Bachelor of Science
in
Nursing Program

4 Year Pre-licensure
Advisement & Policy Guide
2006-2007

THE
RICHARD STOCKTON COLLEGE
OF NEW JERSEY
Cover art:
Terrazzo Floor, West Quad Health Sciences Center.
Arlene Slavin, Artist
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I. THE COLLEGE EQUAL OPPORTUNITY COLLEGE AND AFFIRMATIVE ACTION STATEMENTS

The Richard Stockton College of New Jersey

Equal Opportunity College

The Richard Stockton College of New Jersey is an equal opportunity college. It does not discriminate in admission or access to its programs and activities or in treatment or employment of individuals on the basis of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual origination, gender identify or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability (including perceived disability, physical, mental and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

Affirmative Action

The Richard Stockton College of New Jersey stands firmly committed to the principle of equal employment opportunity. The College employs a diverse population of men and women who represent various racial, ethnic and economic backgrounds. The College strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the College has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton’s commitment to equal opportunity for all job classifications.

The sexual harassment of students or employees by faculty, administrators, other employees or students is a form of sex discrimination prohibited by state and federal law. The College regards such behavior as a violation of the code of conduct required of all persons associated with the institution.

In addition, the College complies with federal regulations that require it to employ and to advance the disabled, Vietnam-era veterans and disabled veterans.

The Richard Stockton College of New Jersey
The Four-Year Prelicensure Nursing Program

II. MISSION OF THE NURSING PROGRAM

The mission of the Nursing Program of the Richard Stockton College of New Jersey is to prepare nurse generalists and graduate level nurse practitioners to function as professional nurses in a culturally diverse and ever changing society.

The undergraduate program provides opportunities for development of baccalaureate level competence. In order for professional nurses to become partners with and advocates for people in their quest for optimal wellness, they must have an understanding of theories and concepts from the physical, social and behavioral sciences, as well as the humanities. Broad-based general studies and in-depth nursing courses encourage critical thinking, ethical decision making and life-long learning.

The graduate program provides knowledge and skills for nurses to excel as advanced-practice nurses in an increasingly complex health care environment.

The College and the Nursing Program remain responsive to the needs of the southern New Jersey community.

With guidance from faculty preceptors, students take responsibility for their learning experiences and make choices regarding both their educational and the future professional career.

The Nursing Program embraces the use of technology to make the program accessible to the working student and has integrated distance education.

III. GOALS OF THE UNDERGRADUATE PROGRAM

1. Prepare professional nurse generalists
2. Provide varied experiences in general education through general studies and liberal arts and sciences
3. Provide a foundation for graduate study
4. Encourage continuing professional and personal growth
IV. BACCALAUREATE NURSING PROGRAM OBJECTIVES
(Student Learning Outcomes)

1. Utilize systems theory and related nursing models when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for applicability in defining and extending nursing practice
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals
8. Collaborate on the interdisciplinary health team to identify and effect change which will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse, carer, educator, advocate and activist
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions

V. BACCALAUREATE NURSING PROGRAM OUTCOMES

1. 80% of matriculated students will successfully complete the program within five years.
2. At the completion of the program, 100% of program graduates will take the NCLEX board examination within one year of graduation. 85% of program graduates will pass the exam the first time.
3. 95% of program graduates who seek employment will be employed in nursing within six months of graduation
4. 100% of program graduates will annually attend continuing education programs
5. 50% of program graduates will join and participate in professional organizations within one year of graduation
6. Employers will be satisfied with program graduate’s job performance 80% of the time
7. 20% of program graduates will pursue graduate nursing education within five year of graduation
8. 80% of employers will report that 75% of graduates utilize empirical knowledge, ethical principles, critical thinking and the nursing process in the delivery and documentation of patient care within one year of employment
9. 50% of program graduates will assume leadership roles in a variety of clinical practice settings within five years of graduation
10. 40% of program graduates will seek specialty certification within five years of graduation
VI. THE FOUR YEAR BACCALAUREATE CURRICULUM

Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN W1</td>
<td>4 credits</td>
</tr>
<tr>
<td>PSYC 1100 Introduction to Psychology</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHEM 2010 Chemistry for Life Science I</td>
<td>4 credits (3 classroom, 1 lab)</td>
</tr>
<tr>
<td>GSS 1053 Ethics and Professionalism (Freshman Seminar)</td>
<td>4</td>
</tr>
</tbody>
</table>

Spring

| BIOL Anatomy & Physiology I | 4 credits (3 classroom, 1 lab) |
| CSIS 1206 Statistics       | 4 credits                      |
| CHEM 2020 Chemistry for Life Science II | 4 credits (3 classroom, 1 lab) |
| NURS 1901 Foundations of Professional Nursing | 4 credits (3 classroom, 1 lab) |
|                            | 3 hours lecture                 |
|                            | 3 hours clinical laboratory     |

Summer Between Freshman and Sophomore Year

| GNM 2325 Nutrition for Health (Distance Education) | 4 credits |

Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL Anatomy &amp; Physiology II</td>
<td>4 credits (3 classroom, 1 lab)</td>
</tr>
<tr>
<td>PSYC 3322 Lifespan Development</td>
<td>4 credits</td>
</tr>
<tr>
<td>GNM (Physics Focus)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NURS 2901 Nursing Assessment I</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>2 hours lecture</td>
</tr>
<tr>
<td></td>
<td>3 hours clinical laboratory</td>
</tr>
</tbody>
</table>

Spring

| NURS 2422 Pathophysiology | 4 credits |
| NURS 2505 Pharmacology for Life Science | 4 credits |
| GAH (Arts or Historical Focus) | 4 credits  |
| NURS 2902 Nursing Assessment II | 3 credits |
|                            | 2 hours lecture                             |
|                            | 3 hours clinical laboratory                 |
### Junior Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>Microbiology for Life Science</td>
<td>4 credits (3 classroom, 1 lab)</td>
<td></td>
</tr>
<tr>
<td>NURS 3901</td>
<td>Care of the Adult I</td>
<td>8 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 hours lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 hours clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3902</td>
<td>Psychosocial Nursing</td>
<td>5 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hours lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours clinical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3334</td>
<td>Research Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>NURS 3903</td>
<td>Care of the Childbearing/Childrearing</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 hours classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours clinical</td>
<td></td>
</tr>
<tr>
<td>GAH</td>
<td></td>
<td>4 credits</td>
</tr>
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</table>

### Senior Year

#### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4935</td>
<td>Professional Nursing in the Community</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>4 hours classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours clinical</td>
<td></td>
</tr>
<tr>
<td>NURS 4910</td>
<td>Care of the Adult II</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>4 hours classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 hours clinical</td>
<td></td>
</tr>
<tr>
<td>GSS</td>
<td></td>
<td>4 credits</td>
</tr>
</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4638</td>
<td>Issues in Nursing</td>
<td>4 credits</td>
</tr>
<tr>
<td>NURS 4915</td>
<td>Care of the Adult III</td>
<td>8 credits</td>
</tr>
<tr>
<td></td>
<td>4 hours classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 hours clinical</td>
<td></td>
</tr>
<tr>
<td>GIS</td>
<td></td>
<td>4 credits</td>
</tr>
</tbody>
</table>

### Total Credits: 128

1 clinical credit = 3 hours

Credit Breakdown: Nursing Science = 64; Science = 20, ASD = 12; G = 32
VII. POLICIES SPECIFIC TO THE NURSING PROGRAM

These policies are in addition to college policies found in the Richard Stockton College of New Jersey Bulletin, 2006-2008.

