



RWJBarnabas Health School of Nursing

A Cooperative Program with Union College of NJ

2025-2026 SCHOOL CATALOG



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Message from the Dean

Dear Prospective Student,

Thank you for your interest in the **RWJBarnabas Health School of Nursing**, a Cooperative Nursing Program with Union College of Union County, New Jersey (UCNJ). You have chosen nursing, a noble and important career path. The nursing program at RWJBarnabas Health School of Nursing is the first step of your journey. The nursing curriculum at RWJBarnabas Health School of Nursing incorporates general education courses including sciences and nursing courses. The curriculum is designed to provide the students with a well-rounded educational experience.

Nursing requires individuals who are critical thinkers, communicators, and clinical decision makers. Successful completion of a nursing education will involve a significant time commitment, as well as good academic skills. The school of nursing prides itself in providing a quality education with excellent overall outcomes for our students and graduates. Upon graduation, our students are prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam and seek licensure as a professional registered nurse.

The administration, faculty, and staff are committed to providing you with the support and tools necessary to help you reach the goal of becoming a Registered Professional Nurse. Nursing education requires a high level of dedication and commitment from students who wish to succeed. We recommend that students limit outside work hours while enrolled in nursing classes to promote success within the program.

Please review the information within this catalog carefully. A revised nursing curriculum was introduced in the fall semester of 2023 for both the generic and the LPN to RN tracks of the nursing program.

If you have questions, please visit one of the UCNJ One Stop Advising centers or email nursing@ucc.edu or rwjbhnursingschool@ucc.edu. Please consult the **RWJBarnabas Health School of Nursing** website at <https://www.rwjbh.org/nursingschool> and the UCNJ website at www.ucc.edu for the most current information about the school's programs, policies, and activities. On behalf of the administration, faculty, and staff of RWJBarnabas Health School of Nursing, I wish you success in your journey to become a Registered Nurse.

Roseminda N. Santee, DNP, MA, RN, NEA-BC, CNE, ANEF
Dean, School of Nursing

Please note:

This catalog will provide basic information about the **RWJBarnabas Health School of Nursing** program. Please contact a UCNJ Academic Advisor for specific information on the admission process to UCNJ and to **RWJBarnabas Health School of Nursing**.

The **RWJBarnabas Health School of Nursing** website, <https://www.rwjbh.org/nursingschool> can provide students and prospective students with the most up to date information.

Anti-Discrimination Policy

RWJBarnabas Health School of Nursing does not discriminate based on race, color, national origin, sex, sexual orientation, marital status, religion, age, disability, handicap, or other legally protected status in its provision of employment, education and activities, or other services.

Title IX Policy

Title IX is U.S. federal law that prohibits discrimination based on sex in educational institutions, including Union College. Title IX states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

- Sex discrimination includes sexual harassment and sexual violence, including sexual assault.
- Title IX can be found in the Education Amendments of 1972, 20 U.S.C. §1681, and its implementing regulations at 34 C.F.R. Part 106 (Title IX).
- Union College policy prohibits discrimination, sexual harassment, and sexual misconduct, including sexual assault, stalking, and dating violence. Union College is required to name a Title IX Coordinator to oversee all activities related to compliance with Title IX.

All faculty, students, staff, and College visitors who have a Title IX-related concern or wish to file a complaint for investigation may contact one of the following Administrators:

- Director of Human Resources MacDonald Hall (A-219) Union College 1033 Springfield Avenue, Cranford, NJ 07016, 908-709-7046
- Union College Dean of Students, Deputy Title IX Coordinator Student Services Center (SD 121) 1033 Springfield Avenue, Cranford, NJ 07016, 908-709-7516.

Student Code of Conduct

The use, possession, or distribution of an illegal drug, substance, or alcohol is not permitted on the **RWJBarnabas Health School of Nursing**, UCNJ, or RWJBarnabas Health campuses. In addition, weapons of any kind are not allowed on the School of Nursing, UCNJ, or RWJBarnabas Health campuses

for any reason. Any student violating federal, state, or local regulations may also be subject to civil or criminal action.

Right to Make Changes

RWJBarnabas Health School of Nursing reserves the right to modify, alter or discontinue any of its courses, programs, or services. The school also reserves the right to change or modify any provision or policy when such action serves the interest of the school or its students. A student at the School of Nursing is normally bound by the curriculum and the specific course requirements in effect upon his/her matriculation. The school is not responsible for course cancellations that may alter a student's progression in the program. The school reserves the right to cancel any course with insufficient enrollment.

Nursing Program Description

RWJBarnabas Health School of Nursing and Union College of Union County, NJ, jointly conduct a Cooperative Nursing Program. Successful completion of the program grants students a Diploma in Nursing from the RWJBarnabas Health School of Nursing and an Associate in Health Science Degree from UCNJ.

Accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), and the New Jersey State Board of Nursing, the program offers a basic course of study in nursing. It provides a sound theoretical base of knowledge in nursing, biological, behavioral, and social sciences, and integrates this knowledge into academic and practical experiences within the health and illness continuum of patient care. Utilization of a variety of health care agencies facilitates the application of all aspects of the students' learning.

The nursing curriculum has two program tracks:

The Generic RN track is intended for individuals who wish to become a registered nurse and have no previous nursing license. The generic track offers classes during both the day and evening hours. Day, evening, and weekend clinical options are available.

The LPN to RN track is for students who currently possess a valid LPN license. Classes are during evening hours. Evening and weekend clinical options are available.

Unless otherwise specified in the class schedule:

Day students begin clinical at 7:00 AM and end at approximately 5:30 PM.

Evening students start at 5:30 PM and end approximately at 10:45 PM.

Weekend clinical experience starts at 7:00 AM and ends at 5:30 PM.

Academic advisement and learning resources are available to all students. The (LSC) Learning/Simulation Center and Computer Center are open daily and weekday evenings when school is in session.

Students may enroll as full-time or part-time students.

Upon successful completion of the program, graduates are eligible to apply for the National Council Licensing Examination for Registered Nurse (NCLEX-RN) and seek licensure as a Registered Professional Nurse.

Please note:

All students enrolled in RWJBarnabas Health School of Nursing are required to have a negative or clear criminal background check to register for a NURE clinical nursing course, starting with NURE 106 and NURE 214. The background check will then be repeated prior to NURE 208 or annually if a student re-enters out of sequence. Criminal Background check must be ordered through CastleBranch or an approved School of Nursing vendor. The background check is required as a reentry clinical requirement if a student has been out a semester or more.

The NJ Board of Nursing requires a candidate for the NCLEX-RN licensure examination to complete the fingerprint process/ background check if they already hold a license with the Division (example, LPN). For candidates who have a criminal history or have been arrested, all documents pertaining to that case must be submitted with the licensing application.

RWJBarnabas Health School of Nursing Address and Office Hours

The two locations of the RWJBarnabas Health School of Nursing are:

RWJBarnabas Health School of Nursing at Elizabeth, NJ

40 West Jersey Street
Elizabeth, New Jersey 07202
Phone: 1-908-659-5202
Fax: 1-908-659-5201
Website: <https://www.rwjbh.org/nursingschool>

The School of Nursing office in Elizabeth is in Room 324 of the Kellogg Building and maintains regular office hours Monday through Friday, 8:30 a.m. - 5:00 p.m. The School of Nursing is closed on Fridays from June through August.

RWJBarnabas Health School of Nursing at Oceanport, NJ

283 Sherrill Avenue
Ft. Monmouth Squier Hall
Oceanport, NJ 07757
Website: <http://www.rwjbh.org/nursingschool>

The School of Nursing office in Oceanport is in Room 107 in Squier Hall. The regular office hours are Monday through Friday, 8:00 a.m. - 4:00 p.m.

Accreditation

RWJBarnabas Health School of Nursing is approved and accredited by:

New Jersey State Board of Nursing

PO Box 45010, Newark, New Jersey, 07101

973-504-6430

www.njconsumeraffairs.gov

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

404-975-5000

www.acenursing.org

Union College of Union County, NJ, is approved and accredited by:

Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA. 19104

267-284-5000

www.msche.org

History of the School of Nursing

RWJBarnabas Health School of Nursing proudly represents the heritage of the School of Nursing whose graduates have served as professional nurses in our community and throughout the world.

