

Bachelor of Science in Nursing Student Handbook

2020-21



Stockton University
School of Health Sciences
Undergraduate Nursing Program

The procedures in this *Student Handbook* have been developed by the faculty of the Undergraduate Nursing Program at Stockton University. This *Student Handbook* is to be used in addition to the current college-wide policies and procedures as outlined in the Stockton *Bulletin*.

This *Student Handbook* strives to assist you in understanding Program expectations and serves as a resource during your enrollment in the Program. Every effort is made to provide accurate information in this *Student Handbook*. This *Student Handbook* reflects current procedures for the Undergraduate Nursing Program and remains effective until revised. Students will receive Town Hall and electronic notification of policies that are revised or developed that directly impact students during the current academic year. The University reserves the right to make changes at any time without prior notice.

It is your responsibility to be knowledgeable about all the information covered in this *Student Handbook* and the *University Bulletin*. If you have any questions, please see an undergraduate nursing faculty member. Be sure to keep a current *Student Handbook* as a reference throughout your enrollment in the Undergraduate Nursing program.

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I. Mission, Vision, 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 as professional nurses with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. The Nursing Program provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

The mission of the Graduate Nursing Program is to develop competent nurse practitioners to act as advanced practice registered nurses in a culturally diverse and rapidly evolving world. The University and the Graduate Nursing Program remain responsive to community needs. Independent, experiential learning fosters students to choose their education and future professional endeavors.

Vision

The vision is to be a provider of exceptional nursing education committed to scholarship, service, health equity and quality of life for all.'

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 care giver. 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

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

Rev: 6/2016

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.

II. 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

III. 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, care giver, educator, advocate and activist
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions

IV. Baccalaureate Nursing Program Outcomes

1. Of all matriculated students, 90% will successfully complete the program within five years.
2. At the completion of the program, 95% of program graduates will take the NCLEX board examination within one year of graduation. 90% 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. Student Program Learning Outcomes and Stockton Essential Learning Outcomes will be rated average of 3.5 or higher on graduate Exit Surveys.
5. Of all Program Graduates, 70% will indicate on exit surveys that they are satisfied with the program

V. The Four Year Baccalaureate Curriculum Classes Graduating 2017-2019

Freshman Year		
Fall		Credits
Course		
GEN	W1	4 credits
PSYC 1100	Introduction to Psychology	4 credits
CHEM 2010/2015	Chemistry for Life Science I*	4 credits
GSS 1053	Ethics and Professionalism (Freshman Seminar)	4 credits

Spring

BIOL 1270/1275	Anatomy & Physiology I	4 credits
CSIS 1206	Statistics	4 credits
CHEM 2020/2025	Chemistry for Life Science II*	4 credits
NURS 1901/1905	Foundations of Professional Nursing (3 hours lecture/3 hours clinical lab)	4 credits

Summer between Freshman and Sophomore Year or Fall of Sophomore Year

GNM 2325	Nutrition for Health (Distance Education)	4 credits
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Sophomore Year**Fall**

BIOL 2270/2275	Anatomy & Physiology II	4 credits
PSYC 3322	Lifespan Development*	4 credits
NURS 2901/2905	Nursing Assessment I (2 hours lecture/3 hours clinical lab)	3 credits
GNM		4 credits

Spring

NURS 2422	Pathophysiology	4 credits
NURS 2505	Pharmacology for Life Science	4 credits
NURS 2902/2906	Nursing Assessment II (2 hours lecture/3 hours clinical lab)	3 credits
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**)	8 credits
NURS 3335	Nursing Research Methods	3 credits
GAH	(A or H)	4 credits

Spring

NURS 3903/3907	Care of the Childbearing/Childrearing Family (4 hours lecture/6 hours clinical**)	6 credits
NURS 3902/3906	Psychosocial Nursing (3 hours lecture/6 hours clinical**)	5 credits
GSS		4 credits

Senior Year**Fall**

NURS 4338/4339	Population Health (4 hours lecture/6 hours clinical**)	6 credits
NURS 4910/4912	Care of the Adult II (4 hours lecture/6 hours clinical**)	6 credits
GAH	(A or H)	4 credits

Spring

NURS 4639	Professional Issues in Nursing	4 credits
NURS 4915/4916	Care of the Adult III (4 hours lecture/12 hours clinical**)	8 credits
GIS		4 credits

Total Credits: 128

1 clinical credit= 3 hrs Credit Breakdown:
Nursing Science= 64; Science= 20
ASD=12; G=32 (128 total credits)
Clinical Hours: 765 hours

**** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.**

VI. The Four -Year Baccalaureate Curriculum Classes Graduating 2020 -2023

Freshman Year

Fall

Course

GEN

PSYC 1100

CHEM 2010/2015

GSS 1053

W1

Introduction to Psychology

Chemistry for Life Science I*

Ethics and Professionalism
(Freshman Seminar)

Credits

4 credits

4 credits

4 credits

4 credits

Spring

BIOL 1270/1275

CSIS 1206

CHEM 2020/2025

GNM

Anatomy & Physiology I

Statistics

Chemistry for Life Science II*

4 credits

4 credits

4 credits

4 credits

Sophomore Year

Fall

BIOL 2270/2275

PSYC 3322

NURS 1901/1905

Anatomy & Physiology II

Lifespan Development*

Foundations of Professional Nursing
(4 hours lecture/3 hours clinical lab)

4 credits

4 credits

5 credits

GNM 2325

Nutrition for Health
(Distance Education)

4 credits

Spring

NURS 2422

NURS 2505

BIOL 3020

NURS 2210/2215

Pathophysiology

Pharmacology for Life Science

Microbiology for Life Science & Lab

Health Assessment

(4 hours lecture/3 hours clinical lab)

4 credits

4 credits

4 credits

5 credits

Junior Year

Fall

NURS 3901/3905

Care of the Adult I

(4 hours lecture/6 hours clinical**)

6 credits

NURS 3902/3906

Psychosocial Nursing

(4 hours lecture/6 hours clinical**)

6 credits

GAH

(A or H)

4 credits

Spring

NURS 3903/3907	Care of the Childbearing/Childrearing Family (4 hours lecture/6 hours clinical**)	6 credits
NURS 3335	Nursing Research Methods	4 credits
GSS		4 credits
Senior Year		
Fall		
NURS 4338/4339	Population Health (4 hours lecture/6 hours clinical**)	6 credits
NURS 4910/4912	Care of the Adult II (4 hours lecture/6 hours clinical**)	6 credits
Spring		
NURS 4639	Professional Issues in Nursing	4 credits
NURS 4915/4916	Care of the Adult III (4 hours lecture/12 hours clinical**)	8 credits
GIS		4 credits
Total Credits:		128

1 clinical credit= 3 hrs Credit Breakdown:
 Nursing Science= 64; Science= 20
 ASD=12; G=32 (128 total credits)
 Clinical Hours: 765 hours

**** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.**

VI. The Four -Year Baccalaureate Curriculum Classes Graduating 2024 and After

Freshman Year

Course		Credits
Fall		
GEN	W1	4 credits
PSYC 1100	Introduction to Psychology	4 credits
CHEM 2010/2015	Chemistry for Life Science I*	4 credits
GSS 1053	Ethics and Professionalism (Freshman Seminar)	4 credits
Spring		
BIOL 1270/1275	Anatomy & Physiology I	4 credits
CSIS 1206	Statistics	4 credits
CHEM 2020/2025	Chemistry for Life Science II*	4 credits
GNM		4 credits

Sophomore Year

Fall		
BIOL 2270/2275	Anatomy & Physiology II	4 credits
BIOL 3020	Microbiology for Life Science & Lab	4 credits
PSYC 3322	Lifespan Development*	4 credits
GNM 2325	Nutrition for Health (Distance Education)	4 credits
Spring		
NURS 1901/1905	Foundations of Professional Nursing	5 credits

