## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Equal Opportunity and Affirmative Action Statements</td>
<td>4</td>
</tr>
<tr>
<td>II. Mission, Philosophy and Organizing Framework of the Nursing Program</td>
<td>5</td>
</tr>
<tr>
<td>III. Goals of the Undergraduate Nursing Program</td>
<td>7</td>
</tr>
<tr>
<td>IV. Baccalaureate Nursing Student Learning Outcomes</td>
<td>8</td>
</tr>
<tr>
<td>V. Baccalaureate Nursing Program Outcomes</td>
<td>8</td>
</tr>
<tr>
<td>VI. The Four Year Baccalaureate Curriculum</td>
<td>9</td>
</tr>
<tr>
<td>VII. Policies Specific to the Four Year Program</td>
<td>11</td>
</tr>
<tr>
<td>A. Special Admission Situations</td>
<td></td>
</tr>
<tr>
<td>A-1 Internal Transfer Process - Fall</td>
<td>11</td>
</tr>
<tr>
<td>A-2 Internal Transfer Process - Spring</td>
<td>11</td>
</tr>
<tr>
<td>A-3 Students Applying from Another Nursing Program</td>
<td>11</td>
</tr>
<tr>
<td>B-1. Criminal Background Check and Panel Drug Screen</td>
<td>12</td>
</tr>
<tr>
<td>C-1. Uniforms – Dress Code</td>
<td>14</td>
</tr>
<tr>
<td>D. Requirements for Clinical Experience</td>
<td></td>
</tr>
<tr>
<td>D-1 Freshmen and Sophomores</td>
<td>14</td>
</tr>
<tr>
<td>D-2 Juniors and Seniors</td>
<td>14</td>
</tr>
<tr>
<td>E-1. Withdrawal from the Program</td>
<td>15</td>
</tr>
<tr>
<td>F-1. Standards for Academic Progress and Progression in the Program</td>
<td>15</td>
</tr>
<tr>
<td>F-2. RSC Science Course Grades</td>
<td>15</td>
</tr>
<tr>
<td>F-3. Transfer Science Grade Requirements</td>
<td>17</td>
</tr>
<tr>
<td>F-4. NURS Course Grades Requirements</td>
<td>17</td>
</tr>
<tr>
<td>F-5. Nursing Program Grading Scale</td>
<td>17</td>
</tr>
<tr>
<td>F-6. Reapplication to Nursing Program</td>
<td>18</td>
</tr>
<tr>
<td>F-7. Grounds for Dismissal of Nursing Students</td>
<td>18</td>
</tr>
<tr>
<td>G-1. ATI Testing</td>
<td>20</td>
</tr>
<tr>
<td>H-1. At Risk Student Policy</td>
<td>20</td>
</tr>
</tbody>
</table>
I-1. Academic Honesty Policy  21
I-2. Grade Appeal Policy  21
J-1. Policy on Formal Complaints by Students  21
K-1. Policy for Informing Students of Policy Additions/Changes  22
L-1. Classroom and Clinical Attendance Policy  22
M. Student Portfolios  23
M-1. Technical Standards and Essential Functions for Nursing  24
N. Health and Guidance Services (Student Handbook)  26
O. Additional Fees  26
P. Permission to Take Graduate Courses  27

VIII. Select Richard Stockton College Policies  27
IX. Program Accreditation Status  29
X. Complaint Process  29
I. The College Equal Opportunity and Affirmative Action Statements

Stockton University

Equal Opportunity College

Stockton University 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, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability including perceived disability, physical, mental and/or intellectual disabilities.

Affirmative Action

Stockton University stands firmly committed to the principle of equal employment opportunity. The University employs a diverse population of men and women who represent various racial, ethnic and economic backgrounds. The University 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 University regards such behavior as a violation of the code of conduct required of all persons associated with the institution.

The Affirmative Action Officer acts as the Title IX Coordinator. In addition, the University complies with federal and state civil rights laws and regulations.

Stockton University
II. Mission, Philosophy and Organizing Framework of the Nursing Program

Mission

The mission of the Nursing Program of the Stockton University 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 University 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. Distance education is available in the RN to BSN and MSN programs.

Philosophy

Beliefs About Teaching and Learning

Teaching

- Effective teaching occurs in an open and collegial environment
- Education and teaching are rigorous and relevant
- A variety of teaching modalities are critical to address individual learning styles
- Teaching is both an art and a science
- Effective teaching occurs in an environment that fosters intellectual curiosity and critical thinking
- Technology is an important component of the education process
- Teaching is outcome driven
- Educators are responsible and accountable for effective teaching

Learning

- Learning is a dynamic process
Learning is self-directed with faculty facilitation
Learners possess varied learning styles and capabilities
The psychomotor, cognitive and affective domains are critical to effective learning
Learning is a life-long process
Learners respond to a variety of educational strategies and settings
Learning involves depth and breadth
Learning is most effective when ideas are expressed in an open, non-threatening environment
Students take responsibility and accountability for their own learning

**Beliefs About the Nature of Humans**

“Humans are adaptive systems with cognator and regulator subsystems acting to maintain adaptation in the four adaptive modes: physiologic-physical, self-concept, role function, and interdependence”, (Roy, 2009, p. 12).

We further believe humans are biopsychosocial spiritual beings, interacting with, and adapting to their internal and external environments. Humans are unified wholes, seeking balance and equilibrium among the elements of their environments.

Humans are viewed as rational and goal directed with both the freedom and responsibility to determine a particular level of optimal health for themselves and the pathway to achieve it, as long as it does not infringe on the rights of others.

