



GRADUATE

NURSING STUDENT HANDBOOK

2026-2027



Table of Contents

COLLEGE OF NURSING WELCOME.....	3
HISTORY OF ST. THOMAS UNIVERSITY COLLEGE OF NURSING.....	4
PURPOSE OF THE NURSING STUDENT HANDBOOK.....	5
ACCREDITATION.....	5
SCOPE OF PRACTICE.....	6
ACADEMIC CALENDAR.....	6
COLLEGE OF NURSING ADMINISTRATIVE TEAM CONTACT INFORMATION.....	7
COLLEGE OF NURSING ORGANIZATIONAL CHART.....	10
ST. THOMAS UNIVERSITY OFFICES AND DEPARTMENT CONTACT INFORMATION.....	11
ST. THOMAS UNIVERSITY MISSION STATEMENT, VISION STATEMENT AND CORE VALUES.....	12
COLLEGE OF NURSING MISSION, VISION, AND CORE VALUES	13
MISSION STATEMENT	13
VISION STATEMENT	13
CORE VALUES	13
DIVERSITY STATEMENT.....	14
PHILOSOPHY.....	14
THE GUIDING CONCEPTUAL MODEL.....	17
FOSTERING TRANSFORMATIONAL NURSING LEADERS.....	17
GRADUATE NURSING STUDENT LEARNING OUTCOMES.....	19
DNP STUDENTS LEARNING OUTCOMES.....	20
PROGRAMS CONGRUENCE STATEMENT.....	21
STUDENT SUCCESS CENTER.....	22
INTERNATIONAL TRAVEL AND ONLINE EXAMS.....	36
APEA END-OF-PROGRAM EXAMS.....	38
PRACTICUM INTEGRATION COURSES.....	38
STUDENT INFORMATION.....	85
MEMORANDUM OF UNDERSTANDING.....	85

ST. THOMAS UNIVERSITY
COLLEGE OF NURSING WELCOME

Welcome to St. Thomas University (STU) College of Nursing. At STU, future nurses are uniquely prepared to be leaders for life!

At STU, each student is a unique, integrated, holistic human being influenced by the complex interaction of biological, psychological, developmental, sociological, economic, and cultural elements as part of a multicultural society.

As a nursing student, you will be challenged to acquire a scientific knowledge base and critical thinking skills in the discipline of nursing, incorporate professional nursing behaviors, develop technical and decision-making skills, embody ethics into your practice, and gain awareness of self and others' value systems as part of STU's faith-based professional education. It will require hard work and commitment on your part, but it will be a remarkable and rewarding journey that you will treasure for a lifetime. We are excited that you have chosen St. Thomas University for that journey. The nursing team is committed to doing everything we can to support your success as we take the journey alongside you.

The College of Nursing Administrative Team and the Faculty wish you a wonderful and blessed academic experience at St. Thomas University.

College of Nursing
16401 NW 37 Avenue
Miami, FL 33054
(305) 625-6000

Disclaimer

The St. Thomas University College of Nursing (STUCON) Nursing Student Handbook is updated annually and is not intended to, nor does it contain all student regulations or replace the STU Student Handbook. Conversely, the policies, procedures, and guidelines outlined in the Nursing Handbook supersede any conflicting information found in the St. Thomas University Handbook. In matters related to nursing practices, protocols, and standards, the Nursing Handbook serves as the primary and authoritative source of guidance. All individuals within the nursing program are expected to prioritize and adhere to the provisions set forth in the Nursing Handbook over any conflicting or contradictory content in the St. Thomas University Handbook. In the event of any change or amendment to the Graduate Nursing Policy, students are able to view it electronically online on the St Thomas University website. It is the students' responsibility to review any change and/or amendment in its entirety. Students should seek clarification on any question, concern, or point for which they do not understand.