A. Admissions

Students who want to apply for acceptance in the prelicensure nursing program must first apply to the College. This process is outlined in the Bulletin, pp. 12 – 15. Students must indicate on the application they want to be considered for the four year prelicensure program in nursing. Once the student has met the College’s admission criteria, the student’s application goes into a pool of potential students for consideration by the Prelicensure (BSN) Program Admissions Committee. This committee meets in the spring semester. In addition to the College’s requirements for admission, prelicensure nursing majors must have:

- 3 years of a laboratory science
- 2 years of a foreign language
- 3 years of history
- Evidence of extracurricular or community activity
- SAT scores in the area of 1150
- 2 letters of recommendation

B. Criminal Background Check

Every nursing student is required to have a criminal background check. Information about obtaining the criminal background check can be found on the Richard Stockton College homepage, online resources, student jobs and internships. Click on the link for the Nursing Program Criminal Background Check, and follow the specific directions to the Adamsafeguard website. Criminal Background Checks must be completed prior to beginning the spring semester, freshman year.

C. Uniforms

The Nursing Program requires student uniforms, a college identification patch and a name tag for all clinical experiences. Information concerning the purchase of these items will be provided prior to beginning the first clinical course.

D. Withdrawal From the Nursing Program

Students who wish to withdrawal from the Nursing Program must notify the Nursing Program Coordinator and the preceptor in writing. Upon receipt of this information, a terminal interview will be arranged.
E. Standards of Academic Progress

College policies on standards of academic progress are found in the Bulletin, p. 24. In addition to these policies, the Nursing Program requires:

1. Grades

Prelicensure nursing majors must maintain a GPA of 2.5 on a scale of 4.0 in all nursing and science courses. Nursing students who receive a grade below C+ in a clinical course will not be permitted to progress until they repeat the course and earn at least a C+. Clinical courses may be repeated once in an attempt to improve the grade.

2. Dismissal of Nursing Students

Nursing students will be dismissed from the Program for the following reasons:

- Academic dismissal from the College
- Academic dishonesty
- Failure to maintain a GPA of 2.5 in nursing and science courses
- Violation of the College Code of Conduct
- Unprofessional or unethical behaviors
- Incompetent clinical behavior

F. Transfer Status

The Program will consider transfer students in the pool of spring applicants. Transfer students are of two types: (1) students who have begun a nursing program at another institution, or (2) students matriculated at the Richard Stockton College who wish to change their major to nursing. Following acceptance, the preceptor will examine the student’s transfer record for articulation with the program curriculum. The course of study will be planned accordingly. Transfer applicants to the Nursing Program must have an overall GPA of 3.0 on a scale of 4.0, and a minimum GPA of 3.2 in all science courses.
VIII. COLLEGE ADMISSIONS

The College admissions process is fully described in the *Bulletin*, p. 12 – 15. When reviewing this process, it should be noted that admission to the College does not guarantee, or imply, acceptance to the four year prelicensure program in nursing. This program begins in the Fall semester. All requests for applications and information on full or part-time matriculation status should be directed to:

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
(609) 652-4261

A. Application Steps

1. Application for admission as a matriculated student should be filed with the College at the earliest opportunity. Complete application instructions are attached to the application. A $50.00 application fee must accompany the application. Application deadline dates are announced by the Office of Enrollment Management.

2. The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Office of Enrollment Management as specified on the application for admission. Admission decisions will not be made until all information has been received.

3. A personal interview is not required for admission. The individual who wishes to schedule a personal interview is encouraged to call the Office of Enrollment Management.

4. The applicant will be notified of an admissions decision by letter at the earliest possible opportunity. Should an applicant receive an offer of admission, the acceptance letter will also contain the applicant’s housing application and related information.

5. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This $100.00 deposit is applied toward the amount due for the term for which the student is accepted. After the deposit is received, students are sent additional mailings related to testing, orientation and registration. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space.

(The Bulletin, p. 14)
B. Early Admission

The exceptional high school student is invited to apply for admission during the junior year and will be evaluated separately from the regular group of applicants. If the evaluation warrants special preference, such students may be offered opportunities to attend Stockton on a part-time basis prior to completion of the twelfth grade and/or may be guaranteed admission upon completion of the twelfth grade. Students interested in early admission should arrange for an interview with the dean of enrollment management (The Bulletin, p. 15).