In keeping with the philosophy of diversity of service offerings and of commitment to community development, a School of Nursing was established in 1891 under the auspices of the Ladies' Aid Society. Growth in enrollment from the first year's admission of six students to a student body of approximately 600 students in the nursing courses in 2025 attests to the community's recognition of the maintenance of high-quality standards of education over the past century.

Since 1947, the school has enjoyed an educationally advantageous association with UCNJ. The association has enhanced the school's ability to keep abreast of educational and scientific advancements and has strengthened the students' base of knowledge and intellectual skills. This articulation stems from a philosophy that the school must prepare a nursing professional who can meet the demand for quality nursing care of clients and their families.

On January 1, 2022, Trinitas Regional Medical Center including the Trinitas School of Nursing was integrated into RWJBarnabas Health, the largest academic healthcare system in New Jersey. In 2025, Trinitas School of Nursing was renamed and now operates under the name of RWJBarnabas Health School of Nursing.

Philosophy

The faculty of the RWJBarnabas Health School of Nursing believes in providing a high-quality nursing education program to a diverse population representative of the communities we serve. The school is a part of the community, and the faculty believes that it has a responsibility to be aware of and responsive to the health needs of its members. The faculty and students interact with members of the community to assist them in meeting identified health needs.

Recognizing the challenges that result from continual changes in the structure and delivery of healthcare; the varying complexities of health conditions; the variety of healthcare settings; and the explosion of health information and technology, the School is fortified by a culture of integrity and excellence in its commitment to educate students who will be prepared to face these challenges with a spirit of fairness, justice, community service, social responsibility for others, and the courage to be innovative.

The faculty believes that human beings are complex, rational, spiritual beings. Inherent in the human condition is one's right to dignity and value in every stage and condition of life. Human beings have created complex social systems in which they interact with each other to protect, nurture, and educate their members. Human beings exist, with varying degrees of independence, in many contexts as members of families, communities and society. Individuals are capable of using their intellect to take deliberate actions directed toward maintaining life, health and wellbeing of self, society, and their environment. Human beings are accountable for their actions.

Health is a dynamic state that is influenced by an individual's reciprocal interaction with the environment. Individuals possess their own personal cultural definition of health that may differ from the beliefs of the people with whom they come in contact. Further, it is the faculty's belief that access to health care is a basic right of all individuals.

Nursing is an art and a science characterized by interpersonal, therapeutic, and evaluative processes. It is based on a body of nursing knowledge and research which makes use of natural and behavioral sciences. An essential element of nursing practice is caring. Nursing's goal is to collaborate with the client and family, assisting them in the acquisition of knowledge and abilities necessary to achieve the highest possible level of health.

Using critical thinking and clinical judgment, the nurse assesses, analyzes, diagnoses, and treats commonly occurring human responses to actual and potential health problems, providing a holistic response to the complex health needs of human beings. The nurse engages in collaborative relationships with members of the healthcare team to provide the range of professional nursing services that the client, family, and groups may require. The nurse respects and interacts with a diverse population in a variety of settings within the community.

Teaching/learning is an interactional lifelong process. During the learning process, students integrate new and previously held knowledge and beliefs to form insights and ideas that empower them to think critically and make clinical decisions that are appropriate to the situation. Reflecting the belief that students learn differently, the faculty guides the student to utilize a variety of learning strategies and resources to facilitate the student's learning. Learning is a self-directed activity with faculty members functioning as facilitators joining with the students in the reciprocal learning process.

Students come to the School of Nursing with diverse backgrounds and differing strengths and experiences. The school recognizes this diversity and therefore provides opportunities to the qualified student to navigate the educational environment to maximize their individual potential well beyond their entry-level program. It is the responsibility of the school to provide an environment in which the student may successfully acquire the knowledge, skills, and attitudes necessary to practice as a safe and effective entry-level registered nurse.

The graduate of the school is prepared to assume the role of a safe, caring, ethical beginning graduate nurse with varying amounts of supervision. The graduate is capable of practicing within a variety of settings. It is the responsibility of the graduate to continue the learning process to maintain competency or to advance to another level of practice. Graduates are responsible for being aware of and responsive to population-focused health care as well as making meaningful contributions to the profession of nursing and society.

RWJBarnabas Health School of Nursing Goals

The school will:

1. Provide educational access to a diverse, qualified student population that is representative of the community.
2. Graduate an entry-level nurse who can practice in a variety of health care settings.
3. Produce a graduate who is successful in passing the NCLEX-RN examination on the first attempt.
4. Continue the contractual agreement with Union College of Union County, NJ, to offer the student a program that leads to a Diploma in Nursing and an Associate in Science degree.
5. Provide opportunities for seamless academic progression.

6. Provide opportunities to students to be dually admitted to an accredited program with an intended Bachelor of Science in Nursing major.

End of Program Student Learning Outcomes

The Graduate will:

1. Provide compassionate and coordinated patient centered care recognizing the patient as the source of control and as a full care partner with respect to their individual preferences, values, and needs.
2. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Integrate best current evidence with clinical expertise and patient/family preferences and values when making clinical decisions in the delivery of optimal health care.
4. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

RWJBarnabas Health School of Nursing Program Outcomes

Four (4) quality indicators are trended by semester and program track to demonstrate evidence that graduates are achieving identified competencies consistent with the RWJBarnabas Health School of Nursing Philosophy, Student Learning and Program Outcomes and professional standards. The program outcome information is publicly accessible from the Consumer Information page on the RWJBarnabas Health School of Nursing website, <https://www.rwjbh.org/nursingschool>.

1. RWJBarnabas Health School of Nursing NCLEX-RN licensure examination pass rate will be at least 80% for all first-time test takers for the 12-month period January 1 – December 31st.
2. Forty percent (40%) of the students who begin the first nursing course will graduate from the program within 100% of the allotted time for the program track (Generic or LPN-RN track); 50 % of students will graduate from the program in 150% of the allotted time.
3. Eighty percent (80%) of RWJBarnabas Health School of Nursing graduates will report satisfaction with program effectiveness as agree or strongly agree as per the Graduate Survey.
4. Eighty percent (80%) of RWJBarnabas Health School of Nursing graduates who are seeking

employment will obtain a nursing position within 12 months of graduation as per the Job Placement Survey.

Data on RWJBarnabas Health School of Nursing's Program Outcomes can be found on the Consumer Information on our website, <https://www.rwjbh.org/nursingschool>.

Matriculation

Students may matriculate as full-time or part-time students in the Generic or the LPN to RN track. A student who pursues a minimum of 12 credit hours of academic work per semester is classified as full-time. A student who pursues less than 12 credit hours of academic work per semester is classified as part-time.

Generic RN Track

The Generic RN track of the School of Nursing is offered with day, evening, and weekend clinical experience. Nursing classes are offered during the day and evening hours. General education, science, and humanities courses may be taken at the Elizabeth, Plainfield, or Cranford campuses of Union College of New Jersey (UCNJ) while nursing courses are offered at the School of Nursing on the Elizabeth or Oceanport sites. Admission to this track is done every semester. Transfer credits are accepted through UCNJ. Students are expected to complete the generic track within 100% to 150% time of allotted time from the first nursing course (NURE 105).

LPN to RN Track for Licensed Practical Nurses

The LPN- RN track is offered with evening classes and evening and weekend clinical experiences. Admission to this track is done each fall semester.

The LPN-RN track is specifically designed for Licensed Practical Nurses who wish to further their nursing education within a realistic time frame. Custom designed courses build on existing knowledge, skills, and strengths and provide an opportunity to pursue career goals without undue repetition of previous learning. Students are expected to complete the LPN-RN track within 100% to 150% of allotted time from NURE 213.

Admission to the Trinitas School of Nursing

Prior to applying to the **RWJBarnabas Health School of Nursing**, prospective students must apply to UCNJ as a Health Science student. The student will select a major in **RWJBarnabas Health School of Nursing** (code is EGHN) or another health science program.