	(4 hours lecture/3 hours clinical lab)	
NUR 2422	Pathophysiology	4 credits
NURS 2505	Pharmacology for Life Science	4 credits
NURS 2210/2215	Health Assessment	5 credits
	(4 hours lecture/3 hours clinical lab)	
	Junior Year	
Fall		
NURS 3901/3905	Care of the Adult I	6 credits
	(4 hours lecture/6 hours clinical**)	
NURS 3902/3906	Psychosocial Nursing	6 credits
	(4 hours lecture/6 hours clinical**)	
GAH	(A or H)	4 credits
Spring		
NURS 3903/3907	Care of the Childbearing/Childrearing Family	6 credits
	(4 hours lecture/6 hours clinical**)	
NURS 3335	Nursing Research Methods	4 credits
GSS		4 credits
	Senior Year	
Fall		
NURS 4338/4339	Population Health	6 credits
	(4 hours lecture/6 hours clinical**)	
NURS 4910/4912	Care of the Adult II	6 credits
	(4 hours lecture/6 hours clinical**)	
GAH	(A or H)	4 credits
Spring		
NURS 4639	Professional Issues in Nursing	4 credits
NURS 4915/4916	Care of the Adult III	8 credits
	(4 hours lecture/12 hours clinical**)	
GIS		4 credits
	Total Credits: 128	

1 clinical credit= 3 hrs

Credit Breakdown:

Nursing Science= 64; Science= 20

ASD=12; G=32 (128 total credits)

Clinical Hours: 765 hours

**** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.**

*The following courses may be substituted under certain circumstances and CAPP or Degree Works adjustment may be necessary.

CHEM 2110 Chemistry I—General Principles and Lab (CHEM 2115) and
CHEM 2120 Chemistry II—Organic Structure and Lab (CHEM 2125) may be substituted for
Chemistry for Life Science I 2010/2015 and Chemistry for Life Science II 2020/2025

SOWK 1103 Human Behavior in the Social Environment (4 credits) may be substituted for
PSYC 3322 Lifespan Development

VII. Accelerated Curriculum

Fall Junior Year	Credits	Spring Junior Year	Credits
NURS 1902/1915 Foundations of Nursing (lab)	5	NURS 3913/3915 Care of Adult I	6
NURS 2433 Pathophysiology – recommended to be completed prior to entry to the program	4	NURS 3904/3916 Psychosocial Nursing	6
NURS 2211/2225 Health Assessment (lab)	5	NURS 3337 Nursing Research Methods	4
NURS 2506 Pharmacology	4		
Total	18	Total	16
Summer Junior Year		Fall Senior Year	
NURS 4920/4922 Care of Adult II**	6	NURS 4925/4926 Care of Adult III**	8
NURS 3913/3917 Childbearing/Childrearing Nursing**	6	NURS 4348/4349 Population Health**	6
Total	12	NURS 4649 Professional Nursing Issues	4
		Total	18
		Total Program Credits - Accelerated	64

** Clinical hours may vary according to clinical sites. Hours are calculated in total for the semester.

VIII. Policies Specific to the Nursing Program-Special Admission Situations

These policies are in addition to college policies found in the Stockton University *Bulletin*:

A-1. Internal Transfer – There is not an undergraduate Internal Transfer Program. Undergraduate Stockton students seeking information on becoming a nurse should review the requirements for the Accelerated Nursing Program located on the nursing webpage.

A-2. Students Applying to Stockton University’s Nursing Program from Another Nursing Program

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 and must be accompanied with a letter of recommendation from the Dean of the Nursing program where the student was previously enrolled. A grade of B in all nursing and science courses is required. An overall B average is also mandatory. A qualified applicant does not guarantee admission

A-3. Taking NURS courses in Nursing Programs/Tracks

A-3a. Effective July 1, 2018, Stockton Nursing students enrolled in the Four-Year Pre Licensure program/track cannot register in classes designated for or transfer into the Accelerated Program/track or the RN to BSN program/track at Stockton University.

A-3b. Effective July 1, 2018, Stockton Nursing students enrolled in the Accelerated Program/track cannot register in classes designated for or transfer into the Four-Year Pre-Licensure Program or the RN to BSN program/track

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 the mandatory requirements. Students entering the Nursing Program must be able to pass a criminal background check and a 10 panel drug screen.

Criminal Background Check (CBC) Requirements:

- Freshman nursing students are required to have a Criminal Background Check completed and submitted to CERTIPHI by **Mid-August**. Information about obtaining the background check will be given to freshmen students at summer orientation.
- Junior nursing students are required to have a Criminal Background Check completed and submitted to CERTIPHI by **Mid-August**. An e-mail will be sent from the Academic Fieldwork Coordinator to notify the junior students of this requirement.
- Accelerated students are required to have a Criminal Background Check completed and submitted to CERTIPHI by **Mid-August**. Information regarding this requirement will be included with the admission letter. All students will complete the Criminal Background Check requirements one time prior to enrollment in the first semester*.

All documents (Criminal Background Check reports) must be received by the Nursing Program Academic Fieldwork Coordinator or Program Coordinator by the designated due dates or the student will be dropped from nursing classes and cannot be guaranteed a clinical placement.

***The Nursing Program Coordinator reserves the right to change or extend the deadline for completion for all applicants depending upon the date of acceptance.**

- Results of the Criminal Background Check will be valid for two years.
- If the nursing student leaves the Program for more than two semesters, a new Criminal Background Check and Urine Drug Screen is required prior to return.

- Students must use CERTIPHI to register for the screening. No other results will be accepted. Information to access CERTIPHI will be provided by the Academic Fieldwork Coordinator (AFC).
- 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
- 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) Criminal Background Check reveals any of the infractions noted above, will be disqualified from participating in any clinical experience and will then be dismissed from the Nursing 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:

- Freshman nursing students are required to register for a urine drug screen and submit to CERTIPHI by **August 15th**. Information regarding registration for a urine drug screen will be e-mailed to freshmen students by the Academic Fieldwork Coordinator.
- Junior nursing students are required to have a urine drug screen completed and submitted to CERTIPHI by **June 30th**. A letter will be sent from the Nursing Program Coordinator to notify the junior students of this requirement.
- Accelerated students are required to have a urine drug screen completed and submitted to CERTIPHI by **August 15th**. Information regarding this requirement will be included with the admission letter. Accelerated students will complete the urine drug screen requirements one time prior to enrollment in their first semester*.

Students who do not have urine drug screen results reported by the designated due date will be dropped from nursing courses and cannot be guaranteed a clinical placement.

***The Nursing Program Coordinator reserves the right to change or extend the deadline for completion for all applicants depending upon the date of acceptance.**

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 or the facility requires annual drug screening.
- Students must use CERTIPHI to register for the drug screening. No other results will be accepted. Information to access CERTIPHI will be provided by the Academic Fieldwork Coordinator.
- Urine panel drug screenings will consist of the following 11 chemicals: barbiturates, cocaine, opiates (heroin & codeine), propoxyphene, amphetamines, benzodiazepines (valium and Librium), methadone, phencyclidine (PCP), cannabinoids, and THC.
- A positive drug screen on admission may 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 appeal to the Nursing Program Coordinator for immediate reinstatement warranted by individual circumstances. The appeal 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 positive urine drug will be reviewed in the appeal.
- A student who had a positive drug screen and wishes to return to the Nursing Program in one year, and who 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. The student is also responsible for contacting the Nursing Program Coordinator, electronically via e-mail, three months prior to the beginning of the semester to confirm that they are ready to meet the requirements of the Nursing Program, the clinical facilities and the university.
- A second positive drug screening by the same student, after reinstatement in the Program, will result in immediate 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 Criminal Background Check 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 in this document.

C-1. Freshmen, Junior, and Accelerated Program Requirements

Prior to enrollment in the freshmen year, all incoming nursing majors and all enrolled junior nursing students are required to have completed a criminal background check and an 11 panel urine drug screen. *Students are provided details about these requirements in section B-1 of this Handbook.*

C-2. Junior, Senior, and Accelerated Student Requirements for the Off-Campus Clinical Experiences

Students must provide proof of the following before attending any off campus clinical experiences. All documents of proof will be uploaded to **myRecordTracker account**. Additional information about requirement may be found on myRecordTracker.

