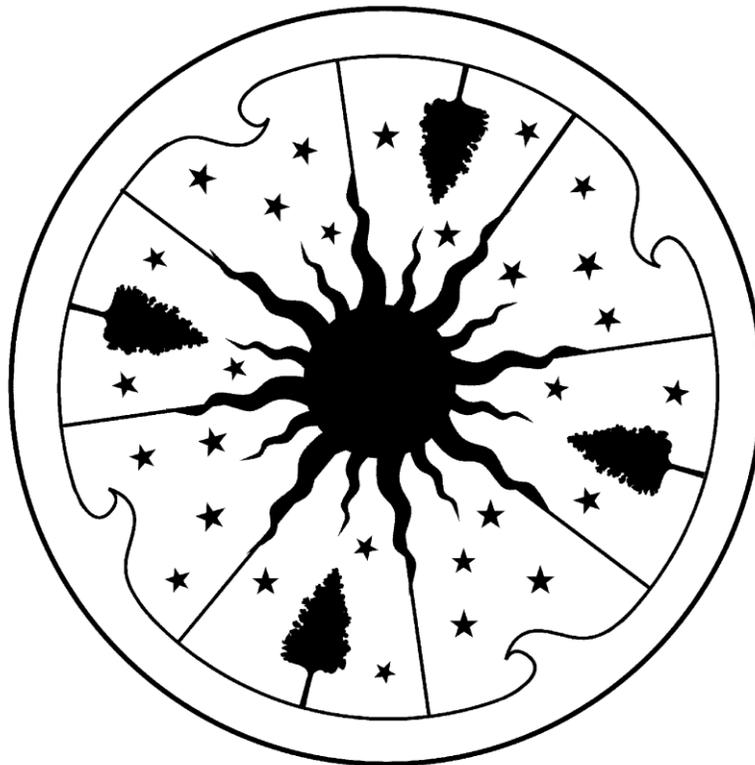


Bachelor of Science
in
Nursing Program

***RN to BSN
Advisement & Policy Guide
2015-2016***



STOCKTON UNIVERSITY

Cover art:
Terrazzo Floor, West Quad Health Sciences Center.
Arlene Slavin, Artist

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I. Stockton University Equal Opportunity College and Affirmative Action Statements.

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
University *Bulletin*, 2015-2016.

The RN-BSN Nursing Program

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

Mission

The mission of the Nursing Program of 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.

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 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 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 deaths. 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.

Roy, C. (2009). *The Roy Adaptation Model*. (3d Ed). Upper Saddle River, NJ. Pearson.

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 Roy's 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. 70% of matriculated students will successfully complete the program within five years.
2. 95% of program graduates who seek employment will be employed in nursing within six months of graduation
3. 100% of program graduates will annually attend continuing education programs
4. 50% of program graduates will join and participate in professional organizations within one year of graduation
5. Employers will be satisfied with program graduate's job performance 80% of the time

- 6. 20% of program graduates will pursue graduate nursing education within five years of graduation
- 7. 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
- 8. 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 Upper Division (RN-BSN) Nursing Curriculum

The upper division RN-BSN nursing curriculum is presented in a two year and a three year schedule. The schedules follow:

2Year Completion Model – Nursing and General Education Curriculum

Students needing Chemistry and Statistics are required to take them prior to beginning the first nursing course. These two courses are offered the summer preceding admission.

<u>Year 1</u>			Credits
Fall	NURS 3331-091	Theory in Nursing	4
	NURS 3421-091	Life Science	4
Spring	NURS 3334-091	Research Methods	3
	NURS 3333-091	Health Assessment	4
	NURS 4638-091	Issues in Nursing	2

Summer Sessions: 2 – 3 general education courses – depending on individual needs.

<u>Year 2</u>			
Fall	NURS 4421-091	Pathophysiology	4
	NURS 4436-091	Prof Nursing I	4
	* NURS 4901-091	Practicum	2
Spring	NURS 4335-091	Prof Nsg/Community	4
	** NURS 4935-001	Community Practicum	2
	NURS 4337-091	Prof Nsg II	2
	NURS 4937-091	Senior Project	3
			<u>38</u> credits

Summer Sessions: 2 -- 3 general education courses - depending on individual needs.

*Courses require clinical time
clinical time

**Course requires 45 hours negotiated

091 = online course – course meets once a month, attendance optional

Please note in addition to 38 credits in nursing science, most transfer students need 24 credits in general education, or 6 additional courses. Four may be in general education and 2 in at some distance. All 6 may be in general education. The total credits required for graduation is 128 credits.