RWJBarnabas Health School of Nursing has two program tracks, the generic and the LPN to RN tracks. In the Generic track, the first course is NURE 105. NURE 105 Enrollment Consideration applications are accepted twice a year (June and November) during a pre-determined period. The LPN-RN track (applicants have LPN license) starts with NURE 213. NURE 213 enrollment applications are

accepted starting in June of each year for Fall class enrollment. Enrollment information and application forms are available online at <https://www.rwjbh.org/nursingschool>.

Generic RN Program Track Admission Requirements (Fall and Spring Admission)

- Co-Requisite Courses: Prospective students must have successfully completed or be in progress with the co-requisite courses for NURE 105 or have registered for these courses at the time of application submission.
- BIO 105, ENG 101, or ENG 112, and PSY 101 are the co-requisite courses with NURE 105. Successful completion of these courses is required before progressing to NURE 106. A minimum grade of C is required for all science courses. Transfer credit for any of the required curriculum courses must be posted into the student's Union County College transcript/timeline prior to NURE 105 application submission. Students do not have access to a UCNJ unofficial transcript until the student enrolls in courses at UCNJ, in which case the screenshot of the Timeline is used.
- Ranking score calculation based on UCNJ GPA, quality points, and TEAS score.
- The quality points (grade multiplied by number of credits) will only be derived from UCNJ courses that are relevant to the School of Nursing curriculum. For example: ENG 101, BIO 105 & BIO 106, etc.
- Documented attendance at a RWJBarnabas Health School of Nursing Information Session within the last 12 months prior to applying.
- GPA: A minimum Union College GPA of 2.5 is required at the time of application submission (if student does not have a UCNJ GPA, the TEAS scores are used to rank the student)
- TEAS Exam: Complete the ATI TEAS Admission Exam with a minimum cumulative score of 60%.
- Information about the TEAS exam can be found at <https://www.atitesting.com/teas/register>.

Note: Nursing courses are highly challenging and will require many hours of study time for successful completion. It is highly recommended that students complete all science and general education courses prior to seeking enrollment in NURE 105, especially if the student continues to work while attending nursing school.

LPN-RN Track Admission Requirements (fall semester admission):

- Successful completion of all pre-requisite general education and science course work. A minimum grade of C is required for science curriculum courses.
- Union College GPA of 2.5 or higher.
- Complete the ATI TEAS Admission Exam with a minimum cumulative score of 60%.
- Information about the TEAS exam can be found at <https://www.atitesting.com/teas/register>.

- Admission to the program is based on a ranking score calculation based on UCNJ GPA, quality points, and TEAS score.
- The quality points (grade multiplied by number of credits) will only be derived from UCNJ courses that are relevant to the RWJBarnabas Health School of Nursing curriculum. For example: ENG 101, BIO 105 & BIO 106, UCC PNU courses, etc.
- Documented attendance at a RWJBarnabas Health School of Nursing Information Session prior to submitting LPN-RN track enrollment application. Check the school website for more information about the Information sessions.
- Valid unencumbered LPN license from any state or territory of the USA
- LPN official transcript must be sent to UCNJ, unless the student took the LPN program at UCNJ

Meeting the minimum admission criteria is not a guarantee of seat availability or acceptance into the RWJBH School of Nursing.

Information Sessions

All students seeking admission to generic track (NURE 105) or LPN to RN (NURE 213) track are required to attend an Information Session, within 12 months prior to submitting the NURE 105 or LPN to RN application. The sessions will provide students with insight into the rigor and challenges of entering a Registered Nurse education program. Information will be provided on academic expectations, requirements prior to clinical placement, time commitment and cost. It will also provide information on regulatory requirements prior to the RN licensing examination. Each information session lasts approximately 75 minutes. Pre-registration is required. Information on how to register and the dates and times of the upcoming sessions can be found on the school website, <https://www.rwjbh.org/rwjbarnabas-health-school-of-nursing/admission-registration/information-session/>.

ATI TEAS Admission Exam Information

All students submitting a generic track Application packet (NURE 105) and LPN to RN track (NURE 213) Application packet will need to complete the ATI Test of Essential Academic Skills (TEAS) exam prior to the submission of the form. The ATI TEAS exam is designed to assess a student's preparedness to enter a nursing program. There are 170 test items designed to test basic academic skills in the areas of reading, math, science, English and language usage. The TEAS score will be utilized along with the GPA average and quality (grade) points as part of the ranking process for Enrollment selection.

Students achieving a total score of 60% or higher on the ATI TEAS Individual Performance Profile are eligible to submit Enrollment Consideration Form to the generic or the LPN to RN track. If a total

score of 60% or higher is not achieved, students will have the option to re-take the TEAS exam. The re-take date must be at least 30 days after the previous attempt.

The frequency for taking the TEAS exam is limited to three (3) attempts in one year from the date of initial testing. There is no lifetime limit for taking the exam (ex: If you took the exam 3 times between January 2023 and December 2023, you would be able to re-test again in January 2024, provided the newest test date is 30 days from the prior attempt).

All TEAS exam administration sessions are managed by ATI. ATI does not offer refunds or permit rescheduling of the TEAS exam if a student is not able to test as scheduled. Students will register for the exam online through <https://www.atitesting.com/>.

For additional information on the TEAS exam including registration information and exam dates, please go to <https://www.atitesting.com/teas>.

Transfer Credit from Other Colleges and Universities

If a student completes any applicable science or general education courses at another college or university, it is the student's responsibility to ensure UCNJ receives official transcript evidence for the corresponding transfer credit to be entered on the UCNJ transcript. Official transcripts from other colleges must be sent to the UCNJ Admission office for evaluation. The transcript evaluation process may take up to 6 weeks to be completed with the posting of equivalent courses to your UCNJ transcript. The nursing program does not accept transfer credits for nursing coursework from other academic institutions.

Students who have completed college level courses at an accredited college or university will be evaluated for transfer credit for up to 33 general education credits into the nursing program. A minimum grade of "C" or 70 is required to receive transfer credit for all general education courses.

Please note, while transfer credits are accepted, students who have taken nursing curriculum courses at UCNJ will have priority ranking for NURE 105 and NURE 213 admission consideration based on a UCNJ GPA and quality (grade) point calculation. If all required general education courses are transferred, application ranking will be based upon competitive TEAS exam scores.

Note: Transfer applicants with two or more failures in a nursing course at another nursing program or who have been dismissed from a nursing program will not be considered for admission to the RWJBarnabas Health School of Nursing.

Foreign Transcript Evaluation

Foreign transcripts will require an evaluation by World Education Services or other evaluation

services approved by UCNJ and will need a course-by-course review if the applicant is seeking advanced standing and/or transfer credit. Please contact a UCNJ advisor for more information on foreign transcript evaluation.

Academic Advisement

All students seeking enrollment into **RWJBarnabas Health School of Nursing** are required to meet with a UCNJ Advisor and will be directed to declare Health Science as their major with the intent to apply to **RWJBarnabas Health School of Nursing**. Please refer to the curriculum plans of the two tracks of the nursing program. Advisors can provide students with guidance on course selection and answer questions regarding the nursing program. One Stop Advising Centers are available on all 3 of the UCNJ campuses. Appointments are not necessary.

Curriculum

Transition to a New Curriculum

In the fall 2023 semester, a new program curriculum was introduced. Transition to the new curriculum was completed in the fall 2025 semester.