HISTORY OF ST. THOMAS UNIVERSITY COLLEGE OF NURSING

In 2003, St. Thomas University (STU) was contacted by the University of Miami regarding the possibility of starting a 2+2 School of Nursing. At that time, the University of Miami wanted to expand its BSN enrollment. With the North Dade Medical Foundation and Florida Blue sponsorship, St. Thomas University launched a collaborative 2+2 School of Nursing with the University of Miami in 2004. Nursing students would do their first two years of core classroom requirements at St. Thomas and then complete their more advanced classwork and clinical rotations at the University of Miami. The University of Miami would award their BSN degree.

By 2009, the university dedicated the Carnival Cruise Lines Science and Technology Building. This building was designed with undergraduate research in mind and had ten laboratories. Capitalizing on the success of the University's STEM programs and STU Summer Research Institute, the University decided to go beyond its 2+2 School of Nursing into a four-year Bachelor of Science Nursing (BSN) program. It was in response to two critical needs identified in the South Florida Community:

- 1) Recent national workforce studies indicate that nearly 40% of registered nurses intend to leave the workforce or retire within the next five years, reflecting continued concerns regarding an aging nursing workforce and impending retirements (National Council of State Boards of Nursing (2025). They are not being replaced with an increase in young nurses. It is partly due to a lack of nursing schools to prepare new nurses; 46,000 applicants nationwide have been turned away from nursing schools because of a lack of educational capacity.
- 2) There is a lack of healthcare parity in South Florida. The Miami-Dade County Department of Health has identified geographical areas with prevention quality indicators that reveal disparity in minority healthcare. The American College of Physicians attributes these gaps to a healthcare workforce that does not reflect the local communities. STU's nursing school graduates will bridge this healthcare divide because of their backgrounds and the comprehensive education they receive through the university's program.

STU's pre-licensure BSN program and the online post-licensure RN to BSN started in Spring 2017. Before the BSN program in the spring of 2016, STU launched a Master in Science of Nursing degree specializing in Family Nurse Practitioner. By Fall 2020, STU added the Psychiatric Mental Health Nurse Practitioner Program. The response from the community has been enthusiastic. By Spring 2021, the enrollment in the online post-licensure BSN program had grown tremendously. Enthusiastically STU added the Doctor of Nursing Practice Program by the Fall 2021. Current enrollment in the online College of Nursing continues to rise. Collaborations have been set up with local hospitals and health centers to provide STU students with the required clinical/experiential learning hours to receive their BSN degrees. Preparing culturally competent nurses who are sensitive to the many ethnic groups in South Florida and who have an in-depth understanding of quality, safe patient care is the STU College of Nursing's charge.

PURPOSE OF THE NURSING STUDENT HANDBOOK

This handbook, prepared for the graduate students admitted to the College of Nursing, provides specific information about nursing that supplements – but does not replace – St. Thomas University's Graduate Catalogs. The associate dean, program directors, and faculty believe that students' academic and professional goals can be best achieved by having explicit knowledge and understanding of the College of Nursing mission, vision, philosophy, policies, regulations, and procedures. Consequently, students are expected to read this handbook, abide by the policies, and be directed by its many features to help them be successful in the nursing major. Students must sign the statement at the back of this handbook acknowledging that they have read and understood its content. At the start of every course, students will need to confirm receipt and acknowledgment of this handbook within the learning management system (LMS).

ACCREDITATION

St. Thomas University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, law, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of St. Thomas University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500 or by using information available on SACSCOC website (www.sacscoc.org).

The master's degree program in nursing at St. Thomas University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

SCOPE OF PRACTICE

American Nurses Association (ANA) Code of Ethics for Nurses

All nursing students at St. Thomas University are accountable to the American Nurses Association (ANA)'s Code of Ethics and all students are expected to review the ANA's Code of Ethics for Nurses at this link:

www.nursingworld.org/codeofethics. Students can also refer to:

American Nurses Association (2025). *The Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application*. Nursebooks.org.

