.

The faculty believe that an understanding of the unique environment of the client system is critical to the role of the nurse in enhancing health. Stressors arise within the environment and have the potential to initiate a reaction in the client system. This reaction can have positive or negative outcomes. The outcomes can be influenced by the nurse to achieve the best possible state of wellness for the client system. One's perception of this environment influences one's ability to respond to stressors. This can be a conscious or unconscious process.

Health

The health of each client from a holistic viewpoint is seen as a dynamic state on a multidimensional continuum from wellness to illness. It may be defined as optimal system stability. Health is the view of the person as a composite of physiological, psychological, sociocultural, spiritual and developmental variables in harmony with each other and the environment.

These variables are continuously interacting with the environment as an open, flexible, changeable system. The internal-external interaction with any of the variables and/or environmental factors may enhance wellness as well as create barriers to achieving maximum wellness. Each individual, family, group, community, organization and system is unique as it relates to the perception of wellness and the ability to respond to stressors, to mobilize assistance from others and to learn new behaviors.

Nursing

Nursing is a unique profession that provides essential service to society and is based in the arts and sciences. It is a discipline that makes real the healing ministry of the Church. Nursing involves the diagnosis and treatment of human responses to actual or potential health problems. The central concern of nursing is the well-being of the total person. The basis of nursing is the therapeutic relationship between nurse and client system. To achieve the potential of this

relationship, nurses must provide health information readily, share power equitably, encourage clients to assume responsibility for their own health status, and assist client systems.

The goal of nursing is to achieve optimal client stability through purposeful intervention which includes a concern for the client's spiritual, physiological, socio-cultural, developmental, and psychological dimensions. Nurses assist clients to clarify their own values, identify their health goals and understand the choices available to achieve optimal health. Nursing actions include preventative, therapeutic, and rehabilitative interventions. Professional nurses perform direct patient care; assess factors associated with the nature and shape of the healthcare system; work together as part of the healthcare team; recognize the changing role of consumers in the maintenance of their own health and advocate for the client and the nursing profession. Professional nursing standards as well as nursing theory and a sound Catholic liberal arts educational basis guide the nurse's actions to attain this goal.

The nurse is a full partner in the healthcare delivery system. At the baccalaureate level, the nurse is a generalist and a leader. At the master's level, the nurse moves into an advanced practice role specializing in educational and leadership roles. All nursing roles are best realized when the nurse has an in-depth knowledge of person, family, group, community and environment. Nurses are responsible for promoting maximum health at whatever point the client is encountered along the health-illness continuum. Based on the health status of the system, the nurse provides three separate but interrelated categories of prevention: primary, secondary, and tertiary prevention.

Interventions

Interventions are carried out in complex systems and involve collaborative relationships with clients and other health team members. Nurses are accountable for the ethical conduct of these interventions in accordance with the standards of nursing practice. The nurse's ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate.

The nursing process involves interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role. Nurses must be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards and ethical practice. This is achieved at SEU through curriculum based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the spiritual and ethical development of the student.

Nursing Department Educational Philosophy

The nursing faculty at Saint Elizabeth University (SEU) believe that our programs prepare graduates for professional nurse roles, at both the undergraduate and graduate levels. The curriculum is based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the religious and ethical development of the student. The curriculum at SEU prepares nurses with the skills to provide care collaboratively, and to graduate competent, accountable and ethical nurses.

The graduates of our programs are prepared to be committed to primary, secondary and tertiary prevention through direct care, and as educators, managers and in major leadership roles. Graduates also function as client advocates, change agents, and as advocates for the profession.

We are proud of our rich history of educating students with diverse ages, backgrounds, abilities, cultures, and experiences that enrich the nursing profession. Student learning evolves from exploration of personal values, exposure to new experiences, and reconstituting balance. This provides the foundation for commitment to lifelong learning for students and faculty.

The faculty believe that learning is facilitated when instructional experiences are planned to achieve sequence, continuity, and integration of knowledge, psychomotor skills and attitudes. Experience, reflection, scholarly research and writing are the foundations of learning. The faculty serve as professional role models and mentors. Faculty influence readiness and capacity for creative thinking and innovation. They embrace SEU's mission of social justice and service to the underserved. The emphasis on civility and respect creates a positive learning climate. Faculty strive to promote a caring personal environment in which students develop as self-directed professionals.