Curriculum Design: Generic Track

Old Curriculum, Generic track		New Curriculum courses started in Fall 2023, Generic track	
<u>Semester I</u>	<u>Credits</u>	<u>Semester 1</u>	<u>Credits</u>
BIO 105	4	BIO 105	4
ENG 101	3	ENG 101	3
CHEM 114	4	PSY 101	3
NURE 130	4	NURE 105	4
TOTAL	15	TOTAL	14
<u>Semester II</u>	<u>Credits</u>	<u>Semester II</u>	<u>Credits</u>
BIO 106	4	BIO 106	4
PSY 101	3	PSY 204	3
NURE 131	8	NURE 106	7
TOTAL	15	TOTAL	14
<u>Semester III</u>	<u>Credits</u>	<u>Semester III</u>	<u>Credits</u>
BIO 108	4	BIO 108	4
PSY 204	3	SOC 101	3
NURE 132	8	NURE 207	7
TOTAL	15	TOTAL	14

<u>Semester IV</u>	<u>Credits</u>	<u>Semester IV</u>	<u>Credits</u>
ENG 2	3	ENG 102	3
SOC 101	3	Humanities	3
NURE 231	8	NURE 208	7
TOTAL	14	TOTAL	13
<u>Semester V</u>	<u>Credits</u>	<u>Semester V</u>	<u>Credits</u>
Humanities	6	Humanities	3
NURE 232	8	NURE 209	7
TOTAL	14	TOTAL	10
Nursing credits= 36 + Gen Ed credits= 37		Nursing credits=32 + Gen Ed credits= 33	
PROGRAM TOTAL	73 credits	PROGRAM TOTAL	65 credits

Course descriptions, Generic Track

Nursing 105: Foundational Concepts of Nursing

This course introduces students to the profession of nursing using the QSEN framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management. Introduction of the Nursing Process allows for exploration of the knowledge, skills and attitude related to the foundational principles inherent to the nursing role and nurse-patient relationship. Concepts include but are not limited to professional behaviors, communication, culture, psycho-social and legal/ethical issues, as well as an introduction to basic health assessment, pharmacology, and leadership and management. Foundational knowledge for basic proficiency in clinical calculations is introduced in this semester. There is no associated clinical component, but competence with medical terminology is included through self-guided learning modules.

Credits: 4c, No clinical / No NREL

Co-Requisites: BIO 105, ENG 101, PSY 101

Nursing 106: Fundamental Concepts of Nursing

Using the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course introduces students to the knowledge, skills and attitude required for fundamental nursing practice to deliver safe and effective care in accordance with standards of professional nursing practice. Within the structure of the Nursing Process and basic health assessment, fundamental principles are integrated with knowledge of anatomy and physiology and pharmacology. Building upon the concepts learned in Nursing 105, the student will be introduced to patient safety, comfort and mobility, nutrition, older adults, infection, fluid and electrolytes, elimination, and introduction to oxygenation and perfusion. Concepts related to health and physical assessment and leadership and management are continued. Students participate in clinical experiences in the Learning/Simulation Center and in acute and chronic health care settings for the application of associated nursing principles.

Credits: 7c. Clinical component, NREL 106
Pre-Requisites: BIO 105, ENG 101, PSY 101, NURE 105
Co-Requisites: NREL 106, BIO 106, PSY 204

Nursing 207: Introduction to Acute and Chronic Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course introduces students to the knowledge, skills and attitude required for specific areas of nursing practice in order to deliver safe and appropriate care to adult and pediatric patients in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology and leadership and management. Building upon the concepts from Nursing 105 & 106, students are introduced to pediatric growth and development and cellular regulation and continue to explore concepts related to acute and chronic nursing. Students participate in clinical experiences in the Learning/Simulation Center, and in acute and chronic adult and pediatric health care settings for the application of associated nursing principles.

Credits: 7c. Clinical component, NREL 207
Pre-Requisites: BIO 106, PSY 204, NURE/NREL 106
Co-Requisites: NREL 207, BIO 108, SOC 101

Nursing 208: Advanced Acute and Chronic Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course continues to deliver the knowledge, skills and attitude required for specific areas of nursing practice in order to deliver safe and appropriate care to adult and obstetrical patients in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology and leadership and management. Building upon the concepts from Nursing 105, 106 & 207, students are introduced to concepts of women's health, reproduction, and mother and child ante/intra/postpartum care. Students participate in clinical experiences in the Learning/Simulation Center, acute adult, and obstetrical settings for the application of associated nursing principles.

Credits: 7c. Clinical component, NREL 208
Pre-Requisites: BIO 108, SOC 101, NURE/NREL 207
Co-Requisites: NREL 208, ENG 102, Humanities

Nursing 209: Critical and Complex Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course builds upon concepts learned in previous nursing courses to demonstrate knowledge, skills, and attitudes to deliver safe and appropriate care to patients with complex medical conditions, critical illnesses, and psychiatric/mental health conditions in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology, and leadership and management. Students expand their knowledge of acute and chronic illnesses and are introduced to

individual/multi-system critical illnesses and the concept of psychobiology that includes but is not limited to exploration of anxiety, depressive, schizophrenic and personality disorders. Students participate in clinical experiences in the Learning/Simulation Center, and acute adult and mental health settings for the application of associated nursing principles.

Credits: 7c. Clinical component, NREL 209

Pre-Requisites: ENG 102, Humanities, NURE/NREL 208

Co-Requisites: NREL 209, Humanities

Curriculum Design: LPN to RN track

Old Curriculum, LPN to RN track		New Curriculum courses started in Fall 2023, LPN to RN track	
<u>Pre-requisite courses</u>	<u>37 credits</u>	<u>Pre-requisite courses</u>	<u>33 credits</u>
BIO 105	4	BIO 105	4
BIO 106	4	BIO 106	4
BIO 108	4	BIO 108	4
CHEM 114	4	ENG 101	3
ENG 101	3	ENG 102	3
ENG 102	3	PSY 204	3
PSY 204	3	SOC 101	3
SOC 101	3	Gen Ed Humanities	6
Gen Ed Humanities	6		
<u>Semester I</u>	<u>Credits</u>	<u>Semester 1</u>	<u>Credits</u>
NURE 211	3	NURE 213	4
NURE 212	4		
TOTAL	7	TOTAL	4
<u>Semester II</u>	<u>Credits</u>	<u>Semester II</u>	<u>Credits</u>
BIO 250	6	NURE 214	7
TOTAL	6	TOTAL	7
<u>Semester III</u>	<u>Credits</u>	<u>Semester III</u>	<u>Credits</u>
NURE 260/NURE 270	6	NURE 215 (Sum 1)	3
TOTAL	6	NURE 216 (Sum 2)	3
		TOTAL	6
<u>Semester IV</u>	<u>Credits</u>	<u>Semester IV</u>	<u>Credits</u>
NURE 290/NURE 290	6		

NURE 291	1	NURE 217 (7 weeks)	3
TOTAL	7	NURE 218 (7 weeks)	3
LPN Curriculum	10	TOTAL	6
		<u>LPN Curriculum</u>	<u>9</u>
Nursing credits= 36 + Gen Ed credits= 37		Nursing credits=32 + Gen Ed credits= 33	
PROGRAM TOTAL	73 credits	PROGRAM TOTAL	65 credits

Course Description LPN to RN track

Nursing 213: Transitional Professional Nursing Practice Concepts

This course is designed to transition the LPN-RN student to professional nursing practice using the QSEN framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management. Acquisition of knowledge related to the Nursing Process and basic health assessment allows for development of the knowledge, skills and attitude related to the foundational principles inherent to the role of the professional registered nurse. Concepts include but are not limited to professional behaviors, communication, culture, psycho-social and legal/ethical issues, as well as an introduction to pharmacology, and leadership and management. Foundational knowledge for basic proficiency in clinical calculations is introduced in this semester. There is no associated clinical component

Credits: 4c, No clinical / No NREL

Pre-Requisites: As noted above

Co-Requisites: No co-requisites

Nursing 214: Acute and Chronic Medical/Surgical Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course introduces students to the knowledge, skills and attitude required for specific areas of nursing practice in order to deliver safe and appropriate care to adult patients in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology and leadership and management. Building upon knowledge from the practical nurse program and the concepts learned in Nursing 213, this course will explore a variety of concepts related to acute and chronic nursing, including but not limited to infection, fluid and electrolytes, cellular regulation, endocrine, oxygenation and perfusion. Students participate in clinical experiences in the Learning/Simulation Center and in acute and chronic health care settings for the application of associated nursing principles.

Credits: 7c. Clinical component, NREL 214

Pre-Requisites: NURE 213

Co-Requisites: NREL 214

Nursing 215: Acute and Chronic Pediatric Nursing Concepts

Continuing with the Quality and Safety Education for Nurses (QSEN) framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course introduces students to the knowledge, skills and attitude required for specific areas of nursing practice in order to deliver safe and appropriate care to pediatric patients in accordance with standards of professional nursing practice. Within the structure of the Nursing Process and clinical judgment, the principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology and leadership and management. Building upon the concepts from NURE 213 & 214, students are introduced to pediatric growth and development and apply concepts related to acute and chronic nursing to the pediatric patient. Students participate in clinical experiences in the Learning/Simulation Center, and in acute and chronic pediatric health care settings for the application of associated nursing principles.