American Nurses Association's Standards of Nursing Practice

The following standards guide the educational experience of students and the practice of both students and faculty in the nursing program at St. Thomas University. For information about the ANA Standards of Nursing Practice, visit the website at www.nursingworld.org/nursingstandards. Refer to:

American Nurses Association. (2021). *Nursing: Scope and Standards of Practice*. (4th Ed). Nursebooks.org

The ANA's Code of Ethics and Standards of Nursing Practice delineate the ethical standards that nurses should be accountable for, which is and is not limited to:

- Respecting patients,
- Safeguarding patients' right to confidentiality and privacy,
- Advocating for safe, ethical, and legal care of all patients, and
- Maintaining their own clinical competence

The ANA's Code of Ethics, Standards of Nursing Practice, and ethical behavior also apply to academic study by nursing through the concept of academic honesty. Nursing students are expected to provide ethical care in clinical/experiential learning settings, act in an ethical and professional manner as they write and submit papers and assignments, do patient care, and work with peers on group projects.

Academic Calendar

Academic calendars for ST. Thomas University can be accessed at the following link:

<https://www.stu.edu/Academics/Academic-Calendar>

COLLEGE OF NURSING ADMINISTRATIVE TEAM CONTACT INFORMATION

Dr. Nashat Abualhaija, PhD, RN

Dean of Nursing

O'Mailia Hall Building

Phone: (305) 628-6503

Email: nabualhaija@stu.edu

Dr. Sherron Franks Meeks, Ph.D., MPAL, BA, RN, CNE, CNEcl

Assistant Dean of Nursing

O'Mailia Building Room 122

Phone: (432) 661-4457

Email: sfranksmEEKS@stu.edu

Ms. Natasha Desir, MBA

Administrative Assistant

Office Location: O'Mailia Building Room 113

Phone: (305) 474-6025

Email: ndesir@stu.edu

Ruben D. Coll, DNP, MSN, APRN, MBA

Director of Online Nursing Operations

Online Phone: (305) 628-6726

Email: rcoll@stu.edu

Dr. Cassandre Milien, DNP MSN RN

Doctor of Nursing Practice Director

Phone: Call via Teams or Email

Email: cmilien@stu.edu

Dr. Bridget Vera, DNP, APRN, AGPCNP-BC, APHN-BC

Master of Science in Nursing, Adult Gerontology Specialization Director

Phone: Call via Teams or Email

Email: BVera@stu.edu

Dr. Dorothy Delisfort- Crisostomo DNP, FNP-C, PMHNP-BC, APRN

Master of Science in Nursing, Psychiatric Mental Health Specialization Director

Phone: Call via Teams or Email

Email: DDelisfortCrisostomo@stu.edu

Dr. Janet M. Huxley, DNP APRN, FNP-C

Master of Science in Nursing, Family Specialization Director

Phone: (305) 474-6854

Email: jhuxley@stu.edu

Dr. Diana Kostrzewski

Master's in Nursing, Nurse Executive Leadership (MSN-NE) Specialization Director

Phone: Call via Teams or Email

Email: Dianakostrzewski@stu.edu

Dr. Diana Kostrzewski

Bachelor of Science Nursing to Doctor of Nursing Practice (BSN-DNP) Director

Phone: Call via Teams or Email

Email: Dianakostrzewski@stu.edu

Dr. Sherron Franks Meeks, Ph.D., MPAL, BA, RN, CNE, CNEcl

Master of Science in Nursing, Accelerated, Director

Phone: (305) 628-6739

Email: sfranksmEEKS@stu.edu

Ann Edwards, MSN MHA-INF RN

MSN-Nursing Informatics Director

Phone: (305) 474-6035

Email: aedwards4@stu.edu

Dr. Nancy Woelki, DNP, APRN, FNP-C

Clinical Coordinator of Graduate Nursing

Phone: 786-586-4966

Email: nwoelki@stu.edu

Dr. Frances Johnson, DNP, APRN, PMHNP-BC, FNP-BC

Clinical Coordinator of Graduate Nursing

Phone: (954) 243-0348

Email: fjohnson2@stu.edu

Shirley LaMarre, MSN/Ed, APRN, AGPCNP-BC

Clinical Coordinator of Graduate Nursing

Phone: (645) 231-6028

Email: slamarre@stu.edu

Ms. Estela San Miguel, M.S. ID&T
Senior Nursing Information Specialist
Coordinator of Accreditation, Assessment & Evaluation