The curriculum provides an educational process that promotes development of a professional nurse leader through social responsibility, client advocacy, and as a change agent and advocate for the profession. All nursing roles are best carried out when the nurse has an in-depth knowledge of person, family, group, community and environment. The nurse embraces the concept of intervention as prevention. Emphasis is placed on collaborative relationships with clients and other health team members. Ethical, moral, and legal dilemmas are examined throughout the curriculum.

In the third millennium, the nurse's ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate. Carrying out the nursing process involves the use of interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role.

The evolution of evidence-based practice is important so that there can be an improvement in the quality of life and healthcare for all. Nurses critique and adapt knowledge from nursing research

and clinical practice as well as from many other disciplines for their practice of nursing. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end. Nurses must also be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards.

The nursing faculty are dedicated to working with adult students and with facilitating their learning utilizing the following premises:

- Nurses learn in a variety of ways, thus, teaching needs to use a variety of techniques to facilitate learning.
- The curriculum must be viewed by adult learners as having professional and personal relevance.
- Changes in professional attitudes and values occur gradually and are facilitated by faculty who encourage active participation and free exchange of viewpoints.
- The past and present experiences of students provide a rich resource for classroom and clinical learning.
- Student commitment to lifelong learning is evidenced by the pursuit of advanced education.
- The curriculum needs to reflect contemporary professional and regulatory standards.
- Small classes encourage student interaction and learning.
- Educational processes empower nurses.

The curriculum at Saint Elizabeth University prepares nurses with the skills to provide care collaboratively, and graduates competent, accountable and moral nurses, who ascribe to the American Nurses' Association Social Policy Statement and the Scope and Standards of Practice for Nursing Professional Development. In the MSN program, AONE Nurse Manager Competencies, NLN Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators and other Scope and Standards are consulted in specialties as appropriate. The nursing program is committed to providing a climate that is respectful of the student's prior education. The faculty believes that the nurse, as an adult learner develops a readiness to learn when they encounter a need, particularly in the developmental tasks of social roles. Previous learning and experience influence each individual learner's foundation and readiness for current learning. This creates a drive for information, or opportunities to discover and experiment to achieve each individual's goal.

The faculty actively encourages all nurses to pursue their baccalaureate and MSN degree. The nursing program believes that recognizing the educational backgrounds of nurses from

diploma, associate degree, or BSN programs will foster their professional growth. As adult learners, registered nurses enter nursing education with diverse ages, backgrounds, abilities, cultures, and experiences that enrich the nursing profession. Their learning evolves from exploration of personal values, exposure to new experiences, and adaptation to change. Nursing education at both the baccalaureate and master levels should provide the foundation for commitment to lifelong learning for students and faculty. Life-long learning for students and faculty is essential.

The faculty believes that learning is facilitated when instructional experiences are planned to achieve sequence, continuity, and integration of knowledge, psychomotor skills and attitudes. The learner's active involvement in planning and discovering resources and in negotiating activities lead to more effective learning, increased self-effectiveness, and increases self-worth. According to Malcolm Knowles' (1984) theory of adult learning, adults are on a pathway that ranges from dependent to independent learners. They use their past experiences as a learning resource, and their readiness and motivation to learn assists them in immediate problem-solving concerning a developmental task or social role.

Knowledge is best obtained when the learner actively participates in a humanistic educational process. Faculty collaborates with the student to plan learning experiences that achieve course goals while meeting students' unique individual interests and experience. Faculty serves as professional role models and resource persons. They influence readiness and capacity for creative thinking and innovation. The learning climate should foster respect and collaboration between faculty and students in the achievement of the educational objectives. The nursing program strives to promote a caring personal environment in which students develop as self-directed professionals.

Advisory Board

SEU has developed strong partnerships with multiple schools and healthcare organizations and convenes the Advisory Board twice per year. The Board's membership includes representation from our educational partners e.g., County College of Morris, Trinitas School of Nursing/Union County College, Sussex County College, Passaic County College, and Hudson County College. Our clinical partners include the Atlantic Health System, Saint Joseph University Medical Center, The Valley Health System, Christ Hospital and Trinitas Regional Medical Center RWJBH.

The purpose of our Advisory Board is to bring together experts in the professional discipline to:

- Advise the faculty regarding innovations and trends in the discipline.
- Advise the faculty regarding curriculum matters.
- Aid the faculty in providing and/or identifying mentoring and internship opportunities for students.
- Advise the faculty regarding matters associated with external accreditation as applicable.