Credits: 3c. Clinical component, NREL 215

Pre-Requisites: NURE 213, NURE 214/NREL 214

Nursing 216: Women's Health and Maternal/Newborn Nursing Concepts

Continuing with the Quality and Safety Education for Nurses (QSEN) framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course continues to deliver the knowledge, skills and attitude required for specific areas of nursing practice in order to deliver safe and appropriate care to female, obstetrical and neonatal patients in accordance with standards of professional nursing practice. Within the structure of the Nursing Process and clinical judgment, the principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology and leadership and management. Building upon the concepts from NURE 213, 214 and 215, students explore the concepts of women's health, reproduction, and Ante / Intra / Postpartum and neonatal care. Students participate in clinical experiences in the Learning/Simulation Center and in obstetrical settings for the application of associated nursing principles for the application of associated nursing principles.

Credits: 3c. Clinical component, NREL 216

Pre-Requisites: NURE 213, NURE /NREL 214

Nursing 217: Psychiatric/Mental Health Complex Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course builds upon concepts learned in previous nursing courses to demonstrate knowledge, skills and attitudes to deliver safe and appropriate care to patients with mental health conditions in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology, and leadership and management. Students are introduced to the concept of psychobiology that includes but is not limited to exploration of anxiety, depressive, schizophrenic and personality disorders, Students participate in clinical experiences in the Learning/Simulation Center, and mental health settings for the application of associated nursing principles.

Credits: 3c. Clinical component, NREL 217

Pre-Requisites: NURE 213, NURE 214/NREL 214, NURE 215/NREL 215 and NURE 216/NREL 216

Co-Requisites: NREL 217

Nursing 218: Medical/Surgical Critical and Complex Health Nursing Concepts

Continuing with the framework of Patient Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Information Management, this course builds upon concepts learned in previous nursing courses to demonstrate knowledge, skills, and attitudes to deliver safe and appropriate care to patients with complex medical conditions and critical illnesses in accordance with standards of professional nursing practice. Within the structure of the Nursing Process, principles of health and illness are integrated with knowledge of anatomy and physiology, pharmacology, and leadership and management. Students expand their knowledge of acute and chronic illnesses while being introduced to individual/multi-system critical illnesses. Students participate in clinical experiences in the Learning/Simulation Center, and acute adult settings for the application of associated nursing principles.

Credits: 3c. Clinical component, NREL 218

Pre-Requisites: NURE 213, NURE 214/NREL 214, NURE 215/NREL 215, NURE 216/NREL 216, NURE 217/NREL 217

Co-Requisites: NREL 218

Document Requirements for Incoming Students (NURE 105 and NURE 213)

- Students must carry their own **personal health insurance**. They are not covered by RWJBarnabas Health School of Nursing or UCNJ for the cost of medical treatment or care while they are students in the program.
- Seasonal Influenza Vaccine before registering for the Spring semesters only
- Attestation and Code of Conduct forms (downloaded from CastleBranch)

These requirements must be met before registration for the first nursing course of either track.

Clinical Learning

Requirements to Attend Clinical Experiences

All nursing students are required to meet mandatory requirements prior to enrollment in clinical nursing courses (Generic Track – NURE 106 and up; LPN-RN Track – NURE 214 and up). Students obtain health clearance by uploading appropriate documentation to CastleBranch portal as follows:

A. Health Requirements

- Health History and Physical Examination by a licensed healthcare practitioner, including the OSHA Screening Form for N95 Fit tests
- Rubella/Measles/Mumps/Varicella titers (Immune status required)
- Tdap vaccine (Diphtheria, Tetanus, and Pertussis)
- Hepatitis B screens
- Seasonal Influenza Vaccine
- Urine Drug Screen
- Tuberculosis Testing (Mantoux skin test or serum QuantiFERON-TB Gold or negative chest x-ray). First time TB Mantoux skin test takers require 2-step testing (1-3 weeks apart).

B. Additional clinical requirements for students going into clinical courses (NURE 106 for the generic track and NURE 214 for the LPN to RN and above) must also:

- Obtain Basic Life Support CPR certification through the American Heart Association
- Obtain malpractice/liability insurance for Registered Nurse Student with specified coverage.
- Complete criminal background check through CastleBranch. **Result must be clear or negative.**
- Complete RWJBarnabas Health Mandatory Education Modules
- Fit Testing for N95 masks
- Purchase required clinical uniform

Preparing to Apply for NCLEX-RN Licensing Examination

Requirements to Obtain Licensure as a Registered Nurse

The Nurse Practice Act of the State of New Jersey, the Board of Nursing Statutes (NJSA 45:11-26 et seq.) and Regulations (NJSA 13:37) govern the legal practice of nursing in the state. It is important for students who plan to study nursing to know the licensure requirements, which include the following:

Three elements are required for licensure as a registered nurse in New Jersey:

1. Graduate from an approved school of professional nursing
2. Criminal history background check clearance
3. Pass the NCLEX-RN licensing examination

In addition, the official application for professional nurse licensure by examination requires that applicants provide information or answer the following questions. The graduates of RWJBarnabas Health School of Nursing and UCNJ will be required to submit:

1. Completed application
2. Color headshot photo
3. Birth Certificate or Passport
4. Valid NJ Driver's License
5. Marriage Certificate or Divorce decree if applicable
6. Letter of Completion from NJ School
7. Obtain official transcript from <https://www.ucc.edu/transcript/> and request transcript to be submitted directly to NJLOC@dca.njoag.gov, if applying for licensure in New Jersey.
8. Complete the fingerprint process/ background check if they already hold a license with the Division
9. If an applicant has a criminal history or have been arrested, the applicant must upload all

documents pertaining to that case.

Thus, before beginning a nursing education program, applicants must consider whether there is any legal reason why they might not be qualified for licensure. A criminal background check is required for all new licenses. The state Board of Nursing has the authority to deny licensure if the applicant has a criminal record.

The Board of Nursing for each state decides on an individual case basis at the time of application for licensure. Applicants should consider their current lifestyle and personal history before embarking on a course of study to ensure that, even though successful in completing the nursing program, they may be ineligible for licensure.

Nurse Licensure Compact

New Jersey is a member of the Nurse Licensure Compact ("NLC"). Nurses who hold active, unencumbered nursing licenses issued by members of the NLC may practice in NJ. New Jersey licensed nurses may apply for a multistate license with the authority to practice in other Compact states by submitting an application for a License by Upgrade. New applicants should submit an application as an RN or LPN Candidate. A multistate Compact license will be issued if you meet the requirements. A single state NJ license may be issued if you do not meet the requirements for a Compact license. For more information, go to <https://www.njconsumeraffairs.gov/nur/Pages/Nurse-Licensure.aspx>.

Questions and concerns regarding these requirements may be discussed in confidence with the NJ Board of Nursing Executive Director. Applicants may, if they prefer, call anonymously to discuss their situation with the Executive Director. Full application and detailed information can be found at <https://www.njconsumeraffairs.gov/nur/Pages/applications.aspx>.

Licensure Exam (NCLEX-RN) Requirement

To receive licensure as a Registered Professional Nurse (RN), all graduates of a nursing education program must successfully pass the National Council Licensure Exam (NCLEX-RN). The NCLEX is developed to measure the minimum knowledge, skills, and abilities required to deliver safe, effective nursing care at the entry level.

The exam is written and administered by the National Council of State Boards of Nursing (NCSBN). NCSBN is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S. territories. NCSBN is the vehicle through which boards of nursing act and counsel together to provide regulatory excellence for public health, safety, and welfare.

The goal is to test within 2-3 months of nursing program completion and pass the NCLEX-RN on

the first attempt of taking the exam. To prepare for the exam, pre-licensure student will have access to a copy of the 2026 NCLEX-RN Test Plan® on the school website and the Learning Management System, CANVAS. The current test plan is available on the school website.

Students should keep track of concepts learned in each nursing course throughout the curriculum, as they are congruent with the NCLEX-RN Test Plan.