This model represents a course of study for the student with a two-year nursing degree.

3Year Completion Model – Nursing and General Education Curriculum

Students needing Chemistry and Statistics are required to take them prior to beginning the first nursing course. These two courses will be offered the summer preceding entry.

<u>Year 1</u>			Credits
Fall	NURS 3331-091	Theory in Nursing	4
	NURS 3421-091	Life Science	4
Spring	NURS 3334-091	Research Methods	3
	NURS 3333-091	Health Assessment	4

Summer Sessions – 2-3 general education courses – depending on individual student needs.

<u>Year 2</u>			
Fall	NURS 4421-091	Pathophysiology	4
	* NURS 4901-091	Practicum	2
Spring	NURS 4436-091	Prof Nursing I	4
	NURS 4638-091	Issues in Nursing	2

Summer Sessions – 2-3 general education courses – depending on individual student needs.

<u>Year 3</u>			
Fall	NURS 4337-091	Prof Nursing II	2
	NURS 4937-001	Senior Project	3
Spring	NURS 4335-091	Prof Nsg/Community	4
	** NURS 4935-001	Community Practicum	2
			38 credits

*Courses require clinical time

**Course requires 45 hours negotiated clinical time

091 = online course – course meets once a month, attendance optional

Please note in addition to 38 credits in nursing science, most transfer students need 24 credits in general education, or 6 additional courses. Four may be in general education and 2 in at some distance, or all 6 may be in general education. The total credits required for graduation is 128.

This model represents a course of study for the student with a two year nursing degree.

Students may take up to 5 years to complete the RN-BSN program.

VII. Nursing Program Policies

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

A. Admissions

Admission to the RN-BSN Program is open to individuals who are licensed by the New Jersey State Board of Nursing to practice as registered professional nurses, or are eligible to apply to the New Jersey State Board of Nursing for licensure. The New Jersey license must be in place in order to begin the 2d semester, junior year.

To receive **26 credits for lower division nursing courses**, prospective students must have graduated from a National League for Nursing (NLNAC) or American Association of Colleges of Nursing (AACN)/Commission on Collegiate Nursing Education (CCNE) accredited program and meet college admission requirements.

In addition, the following non-nursing courses are required of students planning to transfer to Stockton as juniors:

1. Anatomy and Physiology	8 credits
2. Chemistry	4 credits
3. Microbiology	4 credits
4. English (1 course in composition and 1 in literature)	6 credits
5. Psychology (general psychology)	3 credits
6. Statistics	3 credits
7. Elective	12 credits

The typical student transfers in 66 credits: 42 in nursing and cognates, and takes an additional 38 nursing credits and 24 general education credits at Stockton.

*Refer to Section VIII-O, Standardized College Level-Equivalency Examinations for information about challenge tests for the above prerequisites.

RN-BSN applicants **must** provide documentation of the following prior to beginning the NURS 4901. Nursing Practicum:

1. A completed physical examination
2. CPR Certification
3. Malpractice Insurance

B. Clinical Requirements

B-1. Criminal Background Checks and Drug Screens

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 CBC must be completed in the 60 days prior to September admission into the senior year. All documents must be received by the Nursing Program designate by **June 30** of the junior year.

- Results of the 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 convicted of a criminal offense must report the conviction to the Nursing Program Coordinator within three days of the conviction.

- A nursing student who's 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.

Drug Screening Policy: When the RN-BSN nursing student undergoes the CBC, an initial urine drug screening will be completed at the same time. This screening will also take place within 60 days of the September admission for the senior year. All results must be received by the Nursing Program clinical affiliate by June 30 of the junior year. 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 drug screen will result in dismissal from the Nursing Program.
- When a student issues a challenge to a screening, only the original urine sample will be used. If a medication that has been legally prescribed shows up on a drug screen, the student's fully licensed primary care provider must prepare documentation on medical practice letterhead that the student was legally prescribed the drug in question. This documentation must be presented to the Nursing Program Coordinator within 5 working days of the official notification.
- 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.