Requirements	
A physical examination by a physician or nurse practitioner must be completed and documented on the Health & Immunization Record Form (See APPENDIX A- Health & Immunization Record)– Junior, & Accelerated	Junior & Accelerated Nursing Students
Tuberculosis screening is an annual requirement. The 2-step PPD is required or the IGRA (infereron-Gamma Release assays blood test [quantiferon-tb Gold Test is the trade name].	ANNUAL Requirement for Junior, Senior & Accelerated Nursing Students
Current Cardiopulmonary Resuscitation Certification (CPR) Basic Life Support (BLS) for <i>Health Care Providers</i> – Only the American Heart Association certification is accepted . Certification is good for two years.	BI-ANNUAL for Junior, Seniors and Accelerated Nursing Students
Current tetanus vaccine (Tdap) (within 10 years)	All Nursing Students
Proof of personal health insurance/Documentation must have the student’s name	All Students University wide/Junior, Senior & Accelerated Nursing Students
Annual Influenza Vaccine – Required for all Students	All Students
Laboratory results indicating positive titers for the following are listed below. If the titers are negative, proof of immunization is required.	Junior & Accelerated Nursing Students

<ul style="list-style-type: none"> • Hepatitis B • Measles • Mumps • Rubella • Varicella 	
Criminal Background Check & Urine Drug Screen	Four year pre-licensure/Freshman & Juniors & Junior Accelerated

Due dates for clinical requirements will be communicated to the students via classroom announcements and e-mail messages from either the Academic Fieldwork Coordinator or the Program Coordinator. Students who do not have all requirements met will not be permitted in the clinical area and may jeopardize their clinical placement. Missed clinical days, due to the above, must be replaced with an alternative assignment equal to the number of clinical hours missed. Students who miss two or more clinical days, regardless of completing alternative assignments are at risk for clinical failure.

Students are expected to attend all clinical experiences (lab or off-campus) as scheduled. *See Policy 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 (up to 1.5 hours) from campus to attend assigned clinical sites. Students should also be aware that some clinical rotations may be in the evening or on Saturdays or Sundays.** Please note that the university carries malpractice insurance on all students to the fully policy limits.

D-1. Uniforms - Professional Dress Code

The Nursing Program requires student uniforms and the Stockton student photo identification for all lab and clinical experiences. Scrubs are required for four-year pre licensure sophomore, junior and senior students. Accelerated Nursing Students are required to wear uniforms for the junior and senior year labs and clinical experiences in both tracks/programs. All students are required to have a watch with a sweep second hand, a stethoscope, bandage scissors, 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, plain white or black t-shirts may be worn under the white top. No white or black warm up jacket are permitted. 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 purchase a **student uniform from Meridy's Uniforms (www.meridys.com)** 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.

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-2 Clinical Dress Code for Nursing

Student Dress Code Policy

All students must adhere to the dress code policy when a uniform is needed for clinical experience/study. Personal appearance must demonstrate neatness, cleanliness, and good hygiene. Extremes in appearance or accessory attire potentially interfering with patient care or perception are not acceptable. Anyone in violation of this policy will be required to leave the clinical unit.

1. Student identification badge must be worn at all times.

- a. Identification badges are to be clearly visible, above the waist.
- b. Student photographs on identification badges must be worn face out, with no defacement (pins, stickers).
- c. When caring for inmates in any patient care area students may tape over (cover) their last name.
- d. Clip on ID badge must be worn on your uniform top (No lanyards).
- e. No lanyards may be worn.
- f. No professional pins may be worn.
- g. Identification badge holders may be worn meeting the following criteria:
- h. Must be solid in color or with hospital logo.
- i. Only student IDs may be worn.

2. Hair must be clean, neatly groomed and controlled.

- a. Long hair must be secured away from the face.
- b. Hair decorations must be kept plain and simple.
- c. Extreme styles and unnatural colors (pink, purple, orange, green, blue) are not permitted.
- d. Facial hair must be kept neat and well-trimmed.
- e. Fashion headscarves or skullcaps are not permitted.
- f. A white or black head scarf may be worn as part of the nursing uniform for religious purposes only. - No other colors or printed material is acceptable
- g. Hair bands are permitted if they are solid white or solid black.
- h. Hair must be off the collar and off the face.

3. Nails must be neat, clean, and support the functional use of hands and fingers.

- a. Artificial fingernails/tips are prohibited for all students who touch or transport patients.
- b. Nail polish/gel/dip and decorative designs are prohibited.
- c. Length of natural nails will be kept at less than ¼ inch long.

4. Jewelry must be plain and inconspicuous. Jewelry must not interfere with patient care or present a hazard to the student.

- a. One pair of small white, silver or gold post earrings are permitted. No earrings that do dangle from the earlobes are permitted.
- b. No necklaces are permitted.
- c. Bracelets or armbands are not permitted unless they are a Medical Alert bracelet.
- d. Only one ring or ring set is allowed.
- e. A form-fitting wristwatch/fitness band is permitted.
- f. Facial piercing jewelry (i.e. eyebrow, nose, tongue, lip, etc.) is prohibited.
- g. Exception: If a nose ring is worn for religious purposes, the student must provide the instructor with proper documentation to support this.

5. No perfume is permitted. No fragrances (perfume/cologne/after shave/incense/strong scents) may be worn. The smell of cigarettes or 2nd hand smoke odor should not be present (Review the Smoking Policy in the University Handbook).

6. As required by Healthcare Facilities, all tattoos must be covered when the student is in uniform.

7. Footwear should be clean, appropriate for clothing, protective, and fit securely.

- a. Shoes should be non-permeable entirely white or black.
- b. Shoes must have a closed toe and closed heel.
- c. Canvas shoes or “cros” with holes are not permitted in patient care areas.
- d. Shoes and shoelaces must be kept clean. Shoelaces must be white or match shoes.
- e. Students must wear hosiery or socks at all times.

8. Uniform Accessories:

- a. Buttons, hats, pins (or other types of insignia) are prohibited.
- b. Cloth stethoscope covers or decorative items attached to stethoscope are not permitted.
- c. Cell phones and smart watches are not permitted in the patient care areas.
- d. Pens worn around the neck are prohibited.

9. Uniform/Clothing Standards:

- a. Undergarments must be worn and inconspicuous under uniform or clothing.
- b. Clothing must be clean and neatly pressed.
- c. Faded/yellowish, discolored or ripped clothing is not acceptable.
- d. All clothing should fit loosely (not skin tight), be non-see through, with no visible cleavage or low rise pants that show the top of the buttocks. No spandex/ tight fitting leggings are permitted.

Uniform Tops (Undergraduates):

- a. True white scrub top that is the school's uniform is to be worn in the clinical area.
- b. A white mock turtleneck, turtleneck or tee shirt (long or short sleeves) may be worn under the scrub top if it is clean and bright white. No tee-shirt writing may be visible under scrub top.
- c. The crest of the Nursing is a part of the uniform. It is worn on the upper left-hand quadrant of the uniform. The crest must be sewn on or held in place with Velcro. Using safety pins is not appropriate. Crests are not required on lab jackets.
- d. It is strongly suggested that you stand in front of a mirror and raise your hands over your head. If your abdomen is exposed by this movement, your attire is inappropriate – the pants are hanging too low and/or the top is too short.

Pants (Undergraduates):

- a. True black scrub ankle length pants must be worn in the clinical area.
- b. Scrub pant bottoms are not permitted to drag on floor.
- c. Flared hems are permitted; however, the pants must be hemmed.