MSN Admission Requirements

To apply for the Master of Science in Nursing (M.S.N.) program at Saint Elizabeth University for either the Education or Nursing Leadership option, the following requirements need to be fulfilled:

- Completed application
- Official Transcripts
- Personal Statement (1page) Why are you interested in obtaining a graduate degree? What are your long-term goals and how will a graduate degree help you achieve your goals?
- Unencumbered, current U.S. Registered Nurse (RN) license
- B.S.N. from a program accredited by a nationally recognized accrediting agency for nursing with a cumulative GPA of 3.0 or above
- An undergraduate statistics course must be completed before taking NURS603 Nursing Research-Examining the Evidence, if not taken during your BSN program
- Resume/CV with two references and their contact information included

International Students

Official transcripts from all post-secondary institutions. International transcripts must be evaluated by NACES (i.e. WES) on a course by course basis.

Once accepted into the MSN program, you must meet with MSN faculty prior to starting coursework.

MSN Program Overview and Curriculum

The Master of Science in Nursing (M.S.N.) program at Saint Elizabeth University is a 36-credit, cohort-based program which was developed in response to the growing need for nurses with advanced degrees who can assume leadership positions and serve in education roles. The program provides nurses with the opportunity to develop the skills, confidence and knowledge necessary to lead in healthcare organizations and in education.

The program features a required core of 18 credits in nursing theory, concepts, research, ethics and leadership. This is followed by 18 credits in a choice of one of the two advanced study program options – Nursing Education and Nursing Leadership. A capstone practicum is required in the last semester. Students may need to complete a clinical clearance process for their capstone experience based on agency requirements (See *Appendix A*). Courses are held online in a synchronous format once a week. For NURS611 Simulation, attendance on campus is required for several of the classes.

Core Courses (18 credits)

1st Semester

NURS 601 Nurse as Scholar (3 credits)

NURS 602 Nurse as Scholar II (3 credits)

2nd Semester

NURS 603 Nursing Research-Examining the Evidence (3 credits)

NURS 604 Nursing Research-Evaluating and Applying the Evidence (3 credits)

3rd Semester

NURS 600 Ethics and Nursing Practice

NURS 605 Leadership in Healthcare

Nursing Education Option (18 credits)

4th Semester

NURS 607 Curriculum (3 credits)

NURS 609 Pedagogy (3 credits)

5th Semester

NURS 611 Simulation (3 credits)

NURS 613 Assessment Measurement & Evaluation

6th Semester

NURS 615 Capstone Synthesis

Nursing Leadership Option (18 credits)

4th Semester

NURS 606 Transformation of Nursing Practice Through Leadership (3 credits)

NURS 608 Human Factors and the Healthcare Environment (3 credits)

5th Semester

NURS 610 Health Informatics and Financial Management for Nurses (3 credits)

NURS 612 Health Policy and Advocacy

6th Semester

NURS 614 Capstone Synthesis

MSN Program Goals

1. Build upon baccalaureate education in nursing and prepare registered nurses for leadership roles in education and management.
2. Prepare the registered nurses in a selected role within the advanced roles of nurse educator and nurse leader.
3. Provide educational foundation for doctoral study in nursing.
4. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator or nurse leader.
5. Retain students with positive programming through active support and flexible programming (Program Completion Goal – 80% MSN students will complete the program in six semesters).
6. Utilize frequent feedback from course evaluations, advisory board feedback and graduation survey to monitor student and program satisfaction (Graduate Satisfaction Goal – 80% will report satisfaction on the graduate survey.)
7. Enhance students' abilities as competent leaders and educators which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

MSN Program Student Learning Outcomes

Graduates of the MSN program in nursing are prepared to:

1. Integrate advanced knowledge from science, nursing, the humanities, and related disciplines into practice.
2. Employ a variety of evolving technologies and modalities in leading nursing and the delivery of care across healthcare settings.
3. Apply research findings in the development of evidence-based nursing practice.
4. Design, analyze, implement, and evaluate practice outcomes using extant/emerging literature, research, theories, models, and ethical and legal principles.
5. Synthesize selected nursing and health-related theories to prepare graduates for interprofessional practice in a complex, dynamic health care environment.
6. Disseminate research findings in the advancement of evidence-based nursing practice and leadership strategies.
7. Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing in the care delivery environment, nursing education, and practice.
8. Integrate spiritual, social, and ethical values and beliefs in the construction of personal philosophy as a nurse leader.
9. Design, implement and evaluate strategies that recognize the multicultural, gender, and experiential influences on nursing care.
10. Utilize acquired knowledge and skills in the pursuit of lifelong learning.