**Beliefs About the Nature of Environment**

“All conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups, with particular consideration of mutuality of person and earth resources” (Roy, 2009, p. 12) define environment and the person’s relation to it.

The environment consists of a dynamic interrelationship between internal and external conditions and stressors that impact the person. Internal environment is composed of the physiological, psychological, developmental and spiritual selves. The external environment includes the family, community, nation and universe.

Society, as a segment of the environment, should provide an equal opportunity for persons to reach their maximum potential, regardless of gender, race, age, sexual orientation, class or ethnicity.

**Beliefs About the Nature of Health**

Health is “a state and a process of being and becoming integrated and whole that reflects person and environment mutually” (Roy, 2009, p. 12).
We further believe in the eudaemonistic model of health which includes the non-disease states of achievement, self-control, self-fulfillment, growth opportunities, education, self determination and well being.

**Beliefs About the Nature Of Nursing**

Nursing is “a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups, and the global society” (Roy, 2009, p. 3).

The goal of nursing is to “promote adaptation for individuals and groups in the four adaptive modes, thus contributing to health, quality of life, and dying with dignity by assessing behavior and factors that influence adaptive abilities and to enhance environmental interactions” (Roy, 2009, p. 12).

Nursing includes those activities that foster adaptation through the manipulation of focal and contextual stimuli. If wellness can no longer be maintained and the person’s state becomes one of illness, permanent disability, progressive debility or death, nurses must provide palliative care with all the skills, knowledge, and wisdom they possess. We believe clients have the right to make decisions regarding their own healthcare. The preservation of human dignity is an integral component of professional nursing.

We believe the major roles for nursing are client advocate, educator, activist and carer. Additional roles include change agent, leader, researcher, collaborator, problem solver and care provider. The concepts of altruism, critical thinking and ethical decision making permeate all roles. Nurses must be thoroughly committed to clients and active politically and socially in seeking solutions to the profound human health problems and social injustices of our time.

**References**


Rev: 5/2015

**Organizing Framework**

The organizing framework of the Nursing Program is based on The Roy Adaptation Model which is congruent with the metaparadigm of nursing. The major elements of person, environment, health and nursing are defined using the totality world view.

**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 Student Learning Outcomes

1. Utilize The Roy Adaptation Model 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. Of all matriculated students, 70% 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. Of all program graduates, 95% who seek employment will be employed in nursing within six months of passing NCLEX-RN.
4. Of all program graduates, 100% will annually attend continuing education programs
5. Of all program graduates, 50% 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. Of all program graduates, 20% will pursue graduate nursing education within five year of graduation
8. Of employers of program graduates, 80% 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. Of all program graduates, 50% will assume leadership roles in a variety of clinical practice settings within five years of graduation
10. Of all program graduates, 40% will seek specialty certification within five years of graduation
VI. The Four Year Baccalaureate Curriculum

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<thead>
<tr>
<th>Freshman Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>GEN</td>
<td>W1</td>
</tr>
<tr>
<td>PSYC 1100</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>CHEM 2010/2015</td>
<td>Chemistry for Life Science I</td>
</tr>
<tr>
<td>GSS 1053</td>
<td>Ethics and Professionalism (Freshman Seminar)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 1270/1275</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>CSIS 1206</td>
<td>Statistics</td>
</tr>
<tr>
<td>CHEM 2020/2025</td>
<td>Chemistry for Life Science II</td>
</tr>
<tr>
<td>NURS 1901/1905</td>
<td>Foundations of Professional Nursing</td>
</tr>
<tr>
<td></td>
<td>3 hours lecture</td>
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<tr>
<td></td>
<td>3 hours clinical laboratory</td>
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<table>
<thead>
<tr>
<th>Summer Between Freshman and Sophomore Year or Fall of Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNM 2325</td>
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<table>
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<tr>
<th>Sophomore Year</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
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<tr>
<td>BIOL 2270-2275</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>PSYC 3322</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>NURS 2901/2905</td>
<td>Nursing Assessment I</td>
</tr>
<tr>
<td></td>
<td>2 hours lecture</td>
</tr>
<tr>
<td></td>
<td>3 hours clinical laboratory</td>
</tr>
<tr>
<td>GNM</td>
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| **Spring**    |         |
| NURS 2422     | Pathophysiology | 4 credits |
| NURS 2505     | Pharmacology for Life Science | 4 credits |
| NURS 2902-2906| Nursing Assessment II | 3 credits |
|               | 2 hours lecture |  |
|               | 3 hours clinical laboratory |  |
| BIOL 3020     | Microbiology for Life Science & Lab | 4 credits |
### Junior Year

**Fall**
- NURS 3901/3905  
  Care of the Adult I  
  4 hours lecture  
  12 hours clinical  
  Credit: 8 credits
- GAH (A or H)  
  4 credits
- GSS  
  4 credits

**Spring**
- NURS 3334  
  Research Methods  
  3 credits (will be available in the fall of 2016 for the class of 2018)
- NURS 3903/3907  
  Care of the Childbearing/Childrearing Family  
  4 hours classroom  
  6 hours clinical  
  6 credits
- NURS 3902/3906  
  Psychosocial Nursing  
  3 hours lecture  
  6 hours clinical  
  5 credits

### Senior Year

**Fall**
- NURS 4335/4935  
  Professional Nursing in the Community  
  4 hours classroom  
  6 hours clinical  
  6 credits
- NURS 4910/4912  
  Care of the Adult II  
  4 hours classroom  
  6 hours clinical  
  6 credits
- GAH (A or H)  
  4 credits

**Spring**
- NURS 4638  
  Issues in Nursing  
  4 credits
- NURS 4915/4916  
  Care of the Adult III  
  4 hours classroom  
  12 hours clinical  
  8 credits
- GIS  
  4 credits

**Total Credits:** 128

1 clinical credit = 3 hours  
Credit Breakdown:  Nursing Science = 64; Science = 20;  
ASD = 12; G = 32 = 128  
Clinical Hours: 765 hours
VII. Policies Specific to the Nursing Program

These policies are in addition to college policies found in the Stockton University Bulletin, 2015-2016.