Scrub Jackets/Lab Coats (All graduate students are required to wear a white $\frac{3}{4}$ length lab jacket):

- a. White jackets/coats may be worn. Only white is acceptable. It must be $\frac{3}{4}$ length.
- b. Scrub jackets must be removed when it can potentially interfere with patient care, for example, sterile dressing changes.
- c. No sweatshirts, sweaters or hooded sweatshirts (hoodies) may be worn. Fleece fabrics have been linked to microbial contamination in the clinical setting, therefore are prohibited.

Special note: If you are working with a preceptor outside of a clinical area, ask about the expected dress code for the site. For example, if you are a male and the male preceptor wears a tie, you should plan to wear one as well. It is important to present yourself and the Nursing Program in the best possible professional manner. The course coordinator may determine the appropriate dress requirements when described as “casual dress”. Blue jeans are never appropriate.

E-1. Withdrawal from the Nursing Program

Students who wish to withdrawal from the Nursing Program **must notify the Program Coordinator in writing via e-mail of the decision to withdraw.**

E-2. Leave of Absence and Students Not Enrolled in NURS Courses for More than One Academic Year.

Nursing students are eligible for a Leave of Absence (LOA) from their studies if compliant with the University’s policy. The policy can be found on Academic Advisement’s webpage at: <https://stockton.edu/academic-advising/academic-information/leave-of-absence.html>

However, any student, regardless if they have been compliant with the LOA policy, and has previously completed any nursing course but is not enrolled in nursing courses for more than one academic year must repeat the most recently completed NURS courses in order to continue in the program.

Students who do not follow the Stockton University Leave of Absence Policy are not guaranteed a seat in the Nursing Program should they decide to reapply to Stockton at a later date. Students who are not enrolled in an NURS course for two consecutive semesters, and have not been approved for an LOA, will be dismissed from the Nursing Program.

F-1a to F-6a. Standards for Transfer of Science Grade Requirements and Academic Progress and Progression in the Nursing Program Effective for the Class of 2021

F-1a. Nursing Program Grading Scale

1. The Nursing Program grading scale is as follows:

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

i.e. **two decimal points**

76.10 = failed the course

76.45 = failed the course

76.97 = failed the course

77.00 = Student PASSED the COURSE

POLICY- Faculty will not use rounding in any course assignment or in the calculation of a final grade.

Extra credit will not be offered under any circumstances – effective immediately for fall of 2017 for ALL classes.

F-2a. Transfer Science Grade Requirements

- A grade of B is required in order to transfer Anatomy and Physiology, Chemistry and Microbiology courses to Stockton.
- The age of Science courses **will be determined on an individual basis**. If they are determined to be outdated, they must be retaken. A grade of B is required in order to transfer Anatomy and Physiology, Chemistry and Microbiology courses to Stockton.
- Both A&P I and II must be transferred together from the same school.
- Students transferring in advanced placement Anatomy & Physiology from high school must repeat these courses at Stockton.
- The designated Stockton University Chemistry, A&P and Microbiology professors will evaluate courses for transfer approval when necessary.
- Transferred science courses are not calculated in students' GPA.

F-3a. Progression in the Program

University policies on standards of academic progress are found in the *Bulletin*.

In addition to these policies, **academic progression in the Nursing Program is met under the following conditions:**

- 1. Overall GPA equal to or greater than 2.5**
- 2. In order to progress, students must earn a grade of C or higher earned in required sciences courses and all non-clinical Nursing courses, and a grade of C+ or higher in all clinical Nursing courses taken at Stockton.**

The required science courses in the Nursing Curriculum are as follows:

- Chemistry I for Life Science (first semester)
- Chemistry II for Life Science (second semester)
- Anatomy & Physiology I (second semester)
- Anatomy & Physiology II (third semester)
- Microbiology for Life Science (fourth semester)

The required non-clinical Nursing courses are as follows:

- Pathophysiology
- Pharmacology
- Nursing Research Methods
- Professional Issues in Nursing

The required clinical Nursing courses are as follows:

- Clinical courses are NURS 1901, 1905, 2210, 2215, 3901, 3905, 3902, 3906, 3903, 3907, 4338, 4339, 4901, 4912, 4915, and 4916 in the Pre-licensure program and 1902, 1915, 2211, 2225, 3913, 3915, 3904, 3916, 4925, 4926, 4348, 4349, 3913, 39174920, 4922 for the Accelerated program.
- A grade of C or lower in any clinical nursing course with a GPA below 2.5 will result in dismissal from the program.

Students may only repeat any science course or any nursing course in the track/program in which they are enrolled one time. Earning a C or less in any two nursing clinical courses at any time, or a C- or less in any two nonclinical nursing courses or any two science courses will result in dismissal from the program and the student is ineligible to reapply. For example, a student who does not earn a passing grade in any required science or nursing course at any time and does not earn a passing grade in the same course or another required science course or nursing course in the curriculum may not progress in the program.

F-4a. Guidelines for Repeating Science Courses

With Earned Grade of C-

1. *If a grade of C- or less is earned in any required science course, the student may repeat the course once at Stockton. Refer to the “Transfer Credit after Matriculation” statement in the University Bulletin to evaluate eligibility to repeat the course at another institution. Off-campus courses must be approved by the Professor teaching the course at Stockton 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 Institution**” must be completed by the student.
2. Failure to earn a B in the **repeated** science course (if taken at another institution) results in dismissal from the Program. A minimum grade of C is required for courses taken at Stockton in order to progress in the program.

With Earned Grade of D or F -

1. Students who earn a D or F in a required science course, **must retake the** course at Stockton or apply for a waiver at academicappeals@stockton.edu for permission to take the course at another college or university. The student cannot progress in the Nursing program until successfully passing the course the second time and will follow F-6 below for the process to reapply to the Nursing Program. **If the GPA is less than 2.5, the student will be dismissed from the Nursing program and may not retake the course.**

Affected students should contact the Provost Office at academicappeals@stockton.edu to request a waiver of eligibility requirements. Submitting an appeal does not guarantee a waiver. Off-campus courses must be approved by the Professor teaching the course at Stockton 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 Institution**” must be completed by the student. A minimum grade of B or higher is required to progress in the program if the course is taken at school other than Stockton. If the student does not take the course at another institution, the student will have to take the course at Stockton the following academic year and may not progress in the program until successfully passing the course. A minimum grade of C is required for courses taken at Stockton in order to progress in the program. Students must follow this procedure or the course will not be transferred.

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

Withdraw with a D or F from a Science Course –

1. The student who withdraws from a science course with a D or F, **must apply to the Nursing Program for readmission by June 30 of the academic year** by email to the Nursing Program Coordinator. See Policy F-6.

Requirements for Retaking Anatomy and Physiology

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

Requirements for Retaking Chemistry for Life Science I

It is recommended that students retake Chemistry for Life Science I at Stockton. However, if for some reason the student cannot take this course at Stockton, the student will seek guidance from Chemistry program faculty in the selection of the appropriate comparable course.

Requirements for Retaking Chemistry for Life Science II

- 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:
 - Mercer County Community College – CHE 107, General and Physiologic Chemistry
 - Ocean County College – CHEM 182 and BIOL-161 (both must be taken)
 - Camden County College – CHM-102 General Chemistry II
 - Brookdale Community College - CHEM 235

F-5a. Guidelines for Repeating Nursing Courses

- 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 2.5 or greater.**
- **Effective July 1, 2018, Students may only repeat a course in the track (program) in which they are currently enrolled and may not cross tracks/programs. An accelerated student may only repeat a course in the Accelerated track/program. A four-year pre licensure student may only repeat a course in the four-year pre licensure program. Also, accelerated and four-year pre licensure students may not take courses in the RN to BSN track/program.**
- **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 of the failed course.**

A grade of C or lower in clinical nursing courses with a GPA below 2.5 constitutes dismissal from the program. Clinical courses are NURS 1901, 1905, 2210, 2215, 3901, 3905, 3902, 3906, 3903, 3907, 4338, 4339, 4901, 4912, 4915, 4916 for the Pre-licensure and 1902,1915, 2211, 2225, 3913, 3915, 3904, 3916, 4925, 4926, 4348, 4349, 3913, 39174920, 4922 for the Accelerated program.