SEU Student Information

Registration

Course schedules for upcoming semesters are available on Self-Service and are available approximately four weeks before the registration period begins. Students select courses for an upcoming semester with guidance from their nursing advisor. Students on a Stop List will not be able to register for an upcoming semester. Students should check their status using Self-Service and contact the appropriate office prior to registration. This will ensure a smoother registration process.

Academic Advisement

The Academic Advisors are intended to support student learning and growth during their program. Students should feel free to approach the Chairperson of the Nursing Department, faculty and advisors for information about the program.

Faculty Office Hours

Faculty are available for student questions and problems that may arise at various times during the semester. Their availability to their students is described in their syllabi. Students are encouraged to introduce themselves to their faculty and maintain regular contact throughout the semester to maximize their learning experience.

Nursing Program Related Complaints

Our students shall be afforded fair and respectful treatment in the application of procedures and regulations. Consistent with the mission, the nursing program, and University has instituted various mechanisms to address student complaints. In an instance where there is a perceived violation or misapplication of the regulations in the University catalog, nursing policies and/or operating procedures or denial of due process, a student may file a Formal Complaint. Students with questions about the applicable procedure to follow for a complaint should contact the Chairperson of the Nursing Department.

Nursing Review Committee

The Nursing Review Committee upholds the mission, philosophy, goals, as well as the integrity, professionalism and ethical standards of the nursing program while addressing academic, behavioral, and professional concerns related to student conduct and performance. When an issue occurs, the committee may be convened to discuss the matter and a recommendation made to the Chairperson of the Nursing Department.

Grievances and Student Grade Appeals

Refer to the SEU Academic Policies posted on the SEU website.

Academic Policies

University Academic Integrity Policy

Academic integrity requires that each student acknowledges that the work represented in all assignments and all examinations is their own or is properly cited, and that the student has neither given nor received unauthorized information or assistance. Membership in the academic community of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. Consequently, academic integrity is a vital part of the relationship among the University's faculty, administrators, staff and students.

Members of the academic community must recognize their individual responsibility to uphold academic integrity. The University does not tolerate academic dishonesty.

The Academic Integrity policies and procedures set forth below apply to all programs in the University. Some programs or departments may have additional policies on academic integrity and professional behavior as required by their professional accrediting agencies. SEU reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards. For full policy see University Academic Policies.

Nursing Courses Academic Integrity Policy

The Nursing Program of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. All student assessments including exams, group projects and individual written assignments will be evaluated for violations of academic integrity. Violations of academic integrity include but are not limited to 1.) plagiarism 2.) third party writing services 3.) utilization of sites such as Course Hero, and 4.) collaboration with ChatGPT or other artificial intelligence (AI) composition software. Should an assignment be suspected of an academic integrity violation as mentioned above, the assignment may be graded at a zero and the concern will be referred to the Nursing Review Committee. The Nursing Review Committee will make a recommendation to the Chairperson of the Nursing Department.

Academic Standards and Continuous Enrollment for Graduate Students

Students accepted to a graduate degree program are expected to work with continuity and to register in that program until all requirements are completed. Students are reminded that an interruption of studies will affect their ability to make satisfactory academic progress toward the completion of their degree requirements.

Students who have taken all of their courses but have not finished their culminating experiences, theses, or dissertations will be required to pay a course fee equal to one credit of tuition each semester to maintain a continuous enrollment status through the completion of all coursework.

Students who fail to remain continuously enrolled will be withdrawn from their program of study after two semesters. Withdrawn students will be required to reapply to their program of study and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing).

Requirements for Good Academic Standing for Graduate Students

Satisfactory academic progress includes the achievement of the required cumulative grade point average and the accumulation of sufficient credits within a stipulated time frame.

A student must be in good academic standing with a 3.00 cumulative grade point average in order to apply for admission to degree candidacy.

University Policy for Probation/Dismissal for Graduate Students

Students who fail to maintain a 3.00 cumulative grade point average in their course work are automatically subject to probation for two semesters and suspension from the degree program if a 3.00 cumulative grade point average is not achieved in the third semester.

A student on probation should meet with the program director to discuss the conditions of probation. Failure to meet the conditions and standards of probation will result in suspension. While on academic probation, the student's credit load may be restricted.

A student will receive an academic warning when he/she receives his/her first "C/C+" grade. A second "C/C+" grade will place the student in academic jeopardy. A student who obtains three "C+/C" grades, or one "F" in program course work, for whatever reason, will be suspended from the graduate program. See *Appendix B* for grading scale used in the Nursing Department.