A-1. Internal Transfer – Fall Admission

Transfer applications into The Program will only be accepted from students enrolled in Stockton University for at least one semester. Internal transfer students must have a minimum grade of B in science courses and must apply by December 15. Internal transfer students are in the same applicant pool as high school students. Because Stockton nursing courses begin in the freshman year, all internal transfer students who have not taken nursing courses will be required to complete 3 and ½ years or 7 additional semesters at Stockton. Students who have not completed a college level Chemistry I course, with a grade of B or higher will only be eligible for admission the following fall.

A-2. Internal Transfer - Spring Admission

Internal transfer students who meet the December 15 deadline and with a grade of B or higher in a college Chemistry I course, may be eligible for acceptance in January. The Program will consider transfer students in the pool of spring applicants when seats are available. See the Program homepage for detail about the internal transfer process.

A-3. Students Applying to RSC Nursing from Another Nursing Program

Students who started a nursing program at another institution and wish to transfer in the sophomore or junior nursing class will be evaluated on an individual basis. The Nursing Program Coordinator will review all transcripts for congruency with the Stockton Nursing curriculum. Comparable nursing courses will be accepted if the student was enrolled in an accredited and fully approved nursing program and earned at least a B in all nursing and science courses. An overall B average is also required. Transfer is based on seat availability in the appropriate class. Applications must be submitted by December 15 for admission in either January or September of the following year.

B-1. Criminal Background Checks and Drug Screens

Students entering the Nursing Program must be able to pass a criminal background check and 11 panel drug screen by August 1 of the freshmen year. An additional criminal background check and 11 panel drug screen must be successfully completed by June 15 of the junior year. Information about obtaining the background check will be given to freshmen students at summer orientation.

The Nursing Program at Stockton University adheres to policies required by clinical affiliates where student clinical learning experiences occur. Since clinical affiliates require criminal background checks (CBC) and drug screenings for all students coming to their facility, all nursing students will conform to the following policy mandates. Students are responsible for all costs related to criminal background checks.
**Criminal Background Check (CBC) Requirements:** The Admission CBC must be completed by August 1, prior to September admission into the freshmen year. The second CBC must be completed by prior to June 15 of the junior year. All documents must be received by the Nursing Program Clinical Liaison or Program Coordinator by **August 1**, of the freshmen/admission year and June 15 of the junior year.

- Results of the Admission CBC will be valid for two years
- Students must use the TABB site found on the College homepage for the CBC – no other results will be accepted
- History of the following infractions will disqualify the student from enrollment in the Nursing Program:
  - Felony convictions
  - Misdemeanor convictions, probated sentences or felony deferred adjudications involving crimes against persons – including physical or sexual abuse
  - Misdemeanor convictions related to moral turpitude – including prostitution, public lewdness/exposure, theft, etc
  - Felony probated sentences or deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances
  - Registered sex offenders
- If the nursing student leaves the Program for more than two semesters, a new CBC is required prior to return
- A nursing student who is charged/convicted of a criminal offense must report the charge or conviction to the Nursing Program Coordinator within three days of the charge.
- A nursing student whose second (just prior to junior year) CBC reveals any of the infractions noted above, will be disqualified from participating in any clinical experience and will then be dismissed from the Program.

**Students should also note that a third successful criminal background check must be completed after graduation and before taking the licensure exam (NCLEX-RN).**

**Drug Screening Policy:** When the perspective nursing student undergoes the Admission CBC, an initial urine drug screening will be completed at the same time. This screening will also take place by August 1 prior to admission for the freshmen year and June 15 of the junior year. All results must be received by the Nursing Program designate within this time frame. Students are responsible for all costs related to drug screens.

- Results of the drug screening will be valid for two years, unless there is reason for a faculty member to initiate a random drug screening.
Students must use the TABB site found on the College homepage for instructions and registration for the drug screening.

Urine panel screenings will consist of the following 11 chemicals: barbiturates, cocaine, opiates (heroin & codeine), propoxyphene, amphetamines, benzodiazepines (valium and librium), methodone, phencyclidine (PCP), cannabinoids, THC, Demerol, Percodan.

A positive admissions drug screen will result in dismissal from the Nursing Program. A prescribed medication that shows up on a drug screen requires a letter to the Nursing Program Coordinator from the prescribing licensed physician or nurse practitioner within one week of the formal notification of the drug screen report.

If a nursing student has a positive drug screening on the test done just prior to the junior year, the student will not be permitted to participate in the clinical component of a nursing course and is required to withdraw from all nursing courses for a period of one year. Students may apply to the Nursing Program Coordinator for immediate reinstatement warranted by individual circumstances. The application for reinstatement due to individual circumstances must occur within a period of 5 days of the positive drug screen results in the form of an electronic communication to the Nursing Program Coordinator. When a challenge to a screening is issued by a student, only the original urine sample will be used.