F-6a. 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 with a GPA of less than 2.5 may reapply to the Nursing Program if they achieve a GPA of 2.5 or greater in a subsequent semester and have earned passing grades in all Nursing and Science courses as defined in F2.2 and F2.3 above.**
- Students who receive less than a C in a non-clinical 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 greater than 2.5, may apply for readmission.

The following procedure must be followed to apply for readmission. The student will:

1. Notify the Nursing Program Coordinator by email of your request for readmission - by December 15 or June 30, whichever is applicable. Failure to respond by these dates will result in your dismissal from the Program.
2. Self-identify as “At Risk” status for success (See H-1 Policy and Procedures for self-identification as an At Risk Pre licensure Student).
3. Outline a plan for academic success in the Nursing program with the student’s preceptor and include any extenuating circumstances that resulted in your final course grade or withdrawal from the course/s in question as per the Policy and Procedure the At Risk Pre licensure students.

The Nursing Program Coordinator will:

1. Provide the decision on readmission after review of the plan for academic success and the student’s transcript once the course is repeated. If the student is retaking the course either at Stockton or another institution, the decision will be rendered after the receipt of the transcript.
2. Utilize the following criteria for decision making:
 - Current overall GPA
 - Current science GPA
 - Current nursing GPA
 - The quality of the plan for academic success
 - Consideration of extenuating circumstances that resulted in the final course grade or course withdrawal
 - **Students who do not adhere to their plan for academic success and fail to earn passing grades according to F-2 above for the repeated course or in a subsequent science or nursing courses will be permanently dismissed from the Nursing Program.**

F-7a. Policy & Procedure: Grounds for Immediate 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 immediate 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 including chronic lateness and absence to class or clinical;
- Sleeping on the clinical area, break room or in a car on the facilities property;
- Failure to successfully complete a Criminal Background Check and 10 Panel Drug Screen by due date.
- Failure to complete a urine drug screen at the request of Nursing Faculty
- Failure to meet requirements outlined in a Performance Improvement Plan
- Dismissal from Stockton University
- Cursing, swearing, or vulgar language in the classroom, lab, or clinical area.
- Any threatening behavior via e-mail, text, or verbal towards classmates, patients or classmates.
- 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. This notification occurs within five (5) 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 of the full time faculty will meet to consider the written appeal. This group will not include 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 regarding 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 must notify the Nursing Program Coordinator and the preceptor in writing.

F-1b. Standards of Academic Progress and Progression in the Program in Effect for the Classes of 2018-2020.

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

F-2b. Stockton University Science Course Grades

1. In order for students to progress through the nursing program, the following science courses must be taken by all four year pre licensure 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 Stockton. 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 Provost Office 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 Stockton the following academic year and may not progress in the program until successfully passing the course.

- 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 Stockton 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 Institution**” 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 Chemistry 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
 4. Brookdale Community College - CHEM 235
- Students who earn a D or F in a required science course, **must retake the** course at Stockton or apply for a waiver at academicappeals@stockton.edu for permission to take the course at another college or university. 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 30** by letter or email to the Nursing Program Coordinator. See Policy F-6.

F-3b. Transfer Science Grade Requirements

- A grade of B is required in order to transfer Anatomy and Physiology, Chemistry and Microbiology courses to Stockton.
- The age of Science courses **will be determined on an individual basis**. If they are determined to be outdated, the courses must be retaken. A grade of B is required in order to transfer Anatomy and Physiology, Chemistry and Microbiology courses to Stockton.
- 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 Stockton University Chemistry, A&P and Microbiology professors will evaluate courses for transfer approval when necessary.
- Transferred science courses are not calculated in students' GPA.

F-4b. 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 in the program/track which the student is enrolled if the student has an overall GPA of 2.0 or greater.**
- **Effective July 1, 2018, Students may only repeat a course in the track (program) in which they are currently enrolled and may not cross tracks/programs. An accelerated student may only repeat a course in the Accelerated track/program. A four-year pre licensure student may only repeat a course in the four-year pre licensure program. Accelerated and four-year pre licensure students may not take courses in the RN to BSN track/program.**
- **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, 2905, 2906, 2210, 2215, 3901, 3905, 3902, 3906, 3903, 3907, 4338, 4339, 4901, 4912, 4915, 4916 for the Pre-licensure and 1902,1915, 2211, 2225, 3913, 3915, 3904, 3916, 4925, 4926, 4348, 4349, 3913, 3917, 4920, 4922 for the Accelerated program.

F-5b. Nursing Program Grading Scale

- The Nursing Program grading scale is as follows:

A	A-	B+	B	B-	*C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<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.
i.e. **two decimal points**
76.10 = failed the course
76.45 = failed the course
76.97 = failed the course
77.00 = Student PASSED the COURSE

POLICY- Faculty will not use rounding in any course assignment or in the calculation of a final grade.

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, 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.
- **Extra credit will not be offered under any circumstances – effective immediately as of fall of 2017 for ALL Nursing classes.**

F-6b. 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 greater than >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 30, 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.
4. The Nursing Faculty will:
 - a. Provide the decision within 15 working days following the request for readmission. If the student is retaking the course either at Stockton or another institution, the decision will be rendered no later than 15 days after the receipt of the transcript.
 - b. Utilize the following criteria for decision making:
 - i. Current overall GPA
 - ii. Current science GPA
 - iii. Current nursing GPA
 - iv. The quality of your plan for academic success
 - v. Consideration of extenuating circumstances that resulted in your final course grade or course withdrawal

G-1. Assessment Technologies Institute (ATI) Guidelines

Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success. The following documentation provides specific instructions, guidance and grading rubrics regarding ATI practice, content mastery and RN comprehensive predictor examinations within all tracks of the Baccalaureate Nursing Program at Stockton University.

Guideline Purpose: To establish a congruent procedure related to ATI assessments in both Pre-Licensure Baccalaureate Nursing and Accelerated Baccalaureate Nursing Programs.

A. ATI Nursing Education/General Information & Proctored Assessment Schedule:

Students in the pre-licensure and accelerated nursing programs are required to purchase the Essentials Supreme Package. The ATI Essentials *Supreme Package* includes unique assessments, remediation and learning tools, curriculum support, medical math, critical thinking, prioritization and test taking skills, comprehensive online tutorials covering essential nursing skills and NCLEX support. Purchasing of ATI materials is mandatory for all students enrolled in NUR courses. The cost of ATI materials is incorporated into student registration fees, with fees payable by designated college registration deadlines. Students have ATI access for four years from the start date of activation.

The cost of the ATI Essentials *Supreme Package* is incorporated into your student fees for NURS 1901 and will be paid before the start of the first year in the Nursing major. The Essentials *Supreme Package* is a focused remediation resource that students will use throughout the program. The content is based on the RN-NCLEX test plan. This program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments, and internet sources. Students will also receive help from an ATI support team. The Essentials *Supreme Package* is an academic measuring tool and a time saver because it identifies potential problems for early intervention. It also saves time for the student by offering smart, individual remediation only where needed.

Comprehensive Predictor (Probability of RN-NCLEX Passing): In the final semester of study, students are required to take a diagnostic test to measure NCLEX preparedness.

Virtual-ATI RN-NCLEX Prep/Review: Virtual ATI RN-NCLEX Prep/Review is an innovative, online partnership that prepares nursing graduates for NCLEX success. The cost of Virtual ATI NCLEX Review is incorporated into your student fees with NURS 4915 and will be paid before the start of your last semester in the senior year. The review directly aligns with the current NCLEX test plan. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources. Students receive feedback and encouragement from their own personal online coach. A calendar is provided to guide students' daily review. The review is individualized as the student progresses, so special focus is given to topic areas that need more attention.

