

BINGHAMTON UNIVERSITY - STATE UNIVERSITY OF NEW YORK

NURSING (BS)

Overview

Today's complex healthcare system requires the best preparation for the professional practice of nursing. Education for nurses includes not only strong technical skills, but also skills in understanding patient needs at all levels.

Pre-licensure program graduates earn a bachelor of science in nursing degree and are eligible to take the national licensing examination (NCLEX-RN) to become registered professional nurses. Decker graduates continue to pass this exam at rates above state and national averages.

Learning Goals for Nursing

Graduates of the training program earn a bachelor's degree in nursing science and are eligible to take the National Licensing Examination (NCLEX-RN) to become a registered nurse. Students have a solid knowledge of nursing theory and practice, meet professional standards, and take responsibility for their practice; high-quality, safe and effective patient care within the legal, ethical and regulatory framework of nursing practice; lifelong learning, endeavoring to solve people's health care problems.

Specific goal

Graduates of a nursing bachelor's program are able to:

- Demonstrate knowledge and skills of nursing expertise.
- Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
- Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
- Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe, effective nursing practice.
- Explore the impact of sociocultural, economic, legal, and political factors influencing patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.
- Incorporate effective communication skills to contribute the nursing perspective to interprofessional teams to optimize patient outcomes.
- Collaborate with members of the interprofessional team to develop an assessment and intervention plan that takes into account determinants of health and available resources that contribute clinical prevention and population health.
- Assume accountability for personal and professional behaviors that demonstrate the nursing standards of moral, ethical, and legal conduct.
- Implement holistic, evidenced-based, safe patient-centered care across the health illness continuum, across the lifespan, and in all healthcare settings.

Program Learning Outcomes

1. Design and implement skilled, patient-centered professional nursing care for individuals, families, and populations across the health continuum in a variety of community based settings and institutions, emphasizing quality and patient safety.
2. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
3. Demonstrate cultural competence and respect for human dignity in working with others and providing care from beginning to end of life.
4. Implement health promotion and disease prevention plans for individuals, families and populations.
5. Use critical thinking, research findings and evidence-based practice in delivering professional nursing care.
6. Form interdisciplinary collaborative relationships to improve professional nursing practice and the quality of health care for all.
7. Demonstrate ethical behaviors and professional nursing values.
8. Participate in political regulatory processes to influence social justice, health care systems enhancements and quality improvement policies.
9. Exhibit effective communication skills for professional nursing practice

1. Participate with the patient, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of patient-centered care.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance in the use of the nursing process.

Level of achievement: Twelve months past graduation, a majority of responding graduates will indicate satisfaction with the ability to effectively utilize the nursing process.

2. Demonstrate critical thinking skills in the delivery of patient-centered care to well and ill patients.

Level of achievement: Ninety percent (90%) of graduate will achieve the minimum score of 70% on the ATI Critical Thinking Exit Exam.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance in critical thinking and clinical reasoning.

Level of achievement: Demonstrate a score of "2" or greater, in critical thinking, on the final clinical evaluation of each quarter.

3. Employ effective communication with patients, families, significant others, and other professionals within the context of the healthcare environment.

Level of achievement: Twelve months past graduation, a majority of responding employers will express satisfaction with graduate nurse communication competency.

Level of achievement: Twelve months past graduation, a majority of responding graduates will indicate satisfaction with achievement of the ability to communicate effectively within the healthcare environment.

4. Demonstrate behaviors consistent with the legal and ethical framework of nursing.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance in application of a legal and ethical framework to patient care.

Level of achievement: Twelve months past graduation, a majority of responding graduates will indicate satisfaction with achievement of the ability to apply a legal and ethical framework to nursing practice.

5. Create an environment that promotes caring and professionalism with consideration for the patient's cultural/societal beliefs and practices.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance in providing culturally appropriate care.

Level of achievement: Twelve months past graduation, a majority of responding graduates will indicate satisfaction with achievement of cultural competence in providing patient-centered care.

6. Utilize scientific and evidence-based knowledge, regarding alterations in health, to guide actions which promote and maintain patient-centered care.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance in the application of clinical reasoning.

Level of achievement: Twelve months past graduation, a majority of responding graduates will indicate satisfaction with performance in regard to clinical reasoning.

Level of achievement: Overall, yearly, first-time pass rate for the NCLEX-RN will be 90% or greater.

Level of achievement: Eighty-five percent (85%) of graduates will achieve a score of 75% on the ATI NCLEX Predictor Exam.