C. International Student Admission

Stockton encourages international applicants to apply for admission. An international applicant is defined as one who requires a visa for the purposes of study in the United States.

International applicants, as a rule, will be admitted for the fall term only. Complete credentials must be filed before March 15 to receive consideration for the fall term. See the Bulletin, pp. 14 – 15 for additional detail.

D. Leave of Absence/Readmission

Students who wish to interrupt their education for one or more terms must apply for a leave of absence through the Office of the Registrar. Students who leave Stockton without obtaining an official Leave of Absence for more than one normal academic term, must reapply for admission if they decide to return. A Leave of Absence permits a student to reenter Stockton at the end of the specified period without going through the readmission process.

Students who do not return to Stockton at the specified time must reapply if they wish to return to Stockton. Normally, a Leave of Absence is for one year. However, a Leave of Absence can be extended for a period of up to five years. A student who wishes to extend the Leave of Absence must contact the Office of the Registrar in writing before the leave expires. Students returning from a Leave of Absence should notify the Office of Student Records at least two weeks before the date of registration for the term in which they wish to return. (The Bulletin, p. 29)

IX. PRECEPTORIAL ADVISING

Preceptorial advising is an important part of every student's education. Preceptor and student work together regularly planning and reviewing throughout the academic year. However, because the registration/preregistration periods are most demanding of preceptorial advising, special blocks of time are designated during those time periods to aid students and preceptors in their efforts. Students are responsible for scheduling appointments with preceptors during the allotted time. (See the Bulletin, p.90)
A. Program Preceptors

The transfer student (with 16 or more credits awarded) is usually assigned to a faculty member of the program in which the student plans to major. Program preceptors are specialists in their respective academic fields and advise students about graduation requirements, career and graduate school opportunities and special interests.

B. Change of Preceptor

Preceptor assignments are administered by the Center for Academic Advising. Any request to change preceptors must be made to the Director of Academic Advising on a "Program Declaration/Change of Preceptor" form available in that office.

X. STANDARDS OF ACADEMIC PROGRESS

The College’s policy regarding Standards of Academic Progress is fully defined in the Bulletin, pp. 35 – 40.

XI. DEGREES AND CREDIT HOURS

Richard Stockton College offers 37 degrees in 27 bachelor degree programs. Some programs offer both bachelor of arts and bachelor of science degrees. Most courses at the College are four credits; however, some program requirements necessitate other models. In order to graduate, a student must earn a minimum of 128 credits. In order to graduate in four academic years, or eight semesters, the student must average 16 credit hours per semester. See the Bulletin, pp. 98-99 for additional detail.

XII. DEPTH AND BREADTH

The College believes in:

- **Depth of Education** – academic study in a specific discipline that develops strong academic skills, demonstrates a highly level of ability and masters new knowledge in the field

- **Breadth of Education** – enables a commitment to lifelong learning, the exploration of new ideas outside one’s specialization, placing one’s knowledge in the context of other disciplines and of society as a whole, and a commitment to citizenship (The Bulletin, p. 112)
XIII. THE MAJOR

A major, or program, is an academic discipline in which one earns a degree. Each undergraduate major offers specific requirements for graduation. These requirements include:

- **Program Courses** – courses specifically in the subject of the major. In Nursing, all program courses carry a NURS acronym.

- **Cognate Courses** – courses not in the subject of the major, but in other subjects closely related to, or supportive of, the major and provide background for enhancing the student’s understanding of the major. For example, Anatomy & Physiology I & II, Chemistry for Life Science I & II, and Microbiology for Life Science are examples of cognate courses in the NURS major.

Some programs offer tracks. A track is an option within a major. Nursing offers two tracks; the prelicensure, four-year track and the RN-BSN track.