A student who had a positive drug screen and wishes to return to the Program in one year, and does not appeal for immediate reinstatement, must undergo chemical dependency evaluation and treatment by a therapist specializing in addiction behaviors. In order to be considered for full reinstatement at the end of the year, a statement is required by the addiction behavior therapist indicating rehabilitation related to the substance identified in the drug screening. The documentation must also include a statement that the student is able to function effectively and provide safe care for clients in all clinical sites. The student is responsible for communicating intent to return in one year, electronically, to the Nursing Program Coordinator within 5 days of the positive drug screen results.

A second positive drug screening by the same student, after reinstatement in the Program, will result in dismissal from the Nursing Program with no appeal process.

All students are subject to random drug screening at the discretion of a nursing faculty member with due cause.

Note: Individuals with a history of any disqualifying behavior on the CBC or drug screen, will only be considered for readmission to the Program if the NJ Board of Nursing issues a statement that the student is eligible for initial licensure as a registered profession nurse following program completion.

In addition to meeting the above criteria there are Technical Standards and Essential Functions that nursing students must meet. See Policy #M-1 on page 22 of this document.
C-1. Uniforms - Dress Code

The Nursing Program requires student uniforms and the Stockton student photo identification for all clinical experiences. Scrubs are required for freshmen and sophomore labs and uniforms are required for the junior and senior year clinicals. Students are required to have a watch with a second hand and a penlight.

Student scrubs should be at least 65% polyester, 35% cotton. The uniforms will consist of black scrub pants (cargo pants), and white scrub tops (v-neck, tunic with pockets). Long sleeve, or ¾ sleeve, white or black t-shirts may be worn under the white top. A white or black warm up jacket – with snap front, 2 pockets, or a consultation jacket with collar are optional. Black or white full color athletic shoes or uniform shoes, no clogs or open toed shoes are permitted. Only black or white socks are permitted.

Students will be required to buy a student uniform for the junior and senior year off campus clinical experience. The uniform for clinical consists of the black scrub pants (cargo pants) and white V-neck tunic with the black band insert in the right sleeve and the Stockton University patch in the left sleeve. Students are expected to maintain a professional appearance in all clinical areas. Hair must be neat and off the face, unnatural colors (pink, purple, etc.) are not allowed. Jewelry is allowed but may only include small white, silver, or gold post earrings. A simple band ring is permitted. No facial or tongue piercings are allowed in the clinical area. Artificial tips or nails and nail polish are prohibited. As required by hospital policy, all tattoos must be covered when the student is in uniform.

Appropriate uniforms must be worn for all clinical experiences, both on and off campus. All aspects of the above dress code apply to both on and off-campus experiences.

D-1. Freshmen and Sophomore Requirements

Prior to enrollment in the freshmen year, all incoming nursing majors are required to have completed a criminal background check and an 11 panel drug screen conducted by August 1. In addition, freshmen are required to have completed CPR certification, American Heart Association BLS for health care providers and to provide documentation of either a 1-step or a 2-step PPD. Students are provided detail about these requirements at orientation in June and written documentation must be provided to the Nursing Program Clinical Liaison or Program Coordinator. Documents attesting to required immunizations and proof of personal health insurance are on record in Health Services and the Program will access them if necessary.

D-2. Junior and Senior Requirements for Off-Campus Clinical Experience

Students must provide proof of the following before June 15 of the junior year:

- A physical examination by a physician or nurse practitioner
- Tuberculosis screening (PPD/TST/2-step) required annually. The 2-step test may be done only once. This may be done at the Student Health Center
Cardiopulmonary Resuscitation Certification (CPR) for Health Care Providers –
American Heart Association only.
Current tetanus vaccine (within 10 years)
Proof of personal health insurance (submitted to Health Services)
Laboratory results for the following with titers:  
- Hepatitis B
- Measles
- Mumps
- Rubella
- Varicella

All requirements for the clinical area are due by June 15 of the junior year. This includes up to
date CPR and immunizations. Students who do not have all requirements met will not be
permitted in the clinical area. Missed clinical days, due to the above, must be made up. Please
note that proof of health insurance and immunization records are also sent to Health Services –
freshmen do not have to resubmit to Nursing.

*Students may be required to attend clinical (lab or off-campus) on precepting days.

Students are expected to attend all clinical experiences (lab or off-campus) as scheduled. See
Policy VII.L-1 for attendance requirements.
Clinical facilities are selected based on the opportunity to provide the student experiences that
meet the learning outcomes of the course. The assignment to a clinical group is made at the
beginning of the semester, or earlier, and is dependent on faculty and the institutions availability.
Students must be aware that they may need to travel a distance to attend assigned clinical sites.
Students should also be aware that some clinical rotations may be in the evening or on Saturday.
Please note that the College carries malpractice insurance on all students to the fully policy
limits.

E-1. 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.

F-1. Standards of Academic Progress and Progression in the Program:

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

F-2. RSC Science Course Grades

1. In order for students to progress through the nursing program, the following science
courses must be taken by all prelicensure BSN students:
   a. Chemistry I for Life Science (first semester)
   b. Chemistry II for Life Science (second semester)
c. Anatomy & Physiology I (second semester)
d. Anatomy & Physiology II (third semester)
e. Microbiology for Life Science (fourth semester)

- Students must receive a grade of at least a C in the above noted science courses in order to progress.

*If a grade of C- or less is earned, the student may repeat the course once at RSC. Refer to the “Transfer Credit after Matriculation” statement linked here or in the University Bulletin to evaluate eligibility to repeat the course at another institution. Contact the Academic Appeals Board at academicappeals@stockton.edu to request a waiver of eligibility requirements. Submitting an appeal does not guarantee a waiver. If the student does not take the course at another institution, the student will have to take the course at RSC the following academic year.