A student who is suspended from an academic program for any reason must wait one full calendar year past the semester of suspension before reapplying to a graduate program.

The program faculty may deny a student re-admission for any cause.

Leave of Absence from the University for Graduate Students

Students accepted to a degree Program are expected to work with continuity and to register in that Program until all requirements are completed. Program Directors will consider student-initiated petitions for a leave of absence from studies for up to two semesters. Requests for a leave must be documented. Students are reminded that an interruption of studies may affect their ability to make satisfactory academic progress toward the completion of their degree requirements. Students who request a leave for more than one full year will be required to reapply to their Program and will be bound by all policies and stipulations related to readmission (see Requirements for Good Academic Standing).

Time Limitation for Graduate Degrees

Ordinarily, students are expected to enroll continuously until the program is completed. A student who does not earn any graduate credit toward the degree during two consecutive semesters will be required to reapply for admission to the graduate program; no fee is required for readmission. Students in good academic standing are readmitted under the catalog in effect at the time of re-entry.

The length of time given to a student to complete a degree is calculated from the date the student becomes matriculated in the graduate program.

A full-time student must successfully complete a degree within three calendar years; a half-time student pursuing a degree must successfully complete a degree in six calendar years. Less than half-time will be evaluated using similar criteria.

Time spent in the armed forces is excluded from the time period. However, a student should apply for a leave of absence while in the armed forces.

A student will not be allowed to continue pursuing a degree beyond the stipulated time frame unless the student has received approval to do so. To petition for an extension of time, a student must submit a formal written request to the director of her/his graduate program, accompanied by a degree completion plan. A student approved for an extension will be placed on probation each semester until the degree has been completed. Approval for a time extension does not guarantee approval for additional financial aid.

Student Information

Scholarships

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 will be emailed to students. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average). Students must have completed all forms required by the Office of Financial Aid to receive any scholarships.

Sigma Theta Tau International

The Nursing Program is chartered as Sigma Theta Tau, Mu Theta-at-Large Chapter of the International Honor Society of Nursing that recognizes superior achievement in nursing. At the undergraduate level, students in the top third of their class who have completed 50% of the Nursing Program and with a GPA of 3.0 on a 4.0 scale are considered for membership. Graduate students must have completed at least one-fourth of their program requirements and achieved a 3.5 cumulative GPA.

Appendix A Clinical Clearance

MSN students many need to complete a clinical clearance process which will include obtaining: CPR certification, malpractice insurance, criminal background check & urine drug screen, and medical clearance.

CPR certification for Healthcare Providers must be current through the American Heart Association.

Documentation of malpractice insurance in the amounts of 2million per incident/4 million aggregate.

Background Check, Urine Drug Screen and Compliance Tracking (clinical clearance packet with medical forms) are ordered through Adam Safeguard.

Navigate to www.adamsafeguardstudents.com

1. Click on the “Order Student Background” tab
2. Enter School Code: seum

Medical Clearance Documentation:

1. Provide proof of the following vaccinations: Measles, mumps, rubella, varicella, Hepatitis B, Tdap, Influenza by October 1, and Covid-19 vaccination and booster or one bivalent dose.
2. Blood Work: Quantitative titers for measles, mumps, rubella, varicella; Hepatitis B surface antigen;Hepatitis B surface antibody (Quantitative Result), Hepatitis B CORE antibody.
3. Documentation for baseline TB screening with either an IGRA (Interferon-Gamma Release Assay) blood test or two-step PPD.
4. History and Physical Exam with Healthcare Provider Attestation (form provided in Compliance Tracking packet).
5. OSHA Respiratory Medical Evaluation (form provided in Compliance Tracking packet).

Additional requirements may be added as per clinical agency requirements.

A Criminal Background Screening, 13 Panel Drug Screen and Compliance Tracking will cost approximately \$140. Upon successful completion of the ordering process, an email will be sent within 2 business days containing information on how to obtain the Urine Drug Screen and the clinical clearance packet which includes the medical forms for the student and healthcare provider to fill out.

Medical forms and other requirements get uploaded to SentryMD. Information on how to create a SentryMD account and upload the forms will be included in the clinical clearance packet from Adam Safeguard.

Appendix B Grade Scale for Nursing Program

To convert your GPA to a 4.0 scale:

Letter Grade	Percent Grade	4.0 Scale
A	96-100	4.0
A-	91-95	4.0
B+	88-90	3.3
B	84-87	3.0
B-	81-83	2.7
C+	77-80	2.3
C	73-76	2.0
C-	70-72	1.7

Disclaimer

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