XIV. GENERAL EDUCATION AND AT SOME DISTANCE COURSES

A. **Stockton’s general education curriculum** is intended to enable students to broaden their perspective. Courses are divided into five categories that explore broad areas of study, often in interdisciplinary or multidisciplinary ways. The categories are:

- **GAH** – General Arts and Humanities courses are designed to acquaint students with the arts and humanities and provide various cultural perspectives on the past and present

- **GEN** – General Interdisciplinary Skills and Topics emphasize the dynamic nature of education. They develop learning and communication skills, explore experimental ways of knowing, or examine topics that cut across or lie outside traditional academic disciplines

- **GIS** – General Integration and Synthesis courses are advanced courses for seniors and are designed to deal with problems and questions larger than a single discipline…The requirement that students take at least four credits of GIS course work is an attempt to help them bring together their earlier General Studies experience into some kind of integrated framework

- **GNM** – General Natural Sciences and Mathematics courses examine the broad concerns of science, explore the nature of scientific process and practice, and seek to provide an understanding of mathematics and the natural environment

- **GSS** – General Social and Behavioral Sciences sources assist students in understanding human interactions – how people live, produce and resolve conflict as individuals and groups. They focus on topics, problems and methods of concern to social sciences. (The Bulletin, p. 113)
B. At-Some-Distance Electives provide a breadth of study in courses that are unrelated to the student’s major program of study. For example, a NURS major might have an interest in art and could take an ARTV acronym course.

XV. THE NUMBERS

Individual program requirements focus on specialized areas of study that require the student to build knowledge systematically through the mastery of increasingly difficult concepts and tasks (Bulletin, p. 100). These requirements are described in the Program Guide, and in the College Bulletin, pp. 183 - 511. Certain minimum requirements apply to all students. For special rules applying to transfer students, see the Transfer Student Requirements under XIX.

Minimum Requirements

<table>
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<tr>
<th></th>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program and cognate</td>
<td>64 credits</td>
<td>80 credits</td>
</tr>
<tr>
<td>General Studies</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>8 GAH</td>
<td>8 GAH</td>
<td></td>
</tr>
<tr>
<td>8 GNM</td>
<td>8 GNM</td>
<td></td>
</tr>
<tr>
<td>8 GSS</td>
<td>8 GSS</td>
<td></td>
</tr>
<tr>
<td>4 GEN</td>
<td>4 GEN</td>
<td></td>
</tr>
<tr>
<td>4 GIS</td>
<td>4 GIS</td>
<td></td>
</tr>
<tr>
<td>At Some Distance</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>128</td>
</tr>
</tbody>
</table>

XVI. THE WRITING REQUIREMENT

At Stockton writing is an extremely important skill, regardless of one’s major or career goals. A wide variety of courses help students develop their writing skills. There are two main types of Writing Across the Curriculum courses:

W1 “Writing intensive courses” focus on the student’s own writing. The quality of writing is the major criterion for student evaluation.

W2 “Writing across the curriculum courses” include disciplinary, interdisciplinary and G-acronyms courses. These courses utilize writing as a way of learning subject matter and writing skill is an important factor in student evaluation

Writing Course Requirements: In order to graduate, all students must complete:
• At least four W1 or W2 courses with grades or C or better, including
• a W1 course taken during the freshman year, and
• three additional W1 or W2 courses, one of which must be a 3000 or 4000 level

XVII. THE QUANTITATIVE REASONING REQUIREMENT

The quantitative reasoning skills requirement is designed to assist students with quantitative skills useful in a variety of academic disciplines as well as daily life. Stockton seeks to assure that all students enhance these skills through two types of courses:

Q1 “Quantitative reasoning intensive courses” focus primarily on mathematical thinking - developing students’ quantitative skills is the primary goal.

Q2 “Quantitative reasoning across the disciplines courses” focus on a topic or subject area outside of mathematics. Mastering that area is the primary goal of the course, but quantitative/mathematical thinking is used as an important means of learning the subject matter.