B-2. Other Clinical Requirements

In addition to the CBC and drug screen, RN-BSN students must complete by June 30 of the junior year, the following:

- A physical examination by a physician or nurse practitioner
- Documentation of immunity to Rubella, Measles, TB/TST (Mantoux/2 step – if no record of a previous 2-step), Varicella, and DPT, Hepatitis B, Mumps
- CPR certification – BLS/American Heart

C. Dress Code – Clinical Assignments

RN-BSN students are expected to dress in tailored slacks or skirts, safe footwear and lab coats when gaining clinical experience in an off-site agency. The Stockton student photo identification is required to be worn for all clinical experiences. Faculty reserve the right to dismiss students from the clinical assignment if dress is inappropriate.

D. Withdrawal from the Nursing Program

Students who wish to withdraw from the Nursing Program must notify the RN-BSN Track 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 for academic progress are found in the *Bulletin*. In addition to these policies, the Nursing Program requires:

E-1. Grades

RN-BSN nursing majors must maintain an overall GPA of 2.0 on a scale of 4.0. However, a C (73%) is required in all non-clinical NURS courses, and a C+ (77%) is required in all 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. The grading scale in nursing 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

Rounding – 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 circumstance.

E-2. Grade Appeals: The College Policy regarding grade appeals can be found at:

http://intraweb.stockton.edu/eyos/policypro/content/docs/2006_070814.pdf

The Nursing Program adheres to this policy.

E-3: Grounds for Dismissal of Nursing Students

Certain unethical and egregious behaviors while a student is in the Nursing Program at the 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 June 30 of the junior year.

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.

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) members 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 College Provost who will make the final determination of the University as to dismissal of the student from the Nursing Program.

E-4. Procedure for Reapplying for Admission to the RN-BSN Program:

This procedure applies to students who were dismissed from nursing for academic reasons. Students who receive < a C in a non-clinical NURS course, and < a C+ in a clinical NURS course, and whose GPA is < 2.0, must reapply for admission. The following procedure must be followed:

1. Notify the Nursing Program Coordinator by letter or email of your request for readmission by either January 15 or June 15, depending on the semester the grade deficiency occurred.
2. Outline your plan for academic success in the future.
3. Discuss any extenuating circumstances that resulted in your final course grade.

Nursing Faculty will:

1. Provide the decision within 15 working days following the request for readmission
2. Utilize the following criteria for decision making:
 - a. Consider the current overall and NURS GPA
 - b. Consider the quality of the plan for academic success
 - c. Consideration of extenuating circumstances that resulted in the course grade

E-5. Progression to Senior Level

All prerequisite courses must be met before students can enroll in senior level courses. The criminal background check, the drug screen, the immunization record, the physical examination, CPR certification must be complete by June 30 of the junior year.

F. Policy on Formal Complaints by Students

- I. Sexual harassment and handicapped/disability grievances are described in the *College Bulletin*, 2015 - 2015.
- II. 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, will adhere to the following procedure:
 - 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

G. Policy to Inform Students of Policy Additions/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*.

H. The College Academic Honesty Policy can be found at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17> or Access the College Home Page, Academics, Academic Affairs, Policy & Procedures, Academic Honesty. The Nursing Program strictly adheres to all aspects of the academic honesty policy. No amount of academic dishonesty will be tolerated.

VIII Select College Policies

A. Leave of Absence/Readmission

Students who wish to interrupt their education for more than one term must apply for a leave of absence through the Office of the Registrar. A Leave of Absence permits a student to interrupt his/her education for a period up to five years and to reenter Stockton without formally applying to the College or forfeiting the original term of matriculation. Students may miss one semester without requesting a formal leave of absence or having to reapply to the College. See the *Bulletin* for additional detail.

B. 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. Students are responsible for scheduling appointments with preceptors during the allotted time. (See the *Bulletin*).

C. 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.

D. 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 or online.

E. Degrees and Credit Hours

Stockton University offers two doctoral degrees, >40 bachelor degrees and 13 master 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*.

F. Depth and Breadth

The University 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*).

G. 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.

H. General Education and At Some Distance

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*)

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 at ARTV acronym course.

I. 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 of C or better, including
- a W1 course taken during the freshman year, and
- two-three additional W1 or W2 courses, one of which must be a 3000 or 4000 level (Professional Nurse in the Community and Research Methods are W2 courses).

J. 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: Note: (Statistics is a Q1 course)
- at least one Q1 course (one must be taken during the freshman year), and
- at least one Q2 course. (Note: Research is a Q2 course)

(The *Bulletin*)

K. The General Education Attribute Requirement

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. Theory in Nursing is a Values/Ethics course and Professional Nursing in the Community is an International/Multicultural Course.