O'Mailia Building Room 122

Phone: (305) 474-6823

Email: esanmiguel@stu.edu

Ms. Cassandra Graham, M.Ed
Nursing Information Specialist

O'Mailia Building Room 120

Phone: (305) 474-6880

Email: cgraham5@stu.edu

Ms. Isabella Couch
Nursing Information Specialist

O'Mailia Building Room 120

Phone: (305) 474-6035

Email: icouch@stu.edu

Organizational Chart

The College of Nursing organizational chart is viewable within [this link](#).

ST. THOMAS UNIVERSITY OFFICES AND DEPARTMENT CONTACT INFORMATION

Office of Financial Affairs (Business Office)

Location: Mimi Dooner Hall

Website: <https://www.stu.edu/about-stu/administration/business-office/>

Office of Financial Aid

Location: Mimi Dooner Hall, Room, 101

Website: www.stu.edu/admissions/financial-aid/

Phone: (305) 474-6900

Toll Free: (800) 367-9010

Fax: (305) 474-6930

Office of Admissions

Location: Mimi Dooner Hall, Room 103

Phone: (800) 397-9010; (305) 628-6546

Fax: (305) 628-6591

Email: signup@stu.edu

Facebook: St. Thomas University

Instagram: stthomasuniversitymiami

Campus Ministry

Office Location: O'Mailia Building

Phone: (305) 628-6525

Email: campusministry@stu.edu

Facebook: STU Campus Ministry

Student Health Center

Location: Student Center Phone: (305) 628-6921,

Website: www.stu.edu/studenthealth

Services offered: Psychological
Counseling

Archives & Museum: (305) 628-6719

Facebook: STULibrary

Instagram: stulibrary

Pinterest: STU Library

Twitter: STULibrary

YouTube: STU Library & Archives

Office of Academic Enhancement Center

Location: Institute for Workforce Enhancement

Website: www.stu.edu/testing

Phone: (305) 628-6797

St. Thomas University Library

Website: <http://www.stu.edu/library>

Phone: (305) 474-6860

Front Desk: (305) 628-6667

Reference Desk: (305) 628-6668

Interlibrary Loan: (305) 628-6671

Student Success Center

Location: Mini Dooner Hall, Room 117

Phone: (305) 474-6900

Fax: (305) 474-6930

Email: SSCgraduatestudents@stu.edu

Website:

<https://www.stu.edu/students/student-success-center/>

Chapel of Saint Anthony

Location: Next to Mimi Dooner Hall

Mass Services

Monday-Friday at 12:15 PM

Sunday Mass at 7:00 PM

Primary Health Care Student

Health Insurance Refer to

<https://www.stu.edu/students/student-affairs/student-health-center/student-health-insurance/>

for more information

Immunization & Medical

Records

Management

ST. THOMAS UNIVERSITY

MISSION, VISION AND CORE VALUES

MISSION STATEMENT

St. Thomas University is a Catholic university with rich cultural and international diversity committed to its students' academic and professional success who become ethical leaders in our global community.

VISION STATEMENT

St. Thomas will position as the leading Catholic university in the Southeast by developing, through its academic programs, recognized global leaders in ministry, science, business, and justice, and will serve as a model resource that prepares its students to engage in the business, legal, social, and scientific universe of the global community.