Quantitative Course Requirements: In order to graduate, all students must complete and pass:

• At least three Q1 or Q2 courses, including
• at least one Q1 course (one must be taken during the freshman year), and
• at least one Q2 course.

(The Bulletin, pp. 101 – 102)

XVIII. GENERAL EDUCATION GOALS REQUIREMENT - SUBSCRIPTS

All students matriculating in Fall of 1999 and thereafter must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V), and International/Multicultural (I). The sole exception is for students already having the baccalaureate degree. Such students are exempt from this and all other General Studies requirements.

These courses, while required, do not add any credits to the minimum of 128 to graduate. Students may take Stockton courses that have been designated by A, H, V, and I and apply them to program, cognate, General Studies, and “At Some Distance” as appropriate.

For transfer students, one or more of these courses may already have been taken in transfer. Any unfulfilled categories must be completed at Stockton. (The Bulletin, p. 115)
XIX. TRANSFER STUDENT REQUIREMENTS

The following apply to students with 16 or more transfer credits. Those with fewer than 16 transfer credits follow the Freshman Curriculum.

A. General Studies

The “25% Rule:” Every student must take 25% of Stockton credits in General Studies courses (GAH, GEN, GIS, GNM, GSS). Additional credits taken above 128 do not add to the General Studies requirement.

Specific requirements depend on the student’s transfer status:

1. A student with 64 or more credits or an Associate in Arts or Associate in Science degree from a New Jersey community college must meet the 25% Rule and must include 4 credits from the GIS category.

2. A student who has fewer than 64 transfer credits and who does not have an Associate in Arts or Associate in Science degree from a New Jersey community college must meet the General Studies distribution requirements listed above under “The Numbers.” However, some transfer courses can be used to meet part of these requirements if their content is appropriate. This option is limited to a maximum of 4 credits each in the GAH, GEN, GNM and GSS categories.

3. A student who transfers 48 credits to Stockton needs an additional 80 credits to reach the graduation minimum of 128; at least 25% of those 80 credits, or 20 credits, must be General Studies courses taken at Stockton.

B. At-Some-Distance

Program + cognate requirements are 64 credits for a B.A. degree and 80 credits for a B.S. for transfers just as for other students. The balance of the 128 minimum requirement is General Studies + at some distance. If a transfer student’s General Studies requirement as just described is less than 32 credits, the requirement for at-some-distance courses increases accordingly. For example a student with 64 transfer credits is required to complete 16 credits in General Studies. If this student is pursuing a B.A. degree, the at-some-distance requirement would be 48 credits.

C. Writing

The Writing Requirement as described above applies fully to all students, including transfer students. However, transfer courses in composition and certain other writing courses will be credited toward the requirement as W1 courses.
D. Quantitative Reasoning

The quantitative course requirement as described above applies fully to all students, including transfer students. However, transfer courses in mathematics and statistics and certain others (up to a maximum of two) may be credited toward the requirement as Q1 courses.

E. The General Education Goals Requirement: Subscripts

Transfer students are subject to the same subscript requirements as other Stockton students, one course in each of four areas. Those areas are Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/Multicultural (I). For transfer students, one or more of these courses may already have been taken. All unfulfilled categories must be completed at Stockton. See XVIII, p. 15 of this document and the Bulletin 115 for additional detail.

See the Bulletin, pp. 30 – 31 for additional transfer policies.

XX. GRADUATION REQUIREMENTS

In order to receive a baccalaureate degree from the Richard Stockton College of New Jersey, students must meet the following requirements: (The Bulletin, p. 114)

- the 25% rule
- the distribution requirement in general studies
- the at-some-distance requirement
- the limit on allowable credits per general studies category
- the subscript requirement
- the basic studies requirement
- the quantitative reasoning requirement
- the writing requirement
- the freshman seminar requirement
- requirements in the major

Note: This Advisement and Policy Guide is not intended to replace the Richard Stockton College of New Jersey Bulletin, but rather to be used as a supplementary source. Please refer to the 2006-2008 Bulletin for additional information.