- The NCLEX-RN Test Plan® provides a concise summary of the content and scope of the licensing examination. It serves as a guide for examination development, as well as candidate preparation. Each NCLEX-RN® examination is based on the test plan.
- The NCLEX examination assesses the knowledge, skills and abilities that are essential for the nurse to use to meet the needs of patients requiring the promotion, maintenance, or restoration of health.
- The NCLEX-RN Test Plan® outlines beliefs about people and nursing that are integral to the examination.

Further information on the NCLEX-RN and licensure are at www.ncsbn.org.

Essential Functions of Nursing

RWJBarnabas Health School of Nursing defines functions that are essential for student participation in educational programs and the procedures to be followed if a student does not meet the defined standards. The school has identified the essential functions for the safe and effective practice of nursing that must be achievable by students. These essential functions are set forth in writing to guide the school in consideration of any student.

The school is required to provide reasonable accommodations to students who are qualified individuals with disabilities and who can, with or without reasonable accommodations, perform the essential functions required of nursing students.

The practice of nursing must not pose a threat to the health and safety of the patients that it serves. Students will act to protect the welfare of patients. A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be referred to the Dean. Students unable to fulfill the essential functions, with or without accommodation, may be dismissed from their program.

Student's Core Performance Standards

The student will have the:

- Knowledge, skills, and attitudes to function in diverse clinical settings and perform within their scope of practice.

- Functional use of sensory and motor functions to permit them to carry out the activities in the areas listed.
- Ability to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed and the intellectual ability to learn, integrate, analyze, and synthesize data.
- Capability to perform in a reasonably independent manner. Clinical decision-making and exercising clinical judgment are essential functions of the role of the student.

School of Nursing students must have abilities and skills in the following areas:

Sensory Abilities (Visual, Auditory and Tactile)

1. Must be able to observe a patient’s appearance and changes such as skin color and perform procedures that require visual accuracy such as preparing the right dose of a medication in a syringe.
2. Sufficient ability to perform health assessments by inspection, palpation, auscultation, and percussion.

Communication Abilities

1. Able to communicate with accuracy, clarity and efficiency with patients, families, and other members of the health care team (including spoken and non-verbal communications).
2. Communication abilities include speech, hearing, reading, writing, language skills and computer literacy.
3. Possess the ability to use and comprehend standard professional nursing and medical terminology when using or documenting the patient’s medical record.

Cognitive, Conceptual and Critical Thinking Abilities

Ability to:

- Read and understand written documents in English.
- Measure, calculate, reason, analyze and synthesize.
- Comprehend spatial relationships (determine intramuscular injection) sites.
- Problem solve and use critical thinking to identify the cause/effect relationships in clinical situations.
- Evaluate the effectiveness of nursing interventions.
- To observe and interpret patient vital signs such as heartbeat and blood pressure.

Psychomotor Abilities

- The student has motor function sufficient to provide safe and effective general care and treatment to patients in all health care settings.
- Motor functions required include gross and fine motor skills, physical endurance,

physical strength, and mobility to perform nursing procedures safely and effectively; and provide routine and emergency care and treatment to patients such as cardiopulmonary resuscitation; and the ability to apply pressure to stop bleeding and the ability to open an obstructed airway.

Behavioral and Social Abilities

- Possess the emotional health required for the full utilization of intellectual abilities and the practice of good judgment in clinical decision making.
- Possess the ability to tolerate physically demanding workloads, adapt to changing environments, and display flexibility to function in rapidly changing clinical settings.

Reference: Southern Regional Board. Americans with Disabilities Act: Implications for Nursing Education. <https://www.sreb.org/publication/americans-disabilities-act>

Disability Services

RWJBarnabas Health School of Nursing and UCNJ are committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments (ADAA) of 2008.

The School of Nursing will, if requested, provide reasonable accommodations to otherwise qualified enrolled students unless: (a) such accommodations impose undue hardship to the institution; or (b) direct threats of substantial harm to the health and safety of others because the disability cannot be eliminated by any reasonable accommodation available that would allow the student to perform the essential functions; or (c) such accommodations fundamentally alter the educational program or academic standards.

Students requesting accommodations should self-identify to the UCNJ Coordinator of Disability Services, under the office of Universal Accessibility Services (UAS). The link for the UAS is: <https://www.ucc.edu/administration/the-office-for-equal-opportunity/universal-accessibility-services/>.

The contact information is as follows: phone: 908-709-7164 or email: disabilitysvc@ucc.edu.

Grade Requirements: Nursing and Science Courses and Graduation

Students are required to maintain a minimum grade of “C+” in each nursing course and a “C” grade for all science courses. A 2.5 cumulative grade point average (GPA) is required for entrance into all NURE courses, for progression in the program and for graduation.

A minimum GPA of 2.5 is required for all students reentering the nursing course sequence (NURE

105 and higher for the generic track or NURE 213 and higher for the LPN-RN track) following a course withdrawal or unsuccessful attempt.

All students are required to maintain a minimum GPA of 2.5 while enrolled in nursing courses.

Since the theory and clinical components of nursing courses are not separate, students who repeat a nursing course are required to take both the theory and clinical components of the course.

RWJBarnabas Health School of Nursing Grading Policies

The following system of grading is used to indicate the quality of a student's work in all nursing (NURE) courses at RWJBarnabas Health School of Nursing.

C+ or 74.45 is the minimum passing grade for all NURE courses and progression to the next course.

Grade	Numerical Value	Percentage
A	4	89.45 – 100
B+	3.5	84.45 – 89.44
B	3	79.45 – 84.44
C+	2.5	74.45 – 79.44
C	2	69.45 – 74.44
D+	1.5	64.45 – 69.44
D	1	59.45 – 64.44
F	0	Below 59.44
I	Incomplete▪	0
XF	Incomplete Changed to Failing▪	0
UF	Unofficial Withdrawal▪	0
W	Official Withdrawal	0
AU	Audit – No Credit	0

Notes

An incomplete grade may be given in cases of extenuating circumstances approved by the instructor. A grade reported as "Incomplete" at the end of a semester will be permanently recorded as ▪ **XF** (F) if the incomplete is not removed within the first six weeks of the next regular semester. A ▪ **UF** is assigned if a student stopped attending; or did not officially withdraw. This is calculated as a failing grade (F).

It is the student's responsibility to make acceptable arrangements with the instructor to complete the course requirements within this period. If the student is unable to contact the instructor, timely

notice should then be given to the Dean. **Each NURE course and the associated clinical (NREL) is a pre-requisite for the next NURE course**

It is the student's responsibility to report an error on his/her recorded grade to the instructor within two weeks of posting of the grade. Otherwise, it is assumed that the grade recorded is accurate and will be recorded permanently on the student's record.

C+ or 74.45 is the minimum passing grade for all NURE courses and progression to the next course.

1. A grade of **C** is the minimum acceptable grade for all nursing curriculum science courses taken at Union College.
2. A grade of **D** is the lowest passing grade for all other UCNJ courses.
3. A minimum grade of **C** is required to obtain transfer credit to UCNJ.
4. Students' academic standing at UCNJ is based upon their performance in all courses expressed in terms of the "academic average" they achieve. In computing this average, the following numerical values are assigned to each letter grade.
5. Instructors enter final grades online. Students must go to webservices.ucc.edu to view or print their final course grades. Instructors will not use students' social security numbers to post grades. Instructors will not provide grades over the phone.

How to calculate Grade Point Average (GPA) and Quality Points

Source: Union College, Catalog 2025-2026

<https://www.ucc.edu/documents/academics/calendars/2025-2026-College-Catalog-export-on-website.pdf>

Grade Point Average

Computation of the cumulative grade point average of a student's performance in all courses is accomplished by multiplying the assigned numerical value of each letter grade by the number of credit hours that the course requires

Quality Points

Numerical quality points are then determined by multiplying the above values by the number of credit hours that the course carries. For example, a three-credit hour course in which the student receives a B represents 9 quality points earned.