CORE VALUES

- Catholic Identity
- Global Diversity
- Student Success
- Leadership Development

COLLEGE OF NURSING MISSION, VISION, AND CORE VALUES

MISSION STATEMENT

The College of Nursing is committed to the formation of transformational global nursing leaders to engage in evidence-based practice, lifelong learning, and community service that reflects our Catholic identity and our mission of creating leaders for life.

VISION STATEMENT

Our vision at St. Thomas University College of Nursing is to create an atmosphere that is conducive to ethical leadership, transparency, excellence, integrity, and respect for diversity will characterize everything that we do. The vision of the College of Nursing is to:

- Prepare highly qualified nurses equipped with skills to fulfill baccalaureate nursing roles locally, nationally and internationally;
- Prepare graduates for ongoing and advanced nursing degrees for the betterment of our world; and
- Develop transformational global nursing leaders to contribute to the healthcare industry and address the health care needs of the citizens of Florida, Georgia, and around the world.

CORE VALUES

Combined with the core values of St. Thomas University; catholic identity, global diversity, student success, and leadership development, the College of Nursing's core values include:

- A culture that embraces caring
- A community that supports safety
- A community that shares a common thread in developing efficient leaders

DIVERSITY STATEMENT

The College of Nursing is committed and dedicated to fostering diversity in the classroom, the university, and the profession that reflects the core value of St. Thomas University. The nursing program faculty seeks to promote a culture that respects and embraces students' differences in cultures, abilities, religious beliefs and affiliations, age, race, ethnicity, gender, and sexual preferences and orientation. We commit ourselves to promote an enriched learning environment, improve the practice of nursing for the development of excellent leadership skills, personal creativity, and professional growth.

PHILOSOPHY

The STU, College of Nursing believes that nursing education serves as a transformative journey, empowering individuals to become catalysts for positive change and global nursing leaders throughout their lives. Our philosophy revolves around the following core principles:

- **Holistic Development:** We recognize that nursing education encompasses not only acquiring clinical skills and knowledge but also fostering personal growth, emotional intelligence, and cultural competence. We strive to develop well-rounded nurses who are compassionate, empathetic, and adaptable to diverse healthcare settings.
- **Empowerment Through Knowledge:** We view education as a powerful tool for empowerment. By equipping our nursing students with evidence-based practices and the latest advancements in healthcare, we instill confidence in their abilities to provide high-quality patient care and make informed decisions.
- **Catalysts for Change:** Our nursing program emphasizes that nurses are key drivers of positive change in the healthcare industry. We encourage our students to embrace innovation, advocate for patients' rights, and actively participate in shaping policies that improve healthcare outcomes for individuals and communities.
- **Lifelong Learning:** We believe that nursing education is not limited to a specific period but extends throughout a nurse's career. Our philosophy encourages a commitment to lifelong learning, enabling nurses to stay updated with evolving medical knowledge and technologies, and ensuring continuous professional growth.
- **Global Perspective:** Nursing is a universal profession that transcends borders. We nurture a global outlook among our nursing students, emphasizing the importance of understanding diverse healthcare systems, cultural practices, and healthcare disparities worldwide.

- **Patient-Centered Care:** The core of nursing is centered around patients. We instill in our students the value of patient-centered care, where individuals are treated with dignity, respect, and the utmost attention to their physical, emotional, and psychological needs.
- **Collaborative Approach:** Healthcare is a team effort, and nurses play an integral role in interprofessional collaboration. Our philosophy emphasizes the significance of effective communication, teamwork, and collaboration to deliver comprehensive and integrated healthcare services.
- **Ethical Practice:** Integrity and ethical conduct form the bedrock of nursing. We prioritize teaching our students ethical principles, ensuring they uphold the highest standards of professional behavior and always act in the best interest of their patients.
- **Leadership Development:** Our nursing program aims to foster leadership qualities in our students. Whether at the bedside, in administrative roles, or influencing healthcare policies, we believe in nurturing transformational nursing leaders who inspire positive change.
- **Community Impact:** We instill in our students a sense of responsibility towards their communities. Our nursing philosophy encourages students to actively engage in community service, health promotion, and disease prevention initiatives, making a lasting impact beyond the hospital walls.