CURRICULUM ALIGNMENT FOR ATI PROCTORED ASSESSMENTS

COURSE	Proctored Assessments administered
NURS 1901-Foundations of Professional Nursing	No proctored assessments but students may use the practice assessments and other resources.
NURS 2210-Health Assessment	No proctored assessments but students may use the practice assessments for Foundations and other resources.
NURS 2422-Pathophysiology	No proctored assessments or practice assessments but students may use the practice assessments for Systems (Respiratory, Cardiac, Renal, etc.) review.
NURS 2505-Pharmacology for Life	No proctored assessments but students may use the practice assessments and other resources.
NURS 3335-Research Methods	No proctored assessments or practice assessments available for this course.
NURS 3901-Care of the Adult I	RN Fundamentals
NURS 3903-Care of the Childbearing Family	RN Maternal Newborn; RN Nursing Care of Children
NURS 3902-Psychosocial Nursing	RN Mental Health
NURS 4338-Population Health	RN Community Health
NURS 4910-Care of the Adult II	RN Pharmacology; RN Nutrition
NURS 4639-Issues in Nursing	RN Leadership
NURS 4915- Care of the Adult III	RN Adult Medical Surgical; RN Comprehensive Predictor Virtual ATI NCLEX Prep/Review

B. ATI Practice Examination Requirements and Scoring Rubrics for Students

1. Exams in the Content Mastery Series also have accompanying practice exams: Practice A and Practice B. Students are expected to complete both practice tests, as well as

remediation for both practice tests, prior to a scheduled proctored exam. Students may take the practice exams as often as they wish. However, there must be *at least 24 hours* between attempts and remediation will only be accepted in relation to topics missed on the first attempt of the practice exam. Remediation for proctored exams is also expected. **All remediation must be submitted to the course coordinator.**

2. Students are expected to maintain an ATI notebook throughout the program. This notebook should include transcripts of all completed ATI activities, as identified in individual nursing courses, as well as any remediation and the Individual Performance Profile associated with proctored exams. Notebooks will be randomly reviewed during nursing courses.
3. Students should have their college ID available for identification upon entering the test environment. All personal items will be secured in a designated part of the testing room and not with the student during testing. Only one pencil and one blank sheet of paper will be allowed at a student’s testing seat. Cell phones will be turned off when entering the testing environment. All students will begin testing at the same time; students who arrive late for a proctored exam will not be allowed to test.
4. Testing and assigned activities associated with ATI will be included in individual course grading and will comprise no more than 10% of the total course grade. The specific percentage awarded for ATI will be addressed in individual course syllabi. Scoring of student performance on proctored ATI associated items will be awarded in accordance with the following rubric:

A. ATI CONTENT MASTERY SERIES (CMS) GRADING RUBRIC

(Using a combination of the CMS practice and proctored assessments to achieve **5%** of the course grade. This sample assumes a course worth 100 points.)

PRACTICE ASSESSMENT-Must be completed before proctored assessment	
4 points total for remediation is possible – see below	
<p>Complete Practice Assessment A. Remediation (2 points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. ** 	<p>Complete Practice Assessment B. Remediation (2 Points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. **

STANDARDIZED PROCTORED ASSESSMENT			
Level 3=4 points	Level 2=3	Level 1=2 point	Below Level 1= 1 points
Remediation = 2 points:	Remediation = 2 points:	Remediation = 2 points:	Remediation = 2 points:

<ul style="list-style-type: none"> • <i>Minimum 1 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to remember. **</i> 	<ul style="list-style-type: none"> • <i>Minimum 2 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to remember. **</i> 	<ul style="list-style-type: none"> • <i>Minimum 3 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to remember. **</i> 	<ul style="list-style-type: none"> • <i>Minimum 4 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to remember. **</i>
10/10 points =100%	9/10 points =90%	8/10 points=80%	7/10 points=70%

**B. ATI Comprehensive Predictor and Scoring Rubric for Students
COMPREHENSIVE PREDICTOR GRADING RUBRIC**

(Using a combination of the practice and proctored assessments to achieve **5%** of the course grade. This sample assumes a course is worth 100 points.)

PRACTICE ASSESSMENT-Must be completed prior to proctored assessment	
4 points total for remediation is possible	
<p>Complete Practice Assessment A. Remediation (2 Points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. ** 	<p>Complete Practice Assessment B. Remediation (2 Points):</p> <ul style="list-style-type: none"> • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember.**

STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 2 point	84% or below Passing predictability = 1 points
<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • <i>Minimum 1 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to</i> 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • <i>Minimum 2 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to</i> 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • <i>Minimum 3 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to</i> 	<p>Remediation = 2 points:</p> <ul style="list-style-type: none"> • <i>Minimum 4 hour Focused Review</i> • <i>For each topic missed, complete an active learning template and/ or identify three critical points to</i>

<i>remember. **</i>	<i>remember. **</i>	<i>remember. **</i>	<i>remember. **</i>
10/10 points =100%	9/10 points=90%	8/10 points=80%	7/10 points=70%

Approved 5.2019

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. **It is the responsibility of the student to self-identify as an “At Risk Student” and to seek the appropriate support and guidance.**

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 an exam or assignment at any time during the semester
 2. Any students with a semester GPA < 2.5 if admitted prior to 2017 and < 2.8 if admitted after 2017 and after; with a nursing course grade below 80% at the end of the semester
 3. Any student who self identifies as having test anxiety
 4. 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.

- 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. Consider a consult with Learning Access
 6. Consider applying for a Care Mentor

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

<https://stockton.edu/policy-procedure/procedures.html> (Number 2005)

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

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

<https://stockton.edu/policy-procedure/procedures.html> (Number 2006)

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

J-1. Policy on Formal Complaints by Students: 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

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

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

The *Nursing Student Handbook* 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 Nursing Student Handbook* is reviewed and updated annually in the summer prior to the beginning of the fall semester. New or revised policies that faculty deem important enough to implement immediately upon adoption during the academic year 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 or e-mailed 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 a form that they have received the policy change or addition.
4. The Nursing Program Coordinator and Graduate Director will maintain these receipts in the student's file.

5. Students will sign an annual receipt that they have accessed and read the current *Nursing Student Handbook*. Please note that signatures may be obtained electronically beginning in the fall of 2018.

L-1. Policy on Classroom, Lab and Clinical Attendance

Stockton Nursing faculty believe that class attendance is vital for the success of nursing students. Attending class regularly increases the acquisition of knowledge, increases the opportunities for content clarification and contributes to learning the professional role. Therefore, all nursing students are required to attend all lectures, labs, on campus and off campus clinical experiences, testing situations and field trips as assigned by faculty. It is further expected that every student will be in attendance, on time and prepared to participate when scheduled sessions begin. This policy applies to all courses with a NURS acronym, all clinical assignments and lab assignments.

Vacations, social events and work responsibilities are never an acceptable excuse for missing class, lab, exams, quizzes or clinical. Therefore, nursing faculty will **not** make accommodations for class, lab, exams, quizzes or clinical based on vacations, social events or scheduled work responsibilities during the academic semester. Students should schedule work responsibilities appropriately and not plan vacations or social events during the school semester. Students should review the academic calendars for class dates and exam dates for their enrolled academic semesters on the Office of the Registrar's webpage (<https://stockton.edu/registrar/index.html>) to assist in scheduling work commitments, social events and vacations. Students should plan on being available during the entire academic semester and exam week.

Excused Absence

Excused absences require written supporting documentation to the Course Coordinator prior to missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.). On occasion, a student may miss class, lab, exam, quizzes or clinical because of unavoidable or extenuating circumstances such as religious holidays (see University course attendance policy), pregnancy (see University course attendance policy), personal injury or illness, death in the immediate family (may include mother, father, sister, brother, grandparents, spouse, children, stepchildren, grandchildren, step mother, step father), court appointed dates, and military service. An approved, documented absence, under these circumstances, is considered an *excused absence*. (All other absences are considered unexcused) In these circumstances, the Course Coordinator will meet with the student and faculty will determine a plan for required make-up. If a student misses a scheduled exam or quiz 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 availability. Make up exams and quizzes may be in the essay format. Students with more than two excused absences will be at risk for not successfully completing this course. These cases will be reviewed on a case-by-case basis by the Nursing faculty.