Academic average is determined by dividing the total number of quality points earned by the total number of credits taken, whether passed or failed. The following table is an illustration of this computation:

Grade & Quality Numerical Points

Course	Credits	Value	Quality Points Per Course
HIS 101	3	C (2)	6
PSY 101	3	B (3)	9
BIO 111	4	D (1)	4
FRE 101	3	A (4)	12
ENG 101	3	B+ (3.5)	10.5
CST 101	<u>3</u>	F (0)	<u>0</u>
	19		41.5

Total credits taken= 19

Total quality points earned 41.5; 41.5 divided by 19 = 2.18 GPA

Graduation Requirements

Eligibility for the Diploma in Nursing and the Associate in Science Degree rests upon the successful completion of the specific nursing program track, a cumulative average of 2.5 or higher and satisfactory completion of all required general education and science courses per the curriculum track. It is the student's responsibility to ascertain that all the courses required for the diploma and the degree have been successfully completed.

RWJBarnabas Health School of Nursing Program Tuition and Fees

Before starting nursing school, prospective students should consider the overall cost of pursuing a nursing education at the RWJBarnabas Health School of Nursing and Union College Cooperative Nursing Program. All general education courses are subject to Union College tuition and fees. There are 33 general education credits in the nursing curriculum. The school's nursing courses tuition and fees are published with the Union College tuition and fees in the Trinitas School of Nursing and the Union College websites.

Please refer to the UCNJ website for the most updated information on Union College tuition.

<https://www.ucc.edu/admissions/paying-for-college/tuition-and-fees/>

More information on RWJBH School of Nursing Tuition and Fees can be found at:

<https://www.rwjbh.org/rwjbarnabas-health-school-of-nursing/financial-aid-scholarships-tuition/financial-aid/>

Financial aid and scholarships opportunities are available through UCNJ and the RWJBarnabas Health School of Nursing for eligible students.

Financial Aid Information

Financial aid is available to eligible students through the UCNJ Financial Aid Office. In addition, Nursing Scholarships are available through the School of Nursing to students currently enrolled in nursing courses. Specific information on how to apply, eligibility, and the types of aid are on the UCNJ and RWJBarnabas Health School of Nursing websites.

Students may call or visit any one of the three campuses to receive additional information on Financial Aid Workshops, the application process, and student aid eligibility

Cranford Campus

1033 Springfield Ave.
Cranford, NJ 07016
1-908 709-7137

Elizabeth Campus

40 W. Jersey St.
Elizabeth, NJ 07202
1-908 965-6062

Plainfield Campus

232 East Second St.
Plainfield, NJ 07060
1-908 412-3571

UCNJ offers many types of financial aid from federal, state, and institutional sources to help students fund their educational goals. For information on the various types of aid available, please visit: <https://www.ucc.edu/admissions/paying-for-college/tuition-and-fees/>

Students seeking financial aid need to complete two forms to apply for all federal and state scholarships and grants, federal loans, federal work-study and all institutional scholarships:

- The Free Application for Federal Student Aid (FAFSA)
- Union College Scholarship Application

Full and part-time students may be eligible for financial aid; however, some forms of aid will be adjusted for students who are less than full-time.

Steps to the Financial Aid Application Process

- **Step 1:** Complete the FAFSA. The first step is to complete the FAFSA (Free Application for Federal Student Aid) at <https://fafsa.ed.gov/> Remember to enter the school code of 002643 for Union College.

You will need to apply for a Personal Federal Student Aid ID (FSA-ID). If you are a dependent student, you and one parent will need to apply for separate FSA-IDs and use the FSA-IDs to electronically sign your FAFSA. You and/or parents must complete a federal tax return if required. While completing the FAFSA on-line, you and/or parents can import their federal tax information from the IRS using a secure data retrieval tool (DRT). Once you reach the Web confirmation page, locate the link entitled "Optional Feature – Start your State Application." Respond to the questions and submit additional information to the State of New Jersey.

- **Step 2:** Apply for Scholarships. Once a student has submitted a FAFSA, they should also complete the Scholarship Application. This is the application for all Union College awarded

scholarships. If you are interested in applying for scholarships, please visit <https://www.ucc.edu/admissions/paying-for-college/scholarships/>.

- **Step 3:** Review your Student Aid Report. Once you have submitted a FAFSA, the U.S. Department of Education will process your FAFSA and send you a copy in the form of a Student Aid Report (SAR). The SAR will be sent to you electronically if you have listed an e-mail address on your FAFSA. Please review your SAR and notify the Union College Student Services Center. If you have made any mistakes, we will walk you through how to correct them.
- **Step 4:** Review your Correspondence from HESAA. The U.S. Department of Education will also send your information to the college listed on your FAFSA, as well as to the New Jersey Higher Education Student Assistance Authority (HESAA). HESAA will notify you of your eligibility for TAG or to request additional information.
- **Step 5:** Check your financial aid status online. All communication from Financial Aid is in an electronic format. It is essential that you check Web Services to view your financial aid status and/or any documents required to complete your financial aid application. You should check your Owl's Nest e-mail account daily because all communication we send to a student is sent through this e-mail.

Financial Aid Application Deadlines

A free FAFSA application must be completed each year and serves the entire academic year (Fall, Spring, and summer terms). The FAFSA becomes available each October for the following Fall and will remain available through the following Summer. It is recommended students complete the FAFSA as soon as possible.

For more information on state grants, please visit the website for the State of New Jersey Higher Education Student Assistance Authority (HESAA) at www.hesaa.org. Certain funds are available on a limited basis; therefore, it is in your best interest to apply as early as possible.

To be eligible for Federal and State financial aid programs, you must:

- Be accepted as a student in an eligible certificate or degree program.
- Be making satisfactory academic progress for financial aid purposes.
- Have a high school diploma, General Education Development (GED) certificate, or a secondary school completion credential for home school.
- Be a U.S. citizen or eligible non-citizen (This includes legal permanent residents, or green card holders.).
- Have a valid Social Security Number.
- Register with Selective Service if required.

- Not be in default on a previously awarded student loan or owe a refund on a previously awarded grant.
- Different forms of financial aid may have additional eligibility criteria.

Academic Progression

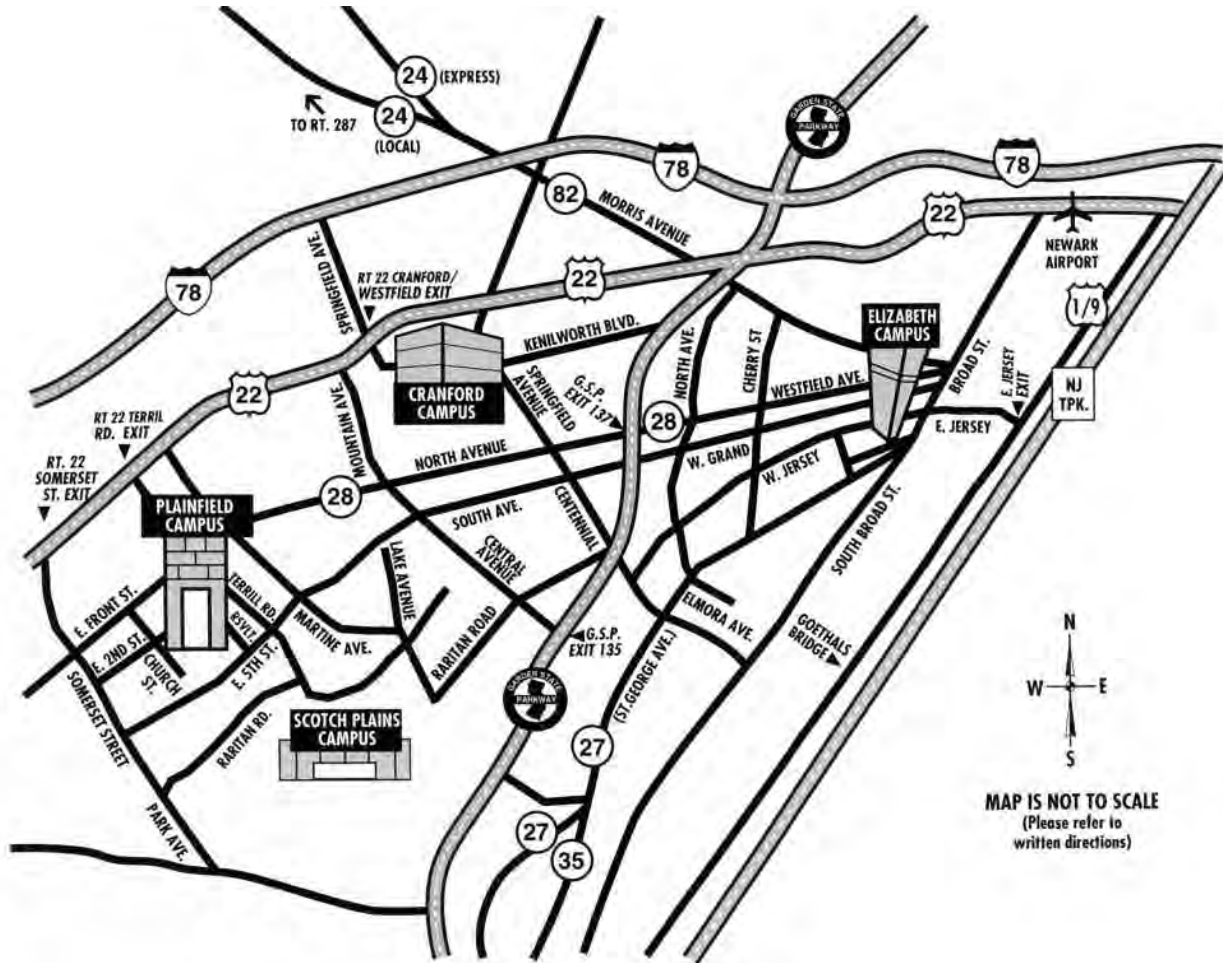
Dual Admissions and RN to BSN Articulation