7. Demonstrate commitment, accountability, integrity, and discretionary judgment in their nursing practice.

Level of achievement: Twelve months past graduation, a majority of responding employers will indicate satisfaction with graduate performance regarding the professional attributes of commitment, accountability, integrity, and discretionary judgment.

8. Recognize their role in shaping healthcare delivery.

Level of achievement: Twelve months past graduation a majority of responding graduates will indicate intent to enroll in higher education in nursing.

Traditional program

- - The traditional program is for students who have not yet received an undergraduate degree or for students with a bachelor's degree who would like to study at a regular (non-accelerated) pace.
 - Students in the traditional nursing program receive this preparation in a four-year program firmly grounded in the liberal arts and sciences.
 - Students can apply as an incoming first-year, sophomore or junior.
 - The program requires 126 credit hours consisting of:
 - 52 credits of nursing courses

- 74 credits of nursing prerequisites, general education courses and electives
- Note: Students may transfer in up to 78 credits of nursing prerequisites, general education courses and electives.

Baccalaureate accelerated track (BAT) program

- The BAT program is available to students who already hold a bachelor's degree and would like to study at an accelerated pace.
- This unique and rigorous 12-month program allows students the opportunity to obtain a second bachelor's degree.
- The program requires 126 credit hours:
 - 52 credits of nursing courses
 - 74 credits of previously completed prerequisites, General Education courses and electives

Admission Pathways

Decker directly admits an incoming first-year cohort each year. These students are considered nursing majors once they pay their enrollment deposit. It is not necessary for admitted first year students to re-apply to the nursing program following completion of nursing prerequisites.

Eligibility

Applicants must:

- Be graduates of accredited secondary schools or have an equivalent education
- Demonstrate strength in biology, chemistry and mathematics

Note: Binghamton does not require applicants to submit Scholastic Aptitude Test (SAT) or American College Test (ACT) scores at this time.

Curriculum

Prerequisite coursework

Prerequisite course completion is required for both the traditional and accelerated programs prior to starting the core nursing courses.

Prerequisite	Binghamton course	Minimum credit hours	When offered
Composition 1	C or J Gen Ed	semester 3, quarter 4	fall, spring, summer, winter
Composition II	C or J Gen Ed	semester 3, quarter 4	fall, spring, summer, winter

Statistics (fulfills M Gen Ed)	MATH 147, MATH 148, PSYC 243 (choose 1)	semester 3, quarter 5	fall, spring, summer
Intro Psychology	PSYC 111	semester 3, quarter 4	fall, spring, summer
Developmental Psychology (fulfills S Gen Ed)	PSYC 220	semester 3, quarter 4	fall, spring, summer, winter
General Chemistry I (lab recommended; fulfills L Gen Ed)	CHEM 101, CHEM 104, CHEM 107, CHEM 111 (choose 1)	semester 3, quarter 5	fall, summer
General Chemistry II (lab recommended)	CHEM 102, CHEM 105, CHEM 108, CHEM 111 (choose 1)	semester 3, quarter 5	spring, summer
Intro Biology*	BIOL 113 (formerly BIOL 118)	semester 3, quarter 5	fall, spring, summer
Microbiology (lab BIOL 329 optional)	BIOL 319 (formerly BIOL 224)	semester 3, quarter 5	spring, summer
Anatomy and Physiology I (students may complete two semesters of anatomy and physiology or one semester of anatomy and one semester of physiology; lab recommended)	BIOL 251	semester 3, quarter 5	fall, summer
Anatomy and Physiology II (students may complete two semesters of anatomy and physiology or one semester of anatomy and one semester of physiology; lab recommended.)	BIOL 347	semester 3, quarter 5	spring, summer

**waived if Anatomy and Physiology I, II and Microbiology are completed at another college or university*

Anatomy, physiology, chemistry and microbiology courses expire after 10 years. Decker requires comprehensive examinations (such as CLEP or Excelsior) in expired prerequisite subject areas or a repeat of coursework to demonstrate proficiency.

All courses must be taken for at least 3 semester credits. Required prerequisites may be taken in person or online at any accredited college or university.

General Education (Gen Ed) coursework

General Education courses are required of all students pursuing a first bachelor's degree at Binghamton University. It is recommended that nursing students complete as many General Education courses as possible during their first two years, but unlike nursing prerequisites, these courses can be completed concurrently with nursing core courses in the junior and senior years.