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.

L. Graduation Requirements

In order to receive a baccalaureate degree from the Richard Stockton College of New Jersey, students must meet the following requirements:

- the 25% rule (25% of courses at RSC must be in general education)
- the distribution requirement in general studies
- the at-some-distance requirement
- the limit on allowable credits per general studies category
- the subscript requirement
- the quantitative reasoning requirement
- the writing requirement
- requirements in the major
- earn 128 credits

M. Transfer Student Information:

M-1. To be accepted in transfer, courses must have been taken at a regionally accredited institution, must have been completed within the last 20 years, must have been taken for a letter grade and the grade earned must be a C or higher (on a 4.0 scale), must be a college-level course and must be the substantial equivalent of a course offered at Stockton. Grades from transfer courses are not used to calculate the Stockton grade-point average; only the course credits transfer. The Office of the Registrar, the Center for Academic Advising and the preceptor evaluate credits with regard to both acceptability and applicability. Only official transcripts, official score reports and official evaluations of foreign credits will be used for this review. Transfer students must meet the same overall academic standards and requirements as students who enter Stockton as freshman (*The Bulletin*). The grade of D is not eligible for transfer.

M-2. Transfer Credits After Matriculation - Once a student has matriculated at Stockton, credits from other institutions will only be awarded if special permission is granted prior to registration. Such permission must be approved by the student's

assigned preceptor, the Program Coordinator, and the Center for Academic Advising. Permission will not be granted for any student who has lower than a 2.00 cumulative average at Stockton, for any student who has 96 earned credits, nor for any student who has 64 earned credits and proposes to take courses at a two-year institution. Select University Policies have been taken from the *Bulletin*, which can be accessed online. The *Student Handbook*, is also available online for additional detail about college policies. Both are available on the College homepage. Type in either *Bulletin* or *Student Handbook* in the Search box.

N. Standardized College-Level Equivalency Examinations

A. CLEP Examinations

As of July 1, 2001, CLEP Examinations are available only in a computerized format, and the tests have been revised. CLEP Exams taken after this date and in the new format are reviewed as follows:

Stockton awards credit for CLEP Exams if the student achieves a minimum score of 50. The amount of credits will be granted according to the same credit value as the equivalent course at Stockton. Some CLEP Exams are designed to cover more than one semester of work.

A list of all CLEP Exams along with sample test questions is available via the College Board Web site (www.collegeboard.com/clep/exams/). A list of CLEP Exams and their Stockton course equivalencies is available in the Preceptor's Resource Guide and in the Center for Academic Advising. Since not all subject examinations are acceptable for credit at Stockton, the student is urged to contact the Center for Academic Advising for assistance on all questions related to CLEP credits (The *Bulletin*). The following subject examinations are applicable to the Nursing Program:

Introductory Psychology	Human Growth and Development
Introductory Sociology	Chemistry
Freshman College Composition	
Analysis & Interpretation of Literature	

B. TECEP Examinations (Thomas Edison College Examination Program)

Stockton accepts as transfer credits those earned through the Thomas Edison College Examination Program (TECEP). For each TECEP examination, a study guide is prepared that outlines in detail the content of the examination and gives suggestions for effective preparation. Study guides are available from:

Thomas Edison State College
Registrar
101 West State Street
Trenton, NJ 08608-1176

Additional information about specific TECEP examinations accepted at Stockton is available at the Center for Academic Advising (The *Bulletin*). The Center for Academic Advising is located in CC-242, and can be reached at 652-1776, ext. 4504.

C. Excelsior College Exams

The following Excelsior College Exams are applicable to the Nursing Program:

Anatomy and Physiology (6 lower division credits)
Microbiology (3 lower division credits)
Statistics (3 lower division credits)
Life Span Developmental Psychology (3 lower division credits)

Contact: Excelsior College
7 Columbia Circle
Albany, New York 12203-5159
Call Toll Free: 888-647-2388
<http://www.excelsior.edu/portal/>

The College also has available a Credit by Examination Program. Students can receive college credits for demonstrated academic achievement in a test constructed by the College Examiner. Only matriculated students are eligible for credit by examination. See the *Bulletin* for additional details.

IX. Student Health and Guidance 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
- Nutritionist, West Quad 108, 609-652-4701

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

- X. 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. 20036 - 202-887-6791

XI. Complaint Procedure: Current students and applicants for admission can submit program complaints to the New Jersey State 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.