Upon admission to RWJBarnabas Health School of Nursing, students with a GPA at or above 3.2 will receive admission to Rutgers' School of Nursing. Those who earn 3.2 or above and achieve grades of B or better in science courses during their program at RWJBarnabas Health will automatically receive full admission to the RN to BSN program at Rutgers' School of Nursing upon completion of their program. The RWJBarnabas Health School of Nursing also has a dual admission agreement with Kean University.

Rutgers School of Nursing, Kean University, St. Elizabeth University, Kean University, Thomas Edison State University, William Paterson University have RN to BSN articulation. Some schools have scholarship offers and discounted tuition.

Location of the RWJBarnabas Health School of Nursing at UCNJ campus in Elizabeth NJ

The school is located at 40 West Jersey Street, Kellogg Building, in Elizabeth, New Jersey 07202 on the Elizabeth campus of Union College of Union County, New Jersey. The school is within easy commuting distance of metropolitan New Jersey and New York by bus, train, and automobile.



DIRECTIONS TO RWJBarnabas Health School of Nursing at UCNJ campus in Elizabeth, NJ:

From the Garden State Parkway:

Exit 137 to Westfield Ave. (Rt.28 East) to Elmora Ave.

Make a right onto Elmora Ave. and go three blocks and make a left onto West Jersey St. The College is four blocks on the right.

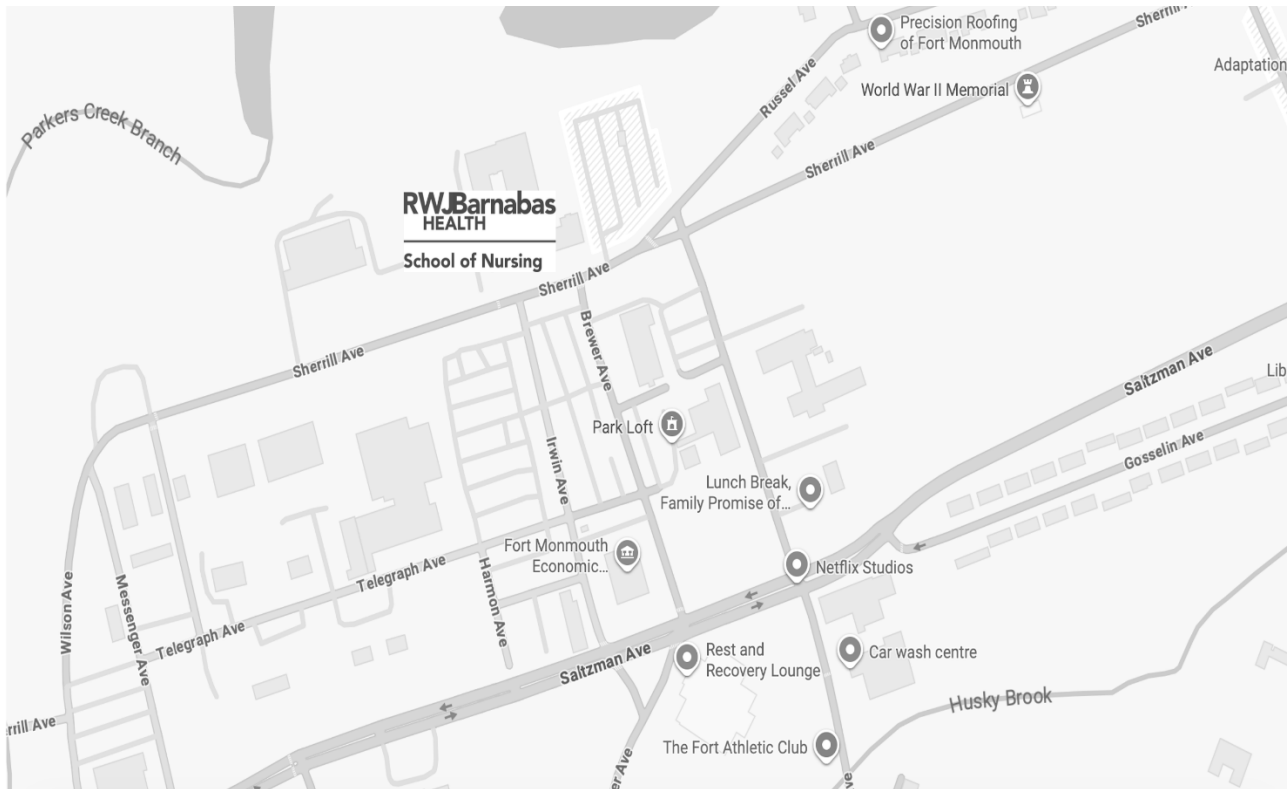
From the NJ Turnpike:

Exit at 13A. Take Route 1 & 9 South to East Jersey Street. Make a right on East Jersey Street. Cross Broad Street.

The College is one block ahead on the left.

Location of the RWJBarnabas Health School of Nursing in Oceanport NJ:

The school is located at 283 Sherrill Avenue in Oceanport, New Jersey 07757 in Ft. Monmouth Squier Hall.



From New York City and Northern New Jersey:

Take the New Jersey Turnpike South to Exit 11 (Garden State Parkway). Take the Garden State Parkway Local lanes to exit 105-Long Branch/Eatontown. Follow signs for Route 18/Wayside Road. Turn right onto Wayside Road at the end of the ramp. Continue on Wayside Road and turn right at 2nd light onto Tinton Avenue/County Route 537. Tinton Avenue becomes Avenue of Memories just after crossing Route 35. Continue on Avenue of Memories for about one mile and then turn left on Malterer Avenue and proceed to make left on Sherrill. Parking is to the right of the building.

From Philadelphia and Southern New Jersey:

Take the New Jersey Turnpike North to Exit 7A (I-195 East/Shore Points). Take I-195 approximately 28 miles until it becomes State Highway 138. Take State Highway 138 to the Garden State Parkway Exit 105 (Eatontown). Follow signs for Route 18 North. Stay in right lane and immediately exit Route 18 onto Wayside Road. Continue on Wayside Road and turn right at 3rd light onto Tinton Avenue/County Route 537. Tinton Avenue becomes Avenue of Memories just after crossing Route 35. Continue on Avenue of Memories for about one mile and then turn left on Malterer Avenue and proceed to make a left on Sherrill. Parking is to the right of the building.

By Train:

Fort Monmouth is located approximately 1/2 a mile south of the Little Silver train station. NJ Transit's North Jersey Coast Line offers local service to the Little Silver station from NY Penn Station.