- A student who is not successful in A&P or A&P II (at least a C), and wishes to repeat it at another institution, must take both Anatomy and Physiology I and II over the summer in order to progress.

- Off-campus courses must be approved by the Professor teaching the course at RSC as well as personnel in Student Records and Academic Advising. This must occur prior to course registration and the form “Permission to take a Course at Another College” must be completed by the student.

- Failure to earn a B in the repeat science course (if taken at another institution) results in dismissal from the Program.

- Only select courses are approved for students who must retake Chemistry for Life Science II (<C grade). The following courses may be taken to replace Chem II:
  1. Mercer County Community College – CHE 107, General and Physiologic Chemistry
  2. Ocean County College – CHEM 182 and BIOL-161 (both must be taken)
  3. Camden County College – CHM-102 General Chemistry II

- Students who earn a D or F in a required science course, must retake the course at RSC. If the GPA is < 2.0, the student is dismissed and may not retake the course.

- The student who withdraws with a D or F, must apply to the Nursing Program for readmission by June 15 by letter or email to the Nursing Program Coordinator. See Policy F-6.
F-3. Transfer Science Grade Requirements

- A grade of B is required in order to transfer Anatomy and Physiology, Chemistry and Microbiology courses to Stockton.

- Science courses must **not be more than 5 years old**. If they are, the courses must be retaken at Richard Stockton College.

- Both A&P I and II must be transferred together.
- Faculty strongly recommend students transferring in advanced placement Anatomy & Physiology from high school repeat these courses at Stockton.

- The designated Richard Stockton College chemistry, A&P and microbiology professors will evaluate courses for transfer approval when necessary.

- Transferred science courses are not calculated in students’ GPA.

F-4. Nursing Course Grade Requirements

- In order to progress, nursing students must earn a C+ (77%) in all nursing courses with a clinical or lab component (clinical course), and a C in Research, Issues, Pathophysiology, and Pharmacology (non-clinical NURS courses). Clinical and non-clinical nursing courses **may be repeated once if the student has an overall GPA of 2.0 or >**.

- A student who fails the didactic portion of a lab or clinical course, or who fails the lab or clinical component of a course, must repeat both the didactic and the lab or clinical component upon repeating the failed course.

- A grade of C or lower in clinical nursing courses with a GPA below 2.0 constitutes dismissal from the program. Clinical courses are NURS 1901, 1905, 2901, 2902, 2902, 2906, 3901, 3905, 3902, 3906, 3903, 3907, 4335, 4935, 4901, 4912, 4915, 4916.

F-5. Nursing Program Grading Scale

- The Nursing Program grading scale is as follows:

  A = 93-100  A- = 90-92  B+ = 87-89  B = 83-86  
  B- = 80-82  C+ = 77-79  C = 73-76  C-= 70-72  
  D+= 67-69  D = 63-66  D-= 60-62  F = <60

All grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstances.
• Students who pass NURS 1901, in the spring semester of freshman year and have to repeat a science course, do not have to reapply for entrance into the Nursing Program as long as the GPA is satisfactory (2.0) and as long as they did not withdraw from the science course with a D or F grade.

F-6. Procedure for Reapplication to the Nursing Program

• Students with a failing grade, defined as a D or F, who electively withdraw from a Nursing Program course or required science course, prior to its completion, will have to reapply to the Nursing Program for readmission for the next fall semester.

• Students who receive less than a C in a didactic nursing course, less than a C+ in a clinical nursing course, or less than a C in a required science course, and whose GPA is < 2.0, may apply for readmission.

The following procedure must be followed to apply for readmission:

1. Notify the Nursing Program Coordinator by letter or email of your request for readmission - by December 15 or June 15, whichever is applicable. Failure to respond by these dates will result in your dismissal from the Program.
2. Outline your plan for academic success in the future.
3. Discuss any extenuating circumstances that resulted in your final course grade or withdrawal from the course/s in question.

The Nursing Faculty will:

1. Provide the decision within 15 working days following the request for readmission. If the student is retaking the course either at RSC or another institution, the decision will be rendered no later than 15 days after the receipt of the transcript.
2. Utilize the following criteria for decision making:
   a. Current overall GPA
   b. Current science GPA
   c. Current nursing GPA
   d. The quality of your plan for academic success
   e. Consideration of extenuating circumstances that resulted in your final course grade or course withdrawal

F-7. Policy & Procedure: Grounds for Dismissal of Nursing Students

Certain unethical and egregious behaviors while a student is in the Nursing Program at Stockton University may be grounds for the action of dismissal from the Program. The following behaviors fall into this category:
• Diverting client’s medications or other supplies;
• Engaging in behaviors that result in harm to the client;
• Falsifying clinical documents;
• Fabricating vital signs and other client information;
• Documentation of clinical procedures that were not performed;
• Taking medical supplies from the Nursing clinical labs or any other clinical site;
• Engaging in unfamiliar clinical procedures without the presence of a clinical instructor or agency professional nurse representative present;
• Coming to class and/or any clinical site under the influence of drugs and/or alcohol;
• Engaging in sexual activity with a client;
• A HIPAA violation to include inappropriately revealing health information about clients or fellow students;
• Reckless and grossly unsafe clinical behaviors;
• Unprofessional behaviors;
• Failure to successfully complete a Criminal Background Check and 11 Panel Drug Screen by August 1 of the freshmen year and June 15 of the junior year;

If any of the above stated infractions are alleged to have taken place, the student shall be charged and if the charges are sustained, will be dismissed from the Program. Below is the process that will be followed by the Nursing Program:

• The student is notified both verbally and in writing of the allegation via read receipt email and certified mail, by the nursing faculty member involved, which if sustained will result in dismissal. This notification occurs within three (3) business days of knowledge of the infraction by someone in the University’s Nursing Program and the notice will include the reasons and evidence for the action.
• If the student chooses to appeal, the student must respond in writing of the intention to appeal the notice of potential dismissal to the Nursing Program Coordinator within five (5) business days of receipt of the written notification. If no appeal is received within that five (5) day period, the allegations will be found to be sustained and the dismissal from the Nursing Program will be based on the initial notification letter.
• If an appeal is filed, a nursing faculty committee of at least five (5) will meet to consider the written appeal, not including the nursing faculty member(s) involved in bringing the allegation. In addition to the faculty committee, the Program Coordinator or designee will be present at the hearing to act as a non-voting convener of the hearing. This hearing will occur within five (5) business days of notification of the student’s appeal. The student may bring one representative who shall act only in an advisory capacity and not participate. The student may also bring witnesses to provide testimony and provide evidence at the hearing in addition to making their own statement. The student will be
notified in writing via certified mail and read receipt email, within five (5) business days, of the committee’s decision.

- If the student is not satisfied with the outcome, the appeal will then go to the Dean of Health Sciences for review. If the decision is upheld and the student is still not satisfied, the appeal will then go to the Provost who will make the final determination of the University as to dismissal of the student from the Nursing Program.

Please note that some behaviors may also trigger charges of academic dishonesty. For example, falsifying clinical documents, fabricating vital signs and other client information and documentation of clinical procedures that were not performed could fall in this category. The student would then be charged with academic dishonesty based on the University’s Academic Honesty Procedure and if the charges are sustained may include sanctions up to and including expulsion.

G-1. Assessment Technologies Institute (ATI)

The Nursing Program uses the Assessment Technologies Institute (ATI) testing system to evaluate student progress and to help prepare for the NCLEX-RN. This testing packet is purchased by the student in the freshmen year and costs approximately $490. ATI offers the virtual NCLEX preparation program that students are required to take in preparation for NCLEX-RN. This program is an additional cost to the student. The Faculty reserves the right to select another testing service when appropriate.

H-1. Policy and Procedures for At Risk Pre licensure Students

Purpose:
The purpose of the at-risk policy is to identify the student at-risk, and provide remediation and counseling to those individuals who are exhibiting weaknesses in the classroom or clinical area. Remediation is a system of support for the student and is not a disciplinary action. Referrals may be made for any significant areas of weaknesses to include professional competencies and behaviors. Faculty seek to ensure that each student successfully completes the program and is prepared to take the NCLEX-RN examination.

Description of the Process:

A. Step 1: The following criteria apply to all nursing majors in an effort to identify those students at risk:

1. Any student scoring < 80% on a exam or assignment at any time during the semester
2. Any students with a GPA < 2.5, with a nursing course grade below 80% at the end of the semester
3. Any student who self identifies as having test anxiety
4. Lack of initiative for learning and commitment- to be assessed by the course instructor and the student’s preceptor
5. Any student with poor test taking skills – student or instructor identification of this problem
B. **Step 2:**
   1. Students who meet the above criteria for at-risk must make an appointment to meet with their preceptor to inform them of their at-risk status within one week of identification of the at-risk status and to develop an action plan to assist in improving the student’s performance.
   2. Every academic semester, preceptors will review the academic progress of all preceptees and will send those names who meet one or all of the criteria to the Nursing Program Coordinator.

C. **Step 3: Suggested Strategies/Resources for the Student/Preceptor Action Plan May Include:**
   1. Develop a detailed plan to improve the problem area
   2. Explore test anxiety and refer students with test anxiety to the Counseling Center for further evaluation
   3. Explore test-taking skills with the student and provide coaching as necessary
   4. Reinforce the tutorials like Nurse Logic and the study and test-taking strategy skills tutorials included with the student’s ATI package.
   5. Complete and maintain the “Semester Action Plan for At Risk Student”

Students who are not identified at-risk may also access these resources anytime.

I-1. **The University Policy on Academic Honesty can be found at**


The Nursing Program abides by this policy when academic honesty issues arise.

I-2. **The University Policy on Grade Appeals can be found at:**


The Nursing Program adheres to this policy when issues of grade appeals arise.

J-1. **Policy on Formal Complaints by Students**

   Sexual harassment and handicapped/disability grievances are described in the *University Bulletin*.

   I. A complaint that is specific to the Nursing Program is initially handled within the Program. Complaints include, but are not limited to, discriminatory treatment by a professor, inconsistent and biased grading practices and lack of respect. Students who wish to submit a formal complaint, must adhere to the following

   A. The student will first discuss the problem with the faculty involved
   B. If no resolution, the problem is taken, in writing, to the Program Coordinator
C. If no resolution, the problem is referred to the Associate Dean of the School of Health Sciences and to the Dean if no resolution
D. If no resolution, the problem is referred to the Provost
E. The Provost’s recommendation is the final decision

K-1. Policy to Inform Students of Policy Additions or Changes

The Advisement and Policy Manual is available to each student electronically on the Nursing Program’s webpage and contains curriculum information and the policies that will pertain to the student during their time at Stockton University. The Advisement and Policy Manual is reviewed and updated yearly in May. New or revised policies that faculty deem important enough to implement immediately upon adoption will be provided to students in writing. Such policies can include, but are not limited to, issues of safety, program mission, goals and expected student outcomes. When this occurs, the following process applies:

1. Every student will be provided a written copy of a new policy or a change to an existing policy – by nursing faculty. This will occur at the first class meeting following policy adoption.
2. The policy will be explained at this time by the faculty member teaching the course.
3. Students will sign that they have received the policy change or addition. The faculty member will provide a master sheet for students’ signatures.
4. The Nursing Program Coordinator and Graduate Director will maintain these receipts in the student’s file.
5. Students will sign a yearly receipt that they have accessed and read the current Advisement and Policy Manual.