Unexcused Classroom Absences and Lateness

Students are required to attend all lectures and arrive on time and stay until the class is dismissed. Once a student has one unexcused absence/lateness the student will submit-via email-a written description of their reason for absence/lateness, a written plan for making up the missed work and an action plan to the Course Coordinator within one week. Should there be a second

unexcused absence/lateness student is responsible for scheduling a meeting with the Course Coordinator within a week. During this meeting the Course Coordinator will review the policy, discuss options for improvement and provide a final written warning. A third unexcused absence/lateness will result in failure of the course.

Clinical and clinical lab absences

Students are required to attend all clinical experiences for the full length of the scheduled clinical day. The only exception would be an approved, documented excused absence. This includes on campus and off campus clinical assignments. Excused absences require written supporting documentation to the Course Coordinator for missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.).

In order for an excused clinical/lab absence to be considered for approval, the clinical instructor must be notified via phone call and email at least one hour prior to the beginning of the clinical day or the scheduled lab. Documentation must be submitted to substantiate the absence and clear the student to return for the next scheduled clinical/lab experience. All documentation must be submitted within three days, via email, to the Clinical Instructor and Course Coordinator. Student will be provided with an alternative assignment at the discretion of the Clinical Instructor Course Coordinator. Completed assignment will be due by next clinical day. If a student misses a second clinical day or lab experience, the student will receive an alternative assignment and a final written action plan, with a statement that the student will fail the clinical component of the course with any additional absence.

If written documentation is not presented for any absence within three days, and alternative assignment not turned in by the next clinical day, the student will be removed from the course, resulting in failure of the course.

Should a student miss a third clinical day, the student will be removed from the course and may petition to return to the program the next time the course is offered in the degree track within which the student was originally enrolled.

There are no unexcused absences allowed for clinical/lab experiences.

Clinical Lateness

Students must report to the Clinical Instructor by phone 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. Lateness is defined by the start time at your clinical facility/lab.

Students are required to attend all clinical/labs and arrive on time and stay until the class is dismissed. Once a student has one unexcused lateness/early leave the student will submit a description of their reason for lateness/early leave, a written plan for making up the missed work and an action plan to the Course Coordinator by the next clinical day. Should there be a second lateness /early leave the student is responsible for scheduling a meeting with the Course Coordinator within a week. During this meeting the Course Coordinator will review the policy,

discuss options for improvement and provide a final written warning. A third unexcused lateness/early leave will result in failure of the course.

Early Dismissal

Students will not be permitted to leave early from a scheduled class, lab or clinical. Leaving class, lab or clinical or post conference prior to instructor dismissal will result in an unexcused absence and will be managed as an unexcused class/clinical absence.

No Call/No Show

Any student who is absent from clinical/ lab and does not notify the clinical instructor in advance of the absence will meet with the Nursing Program Coordinator and Course Coordinator to discuss the incident and corrective action which may include dismissal from the program.

Appeals

Students dismissed from the program due to absence/lateness infractions may submit a written appeal to the Nursing Faculty. A 2/3 vote of the faculty will decide the outcome. This applies to classroom, labs and all clinical experiences.

Note: 2/3 faculty vote means 2/3 of the committee or full faculty must vote and majority rules. In case of a tie, the case will be decided in favor of the student.

M. Technical Standards and Essential Functions for Nursing

The Stockton University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Nursing Program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Nursing is a discipline that requires a range of psychomotor and psychosocial skills. Stockton University's Nursing Program ensures that access to its facilities, programs and services is available to all students, including students with disabilities, as defined by the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. §§ 12101-12212 (2013) (amended 2008) and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. ("Rehabilitation Act"). Stockton University's Nursing Program provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements of the ADA and the Rehabilitation Act. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for an accommodation(s), a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition (Marks & Ailey, 2014). Reasonable accommodations will be made for students with disabilities, provided the accommodation does not fundamentally alter essential academic

requirements pursued by the student or any directly related licensing requirement. Student requests for reasonable accommodations will be considered on a case by case basis in consultation with the Learning Access Program (LAP), Stockton University's disability support services office.

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

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of nursing education and practice. A student 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. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Technical Standards: The following description/examples of technical standards are intended to inform prospective and enrolled students of the standards required to complete the nursing science curriculum.

1. These technical standards illustrate the performance abilities and characteristics that are necessary to successfully complete the requirements of Stockton University's Nursing Program. The standards are not requirements of admission into the programs and the examples are not all-inclusive.
2. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.
3. Examples of the key areas for technical standards in nursing (acquiring fundamental knowledge, developing communication skills, interpreting data, integrating knowledge to establish clinical judgment, and incorporating appropriate professional attitudes and behaviors into nursing practice capabilities) include the following (adapted from Marks & Bailey, 2014):

To acquire fundamental knowledge, students have the ability to:

- Learn in classroom and other educational settings

- Find sources of knowledge and acquire the knowledge
- Be a life-long learner
- Use and apply novel and adaptive thinking

To develop communication skills, students have the ability to:

- Communicate sensitive and effective interactions with patients (persons, families and/or communities)
- Communicate for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)
- Make sense of information gathered from communication
- Apply social intelligence

In the interpretation of data, students have the ability to:

- Observe patient conditions and responses to health and illness
- Assess and monitor health needs
- Apply computational thinking
- Manage cognitive loads

To integrate knowledge to establish clinical judgment, students have the ability to:

- Critically think, problem-solve and make decisions needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments and/or in one or more environments of care
- Intellectualize, conceptualize, and achieve the Essentials of Baccalaureate, Master's, and Doctor of Nursing Practice education (American Association of Colleges of Nursing [AACN], Essentials, 2020)
- Apply information literacy
- Collaborate across disciplines

To incorporate appropriate professional attitudes and behaviors into nursing practice students have the ability to:

- Demonstrate: concern for others, integrity, ethical conduct, accountability, interest and motivation
- Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities
- Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members
- Acquire the skills necessary to promote change for necessary quality health care
- Acquire cross-cultural competency
- Collaborate virtually

Skills that nursing majors **may** use also include the following.

Motor Function: 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
- Achieve and maintain Basic Life Support (BLS) certification to perform cardiopulmonary resuscitation (CPR)
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices
- Measure and administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist, stoop and squat

Gross and Fine Motor Coordination: To provide safe and effective nursing care. 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 and/or mouse
- 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.

References

American Association of Colleges of Nursing, (2020). *AACN Essentials*.

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Davidson, P. M., Rushton, C. H., Dotzenrod, J., Godack, C. A., MA, Baker, D., Nolan, M. N. (2016). Just and realistic expectations for persons with disabilities practicing nursing. *AMA Journal of Ethics*, 18(10), 1034-40.

Marks, B. & Ailey, S. A. (2014). *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs*. California Committee on Employment of People with Disabilities (CCEPD), Sacramento, CA. <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Accommodating-Students-with-Disabilities>

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*, 2019-20, for detail about these programs.