By embracing this nursing philosophy, we envision producing nursing graduates who will be true agents of change, leading the way towards a healthier and more compassionate world for all.

Metaparadigm

Human-Being

At our nursing program, we recognize the individual as a unique and dynamic being, encompassing physical, emotional, social, and spiritual dimensions. We believe that every human being is worthy of respect, dignity, and compassionate care. Our philosophy emphasizes the holistic approach to patient care, acknowledging the interconnectedness of the mind, body, and spirit. We view each patient as an active participant in their healthcare journey, with unique experiences, values, and beliefs that influence their well-being. Our nursing students are taught to build meaningful therapeutic relationships with patients, practicing empathy and active listening to understand their needs and preferences fully.

Environment

We understand that the environment plays a crucial role in shaping health outcomes. Our nursing program philosophy recognizes that the environment encompasses physical, social, cultural, and economic factors that impact an individual's health and recovery. We emphasize the significance of creating a safe, supportive, and healing environment for patients, families, and healthcare providers alike. Our nursing students are encouraged to be advocates for health-promoting environments, addressing issues such as access to healthcare, healthcare disparities, and environmental factors affecting well-being. We believe that by addressing social determinants of health and fostering supportive surroundings, we can positively influence patient outcomes and overall community health.

Health

At our nursing program, we view health as more than just the absence of illness; it is a dynamic state of physical, mental, and social well-being. We believe that health is a continuum, and our role as nurses is to promote and maintain optimal health for individuals and communities. Our philosophy emphasizes preventive care, early detection, and patient education to empower individuals to take an active role in their health. We also recognize the importance of cultural diversity in defining health and healing practices. Our nursing students are taught to respect and integrate cultural beliefs and practices into patient care, ensuring care plans align with patients' values and preferences.

Nursing

Nursing, at its core, is a profession dedicated to the art and science of caring. Our nursing program philosophy places a strong emphasis on the nursing profession's ethical and compassionate nature. We believe that nursing is a dynamic, evidence-based practice that requires continuous learning and adaptation to evolving healthcare needs. Our nursing students are encouraged to be lifelong learners, critical thinkers, and problem solvers. We foster leadership qualities, emphasizing that nurses play pivotal roles in advocating for patients, promoting health equity, and shaping healthcare policies. We believe that nursing is a calling, and our graduates will embody the values of integrity, empathy, and patient-centered care to make a meaningful difference in the lives of those they serve.

THE GUIDING CONCEPTUAL MODEL

FOSTERING TRANSFORMATIONAL NURSING LEADERS

The nursing program's framework is rooted in a holistic view of individuals and groups in various health conditions, acknowledging that professional nursing involves both an artistic and scientific approach. The conceptual model revolves around the core beliefs of the nursing program, emphasizing the significance of the individual, environment, health, and nursing in shaping the curricula. To illustrate the interconnections within our philosophy, we utilize Burns' Transformational Leadership Theory (1978) as a theoretical framework.

Our vision is to nurture nursing leaders who embody transformational qualities and strive for excellence. We are dedicated to enhancing nursing practice, education, and research standards to propel the nursing profession forward and contribute to positive changes in global healthcare.

Teran, D & Millien, C. (2023). STUCON Fostering Transformational Nursing Leaders.