See the University's General Education planning sheet to view detailed descriptions of each requirement. Nursing prerequisites and nursing core courses cover some of the General Education requirements, therefore Decker students are only responsible for the following:

A Aesthetics perspective course

G	Global interdependencies course
H	Humanities course
Y or B	Physical activity course
P	Pluralism in the United States
N	Social science course
FL	Foreign language course

Curriculum plans/worksheets

Students who remain on track will begin nursing core courses in the fall semester of their junior year. Many of the required courses include clinical components, allowing students to care for a diverse population of patients in several settings. Hospitals, community health facilities and long-term care institutions in and around the Binghamton area are used for clinical experiences. Decker has hundreds of clinical partnerships, including UHS, Lourdes Ascension, SUNY Upstate Medical and Guthrie.

Below is the sample curriculum plan for students in the undergraduate nursing program. For a complete description of nursing courses, see the schedule of classes.

Year 1, fall semester	Credits
C or J: Composition I	4
CHEM 101: Chemistry I	4
PSYC 111: General Psychology	4
Gen Ed/elective	4
<i>Semester total</i>	<i>16</i>
Year 1, spring semester	Credits
BIOL 113: Introduction to Cell and Molecular Biology	4
CHEM 102: Chemistry II	4
PSYC 220: Developmental Psychology	4
Gen Ed/elective	4
<i>Semester total</i>	<i>16</i>
Year 2, fall semester	Credits
BIOL 251: Anatomy and Physiology I	4
MATH 147/PSYC 243: Statistics	4
C or J: Composition II	4
Gen Ed/elective	4
<i>Semester total</i>	<i>16</i>
Year 2, spring semester	Credits
BIOL 319: Pre-Health Microbiology	4
BIOL 329: Pre-Health Microbiology Lab (optional)	0-2
BIOL 347: Anatomy and Physiology II	4
Gen Ed/elective	4
Gen Ed/elective	0-2
<i>Semester total</i>	<i>12-18</i>
Year 3, fall semester	Credits

NURS 320: Socialization I, Introduction to Professional Nursing	4
NURS 320: Nursing Assessment of Clients*	4
NURS 322: The Client System of Nursing	4
NURS 351: Pathophysiology I	2
Nursing elective**	2-4
<i>Semester total</i>	<i>16-18</i>
Year 3, spring semester	Credits
NURS 352: Practice of Nursing I*	4
NURS 353: Practice of Nursing II*	4
NURS 361: Pathophysiology II	4
Gen Ed/elective	0-4
<i>Semester total</i>	<i>12-16</i>
Year 4, fall semester	Credits
NURS 360: Socialization II, Nursing Research	2
NURS 362: Practice of Nursing III*	4
NURS 363: Practice of Nursing IV*	4
NURS 365: Pharmacology in Nursing	2
Gen Ed/elective	0-4
<i>Semester total</i>	<i>12-16</i>
Year 4, spring semester	Credits
NURS 470: Socialization III, Professional Issues	4
NURS 471: Practice of Nursing V*	8
<i>Semester total</i>	<i>12</i>
Total credits required for degree	126
* <i>includes</i>	<i>clinical</i>
** <i>nursing elective may be taken in any semester</i>	<i>component</i>

Transfer Credit

Students may receive credit for previously completed college-level courses, advanced placement (AP) exam scores of 3 or better and International Baccalaureate (IB) higher-level exam scores of 4 or better.

Apply

Students may apply using the SUNY, Coalition or Common Application, found on the Undergraduate Admissions website. Applicants must apply using a first-year application; applications are accepted for the fall semester only.

- Students interested in applying early action must submit either the SUNY, Coalition or Common Application by November 1. All other required application materials (transcripts, test scores) must be submitted by December 1.
- Students applying for regular admission must submit either The Common Application, SUNY Application or Coalition Application and all application materials (transcripts and test scores) by January 15.

Submission is not immediate; processing takes at least 7–14 days. Early action decisions will be released by January 15. Regular decisions will be released by April 1.

International applicants

Students with international transcripts must first have a course-to-course and degree evaluation from [World Education Services](#). A WES evaluation provides Binghamton with consistent information regarding your degrees, courses and grades in U.S. equivalencies; this ensures students receive a timely and accurate application review.

Visit

Although campus visits are unavailable at this time, Undergraduate Admissions offers an aerial tour of Binghamton University's campus. Self-guided tours are also permitted. Additional information is available on the Undergraduate Admissions website.

Prospective undergraduate students are encouraged to watch our virtual information session (see links in the Overview section, above).

We encourage interested applicants to attend a prospective student virtual Q&A session. Virtual walk-in advising appointments are also available. See the [Decker Events calendar](#) for more information and a schedule.