L-1. Policy on Classroom and Clinical Attendance

Nursing majors are expected to attend all lectures, on campus and off campus clinical experiences, testing situations and field trips as assigned by faculty. This policy applies to all courses with a NURS acronym, all clinical assignments and lab assignments.

**Classroom Absences:** Students are required to attend all lectures. Once a student misses two lectures at any time during the semester, a physician or nurse practitioner must provide written documentation of illness for all subsequent lecture absences. Lateness of > 15 minutes will be treated as an absence.

If a student must miss a scheduled quiz or test due to a serious illness or emergency situation, the student must notify the faculty member of the situation prior to the quiz/test. The faculty member will determine if a make up quiz or exam will be arranged and the student will make up the test at the faculty member’s convenience. Make up quizzes and tests may be in the essay format. Written documentation by a licensed primary care provider is required for any missed quiz or exam due to a serious illness or emergency situation.

**Clinical Absences:** Students are required to attend all clinical experiences. This includes on campus and off campus clinical assignments. If a student is ill and cannot safely attend clinical,
the clinical instructor must be notified at least one hour prior to the beginning of the clinical day or the scheduled lab. Documentation from the student’s primary care provider will be submitted to substantiate the absence and is required prior to returning to clinical. If a student misses a second clinical day or lab experience, a physician/nurse practitioner’s written documentation of the situation is required. The student will receive a written action plan with a statement that the student is in danger of not passing the clinical portion of the course.

If written documentation is not presented within three days, the student will be required to withdraw from the course. The procedure described in the following paragraph will apply.

Should a student miss a third clinical day, the student will be required to withdraw from the course and will be able to repeat the course the next time it is offered. The student may request a meeting with the Nursing Faculty to explain the situation and petition to remain in the course. A 2/3 vote of the faculty will decide the outcome. This applies to both on campus lab and off campus clinical experiences.

**Clinical Lateness:** Students must report to the clinical instructor whenever they cannot arrive at the clinical site by the expected time. All lateness must be reported to the clinical instructor, regardless of the degree of lateness, prior to the expected arrival time. Failure to do this constitutes a missed clinical day and the student will be sent home. Lateness over one hour will be considered an absence and the student will be sent home.

A student who is late twice (< one hour), will receive an action plan that informs the student of being in danger of not passing the course.

A student who is late three times (< 1 hour) will be required to withdraw from the course and repeat it the next time it is offered. The student may request a meeting with the Nursing Faculty to explain the situation and can ask to remain in the course. A 2/3 vote of the faculty will decide the outcome. This applies to both on campus labs and off campus clinical experiences.

**Assignments for Missed Clinical** Students who miss clinical days may be required to complete an alternative assignment. This assignment will be determined by the Course Lead Faculty in collaboration with the clinical instructor.

**Days:** Students have 5 days to complete this assignment.

*All written documentation must be presented to the clinical instructor within 3 days of the absence.

Note: 2/3 faculty vote means 2/3 must vote (6-7 of 10) and majority rules. In case of a tie, the case will be decided in favor of the student.

**M. Student Portfolios:** Student portfolios are required for graduation beginning with the class of 2018. Criteria and guidelines will be provided in the first nursing course.
M-1. Technical Standards and Essential Functions for Nursing

All nursing majors at Stockton University should be able to perform the following skills and behaviors:

**Sensory:**

**Visual Acuity** – must be able to sufficiently observe and assess using visual abilities – which include, but are not limited to:
- See drainage on dressings and drainage of body fluids
- Assess fluid levels in collection devices, syringes, etc.
- Distinguish color intensity
- Read gauges that monitor patient progress
- Observe changes in patient skin color
- Assess movements of patients
- Draw up correct quantities of medication in a syringe

**Auditory** – must be able to utilize auditory ability to monitor and assess health needs – which includes, but is not limited to:
- Hear normal speech level sounds
- Hear and interpret information a patient is communicating verbally
- Hear heart and lung sounds using a stethoscope
- Hear auditory signals and alarms from technical equipment
- Hear cries for help
- Communicate over the telephone

**Tactile** – must possess the ability to perform a physical assessment using tactile procedures – which includes, but is not limited to:
- Feel differences in surface characteristics
- Palpate to assess texture, shape, size, temperature and vibration
- Detect anatomical abnormalities such as edema and nodules
- Percuss body organs for signs of abnormalities

**Sense of Smell** - must be able to detect odors that may indicate a change in a client’s condition or an environmental hazard – which includes but is not limited to:

- Detect an infected wound
- Detect ketones on a patient’s breath
- Detect body fluids that have a strong or unusual odor
- Detect smoke, gases, or other noxious smells
- Detect alcohol breath

**Communication:** Effective written and oral communication in English is necessary for effective communication with clients, families and members of the health care team – which includes but is not limited to:

- Explain treatment procedures
- Health teaching and counseling
Documentation of nursing care with client/family responses
Read patient documentation and medical literature
Accurately report patient information
Recognize and respond to urgent or emergent situations

**Motor Function:** Students must have sufficient motor function, neuromuscular strength and coordination to effectively perform client care activities. Examples include, but are not limited to:

- Transfer, turn, lift clients
- Push, pull, lift and support 25 lbs
- Manipulate life support devices
- Use diagnostic instruments for physical assessments
- Perform CPR
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices
- Administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist
- Stoop and squat

**Gross and Fine Motor Coordination:** in order to provide safe and effective nursing care, the student must be able to carry out the following. Examples include, but are not limited to:

- Move about in limited patient care environments
- Perform a variety of treatments and procedures
- Calibrate and use equipment
- Write with a pen/pencil and use keyboard
- Must possess stamina to sit, stand, move within classrooms, labs, acute nursing units, operating rooms, emergency rooms, community settings, and long term care facilities for as long as required.