College of Nursing Goals

The goals of STU College of Nursing are consistent with St. Thomas University and reflect a strong commitment to nursing education, practice, research, and public/health policy. The goals of STU College of Nursing are purposely designed to:

- Educate and train highly qualified nursing students at the baccalaureate, master's, and doctoral levels to be leaders in the profession.
- Offer viable career options by providing quality educational programs based on employer-driven requirements.
- Create a positive learning environment that recognizes individuality and enables students to meet their unique educational goals.
- Generate excitement and foster the desire to learn through diverse teaching methods.
- Maintain a qualified, caring faculty and staff dedicated to the personal and professional development of each student.
- Remain at the forefront of education by supporting continuing education and training for graduates, faculty, and staff.
- Prepare and encourage students to pursue life-long learning.
- Provide nursing and healthcare transformational leadership in education, research, practice, and public policy formation.

Graduate Nursing Student Learning Outcomes

1. Integrate advanced knowledge in nursing, related science, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and 8*)
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, 3, 4, 6, and 7*)
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and 4*)
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safely and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and 10*)
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the community. (AACN 2021, *Domain 1, 2, 6, and 8*)

6. Advocate for policies that lead to improved health outcomes for populations and improve the quality of the healthcare system at the local, regional, state, national, and global levels. (AACN 2021, *Domain 5, 6, 7, and 8*)
7. Demonstrate competence in communication, collaboration, and consultation to advance interprofessional teams. (AACN 2021, *Domain 2, 4, and 7*)
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health outcomes. (AACN 2021, *Domain 1, 3, and 7*)
9. Apply advanced knowledge gained from nursing and other related sciences to practice as a competent health care provider. (AACN 2021, *Domain 3, 7, and 8*)

DNP Student Learning Outcomes

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care of rural and underserved population. (AACN 2021, *Domain 1 and 4*).
2. Demonstrate transformational leadership, accountability, analyze organizational models for safe and quality health care delivery for patients and populations in the advanced nursing role. (AACN 2021, *Domain 5 and 10*).
3. Apply evidence-based research into advanced practice to improve health care delivery and outcomes for patients, communities, and the nation. (AACN 2021, *Domain 1 and 4*).
4. Demonstrate leadership in the different realms of nursing while utilizing and evaluating the use of health care information systems, information technology, communication systems, and patient care technology. (AACN 2021, *Domain 8 and 10*).
5. Serve as leaders and participate in the creation and implementation of health policy to advocate for the nursing profession and the healthcare communities. (AACN 2021, *Domain 9 and 10*).
6. Communicate effectively, support, and collaborate with interprofessional teams to formulate effective practice approaches to improve individuals and communities' health outcomes. (AACN 2021, *Domain 6, 9, and 10*).
7. Appraise scientific data to translate the best evidence into nursing practice and health care delivery. (AACN 2021, *Domain 4 and 5*).
8. Develop health strategies based on scientific knowledge for health promotion, disease prevention, and elimination of health disparities for underserved population. (AACN 2021, *Domain 2 and 3*).
9. Implement culturally sensitive and holistic approaches to lead and mentor other nurses to achieve excellence in nursing practice and decision-making in complex situations based on scientific evidence with advanced levels of clinical judgment (AACN 2021, *Domain 2 and Domain 3*).

Programs Congruence Statement

The mission, vision, core values, philosophy, and expected student outcomes of each program are consistent with the standards and guidelines adopted by the College of Nursing. The program outcomes of the MSN and DNP Programs are congruent with the mission statement of St. Thomas University and the College of Nursing's mission. The MSN and DNP curricula were developed to reflect professional nursing standards and guidelines. The MSN and DNP programs outcomes are rooted in the Essentials of Master's Education in Nursing (AACN, 2021), The State of Doctor of Nursing Practice Education (AACN, 2022), and The Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (NCSBN, 2008).

STUDENT SUCCESS CENTER

Student Admission

St. Thomas University and the College of Nursing provide equal opportunity for all faculty, staff, students, and applicants for employment or admission without discrimination based on race, ethnicity, religion, sex, sexual orientation, gender identity, age, genetics information, disability, or status as a protected veteran.