O. Student Fees:

Pre-licensure 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, Junior years for pre-licensure program & upon enrollment for Accelerated Program students –
 - Criminal Background Check approximately \$150.00 per check but the cost is dependent upon the number of states in which the student has lived. After two years, a re-check is required at a reduced rate.
 - 10 Panel Urine Drug Screen = \$25.00 per screen
 - myRecordTracker is for proof of immunizations, certifications, physical examination and health insurance documentation. myRecordTracker costs is \$35.00. After the initial myRecordTracker, requirements are due annually at a reduced rate.
- Health Insurance- Each student is required to carry a health insurance policy. If you are on a family health insurance policy, your name must appear on the documentation.
- MyClinicalExchange - Mandatory requirement for clinical experiences at AtlantiCare Regional Medical Center
 - Pre-licensure \$79.00 for junior and senior clinical courses
 - Accelerated \$59.50 for junior and senior level clinical courses
- Uniforms & Medical Supplies \$ 225.00
- Stethoscope Prices vary according to student choice
- ATI Testing \$793.50 (Foundations – NURS 1901/1905/NURS 1902/1915) – This will be included in a lab fee beginning fall 2018
- NCLEX Application (Pearson \$200 and NJBON \$200) = \$475.00 (last semester, senior year)
- Finger Prints (for NCLEX) \$67.00 (last semester, senior year)
- NCLEX Review Course \$460.00 (last semester, senior year/NURS 4915/16) - This will be included in a lab fee beginning fall 2018
- American Heart Association **Healthcare Provider Basic Life Support (BLS)** Course and Certification Junior year and Accelerated upon enrollment – cost will vary (*must take the AHA course*)
- Students need to be aware that unexpected fees or costs related to clinical requirements could arise during their academic labs and clinical experiences 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 5421 Advanced Pathophysiology, NURS 5432 Statistical Methods and/or NURS 5336 Healthcare Systems in 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. Leave of Absence/Readmission
- B. Preceptorial Advising
- C. Program Preceptors
- D. Change of Preceptor
- E. Degrees and Credit Hours
- F. Depth and Breadth
- G. The Major
- H. General Education and At Some Distance
- I. The Writing Requirement and Quantitative Reasoning Requirement
 - a. Writing Requirement
 - i. W1 – “Writing Intensive Courses”
 - ii. W2 – “Writing Across the Curriculum Courses”
 - b. Quantitative Reasoning Requirement
 - i. Q1 – “Quantitative Reasoning Intensive Courses”
 - ii. Q2 – “Quantitative Reasoning Across the Disciplines Courses”
- J. The General Education Attribute Requirement
- K. Graduation Requirements

IX. Program Accreditation Status:

The baccalaureate degree in nursing at Stockton University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

The pre-licensure Nursing Program was accredited 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 *Nursing Student Handbook* is not intended to replace the Stockton University *Bulletin*, but rather to be used as a supplementary source.

Appendix
 Stockton University
 School of Health Science /Nursing Program
 Health & Immunization Record

LAST NAME: _____ **FIRST NAME:** _____ **DATE:** _____
Student Z# _____ **DOB:** _____

PHYSICAL EXAMINATION	Yes	No	Comments
Clearance for Nursing Functions (Review attachment of Technical Standards and Essential Functions See pages 3 and 4)			
Medical Notes Known Allergies			
Please validate any prescription medications that the student may be taking that would possibly be identified in the 11 panel urine drug screen.			

TUBERCULOSIS SCREENING

Screening may be **IGRA** (Interferon-Gamma Release Assays [QuantiferON is the registered trade mark of the blood test]) **or** a **Two-Step PPD:**

IGRA: Date _____ **Result** _____

OR

Two-Step PPD: Date #1 _____ **Result:** _____ **Date #2** _____ **Result:** _____

Chest x-ray date and result if positive _____

***NOTE THAT PROOF OF IMMUNITY IS REQUIRED. PLEASE DRAW AND PROVIDE STUDENT WITH COPIES OF LAB REPORTS INDICATING POSITIVE TITERS FOR THE FOLLOWING:**

- *Measles
- *Mumps
- *Rubella
- *Chicken Pox/Varicella
- *Hepatitis B

If titers are negative, proof of immunization is required. If a series of immunizations are required, please document and indicate when the next dose is due on the next page.

IMMUNIZATION RECORD

Titer	Titer Date	Results (Negative or Positive) Upload proof of lab results)		Comment
Hepatitis B (HepB)				
If negative results Hepatitis Vaccine is Required	Hep #1 Date: _____ Administered by	Hep B #2 Date: _____ Administered by	Hep B #3 Date: _____ Administered by	

Titer	Titer Date:	Results:	If immunization required: #1 Vaccine Date: Administered by	If immunization required: #2 Vaccine Date: Administered by	Comments
Measles					
Mumps					

Rubella					
Varicella					

Vaccine	Date & place administered	Lot # , Expiration Date & Manufacturer	Next Dose Due Date	Administered by	Comment
Diphtheria, Tetanus, Pertussis (DTP, DT, Tdap) (Within 10 years)					
Influenza					

Technical Standards and Essential Functions for Nursing

The Stockton University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Nursing Program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Nursing is a discipline that requires a range of psychomotor and psychosocial skills. Stockton University's Nursing Program ensures that access to its facilities, programs and services is available to all students, including students with disabilities, as defined by the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. §§ 12101-12212 (2013) (amended 2008) and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. ("Rehabilitation Act"). Stockton University's Nursing Program provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements of the ADA and the Rehabilitation Act. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for an accommodation(s), a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition (Marks & Ailey, 2014). Reasonable accommodations will be made for students with disabilities, provided the accommodation does not fundamentally alter essential academic requirements pursued by the student or any directly related licensing requirement. Student requests for reasonable accommodations will be considered on a case by case basis in consultation with the Learning Access Program (LAP), Stockton University's disability support services office.

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

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of nursing education and practice. A student 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. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Technical Standards: The following description/examples of technical standards are intended to inform prospective and enrolled students of the standards required to complete the nursing science curriculum.

4. These technical standards illustrate the performance abilities and characteristics that are necessary to successfully complete the requirements of Stockton University's Nursing Program. The standards are not requirements of admission into the programs and the examples are not all-inclusive.
5. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.
6. Examples of the key areas for technical standards in nursing (acquiring fundamental knowledge, developing communication skills, interpreting data, integrating knowledge to establish clinical judgment, and incorporating appropriate professional attitudes and behaviors into nursing practice capabilities) include the following (adapted from Marks & Bailey, 2014):

To acquire fundamental knowledge, students have the ability to:

- Learn in classroom and other educational settings
- Find sources of knowledge and acquire the knowledge
- Be a life-long learner
- Use and apply novel and adaptive thinking

To develop communication skills, students have the ability to:

- Communicate sensitive and effective interactions with patients (persons, families and/or communities)
- Communicate for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)
- Make sense of information gathered from communication
- Apply social intelligence

In the interpretation of data, students have the ability to:

- Observe patient conditions and responses to health and illness
- Assess and monitor health needs
- Apply computational thinking
- Manage cognitive loads

To integrate knowledge to establish clinical judgment, students have the ability to:

- Critically think, problem-solve and make decisions needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments and/or in one or more environments of care

- Intellectualize, conceptualize, and achieve the Essentials of Baccalaureate, Master's, and Doctor of Nursing Practice education (American Association of Colleges of Nursing [AACN], Essentials, 2020)
- Apply information literacy
- Collaborate across disciplines

To incorporate appropriate professional attitudes and behaviors into nursing practice students have the ability to:

- Demonstrate: concern for others, integrity, ethical conduct, accountability, interest and motivation
- Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities
- Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members
- Acquire the skills necessary to promote change for necessary quality health care
- Acquire cross-cultural competency
- Collaborate virtually

Skills that nursing majors **may** use also include the following.

Motor Function: 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
- Achieve and maintain Basic Life Support (BLS) certification to perform cardiopulmonary resuscitation (CPR)
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices
- Measure and administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist, stoop and squat

Gross and Fine Motor Coordination: To provide safe and effective nursing care. 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 and/or mouse
- 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.

References

American Association of Colleges of Nursing, (2020). *AACN Essentials*.
<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Davidson, P. M., Rushton, C. H., Dotzenrod, J., Godack, C. A., MA, Baker, D., Nolan, M. N. (2016). Just and realistic expectations for persons with disabilities practicing nursing. *AMA Journal of Ethics*, 18(10), 1034-40.

Marks, B. & Ailey, S. A. (2014). *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs*. California Committee on Employment of People with Disabilities (CCEPD), Sacramento, CA. <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Accommodating-Students-with-Disabilities>

Student Signature and Date:

Health Care Provider Signature and Date:

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