**Behavioral:** The establishment and maintenance of appropriate professional relations is a required component of effective performance. In order to be successful, the student must be able to exhibit the following – (examples are not limited to behaviors listed.)

- Relate to colleagues, staff, clients and families with honesty, integrity and non-discrimination.
- Adhere to the highest professional standards as prescribed by the American Nurses’ Association Scope and Standards of Practice and the Code of Ethics.
- Exercise sound clinical judgment
- Be compassionate
- Develop mature, sensitive and effective client relationships
- Complete all responsibilities required in client care
- Seek help when needed through consultation with other health care team members
Apply absolute safety practices in all instances Prioritize competing demands

**Emotional Health:** Student must possess the emotional health required for full utilization of intellectual and cognitive ability which includes, but is not limited to, the following:
- Function in stressful circumstances
- Tolerate physically taxing workloads, on occasion
- Adjust to a dynamic environment
- Negotiate conflict situations
- Function as a fully involved team member
- Establish therapeutic boundaries
- Provide emotional support for client and family
- Monitor and exhibit insight regarding own emotions

**Cognitive Ability:** Student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of undergraduate nursing study. Must be able to quickly read and comprehend sensitive written material, engage in critical thinking, clinical reasoning and evaluate and apply information in both the classroom and clinical settings.

**N. Student Health Services:**

Student Health Services provides the following for all students:

- Wellness Center, J-204 and West Quad 108, 609-652-4722, www.stockton.edu/wellness
- Alcohol and Drug Education, J204. 609-626-6855
- Certified Peer Education Program, West Quad 108, 609-626-6088
- Counseling Services, J-204, 609-652-4722
- Health Educator, West Quad 108, 609-626-6088
- Health Services, West Quad 108, 609-652-4701
- His and Her Health Options Clinic –West Quad 108, 856-365-3519, x 4
- Nutritionist, West Quad 108, 609-652-4701

Access the Stockton University *Student Handbook, 2015-2016,* for detail about these programs.

**O. Student Fees:** Nursing students are subject to additional fees during their time at Stockton University. Approximate fees are as follows:

- Criminal Background Check & 11 Panel Drug Screen - Freshmen and Junior years –
  - Criminal Background Check approximately $43.00 per check but the cost is dependent upon the number of states in which the student has lived
  - 11 Panel Urine Drug Screen = $65.00 per screen
See http://intraweb.stockton.edu/eyos/page.cfm?siteID=93&pageID=1 for more information.

- Uniforms $63.50 (+ shoes)
- Stethoscope Prices vary according to student choice
- Lab Bag $100.00 (approximately – Freshmen year)
- ATI Testing $490.00 (2d semester, freshmen year)
- Virtual ATI NCLEX Prep $150.00
- NCLEX Application $475.00 (last semester, senior year)
- Finger Prints (for NCLEX) $67.00 (last semester, senior year)
- Review Course $315.00 (last semester, senior year)
- American Heart Association Healthcare Provider Basic Life Support (CPR) Course and Certification X 2 – cost will vary
- Students need to be aware that unexpected fees or costs related to clinical requirements could arise during their four years at Stockton. Every effort will be made to provide students with advanced notice should additional costs or fees be required.

**P. Permission to Take Graduate Courses** – Nursing students who maintain a 3.5 GPA or higher by the spring of the junior year and plan to attend graduate school, may be granted permission to enroll in graduate courses in the senior year. Students meeting this criteria will be identified by their preceptors and if interested, will be recommended to the graduate program for permission to enroll in NURS 5331, Nursing Theory in the fall of their senior year, and NURS 5421 Advanced Pathophysiology in the spring of their senior year. Acceptance will be determined on a case by case basis.

**VIII. Select University Policies**

Please see the University Bulletin for the following Policies:

A. A.Leave of Absence/Readmission
B. Preceptorial Advising
C. Program Preceptors
D. D.Change of Preceptor
E. Degrees and Credit Hours
F. Depth and Breadth
G. G.The Major
H. General Education and At Some Distance
I. I.The Writing Requirement and Quantitative Reasoning Requirement
• W1 - “Writing intensive courses”
• W2 “Writing across the curriculum courses”

• The Quantitative Reasoning Requirement
  • Q1 “Quantitative reasoning intensive courses
  • Q2 “Quantitative reasoning across the disciplines courses”
  • Quantitative Course Requirements

J. J. The General Education Attribute Requirement

K. K. Graduation Requirements
IX. Program Accreditation Status:  The Nursing Program is fully accredited until 2016 by the AACN/CCNE (Commission on Collegiate Nursing Education), One Dupont Circle NW, Suite 530, Washington, DC, 202-887-6791.

The prelicensure Nursing Program was approved by New Jersey State Board of Nursing in the fall of 2014.

X. Complaint Process:  Current students and applicants for admission can submit program complaints to the New Jersey Board of Nursing, 124 Halsey St, 6th Floor, Newark, NJ, 07102, 973-504-6430.

Note:  This Advisement and Policy Guide is not intended to replace the Stockton University Bulletin, but rather to be used as a supplementary source.