Academic Advisor

Students are advised according to the St. Thomas University Graduate Catalog procedure found at <https://www.stu.edu/academics/catalogs>. Students are advised in the Student Success Center before their entrance into the College of Nursing. However, the faculty in the College of Nursing look forward to building an effective relationship with our students. All nursing students will be assigned an advisor from the College of Nursing for the remainder of their nursing education at STU. Communication plays an integral role as students proceed through the program's requirements. Therefore, students are accountable for contacting their advisors regularly. The advisor should be consulted for questions regarding courses and/or clinical/experiential learning experiences.

Communication

The university email account provided to each student is the official mode of communication between students and professors. It is expected that students use their university email addresses for all communications. Students should include pertinent information about themselves, i.e., their full name, student ID, program, and course details (course and section number) in all email correspondence. This aids in identifying the sender and helps professors address inquiries accurately.

The faculty are expected to respond to any email inquiries or course messages from students within twenty-four (24) to forty-eight (48) hours. Faculty are expected to provide feedback on course assignments within seventy-two (72) hours of the due date.

Students are also encouraged to utilize the Nursing Help Chatbot at nursinghelp.stu.edu

Grade Review and Challenge Policy

Students are expected to regularly review their grades and feedback in Canvas throughout the course. If a student believes that an assignment grade has been incorrectly assessed and wishes to challenge the grade received, the student must contact the instructor within **10 calendar days of the grade being posted**. Grade concerns must be submitted directly to the instructor and should clearly explain the basis for the request for review. Students are encouraged to review instructor feedback and grading criteria before submitting a grade challenge.

After the 10-day period has elapsed, the grade will be considered final and will not be eligible for review or adjustment, except in cases of documented instructor or institutional error.

Transfer Credit

Transfer credit is not automatic. Graduate work completed at another accredited school prior to enrollment at St. Thomas University may be accepted as transfer credit if the course work parallels courses offered in the student's graduate program at St. Thomas. Coursework completed at regionally accredited colleges or universities, or colleges or universities with accreditation equivalent to regional accreditation will be accepted, when applicable, on a course-by-course basis. Coursework completed at colleges or universities which are accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA), or US DOE will be accepted. A student who transfers from a quarter hour credits school is responsible for the remaining credits.

Nursing Transfer of Credit Policy:

1. Students may transfer a maximum of **six (6) hours** of graduate level coursework to be applied to a St. Thomas graduate degree (any transfer of credit is at the sole discretion of the College of Nursing).
2. Transfer credits will be accepted only from regionally accredited colleges and Universities within the United States.
3. Specialty courses are not transferable.
4. It is the responsibility of the student to provide official copy(s) of transcript(s) and both a catalog course description and course syllabus of the work intended to be transferred to be eligible to receive transfer credit.

5. Acceptable course work will be transferred only if it is "equivalent" to a St. Thomas course allowed in the student's degree program. Students may not take an "equivalent" course at St. Thomas and also receive transfer credit for the same course.
6. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
7. Graduate transfer credits may not include course work which was part of the work used to complete the student's undergraduate degree.
8. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
9. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
10. Only grades of B or higher may be applied as transferred credit.

A student requesting transfer of credit must file a written request with the required documentation to the Program Coordinator during the first semester of enrollment. Verification of all documents is the responsibility of the appropriate Program Coordinator. No requests for transfer of credit will be honored after the first semester of graduate study.

Transfer Credit Time Limit

1. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
2. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

Student Affairs/Reporting Protocols

[Student Affairs](#) - enhances academic success and holistic development of students by providing a broad array of collaborative, co-curricular programs, services, and activities that promote a positive

impact on the development and retention of students, personal integrity, ethical leadership, civic responsibility, environmental awareness, and social consciousness.

- [CARE Team](#) - is a multi-disciplinary team that works to address concerning or threatening behaviors of St. Thomas University community members.
- [Student Complaint](#)
- [Title IX](#) - protects people from discrimination based on sex, pregnancy and parenting, sexual assault, dating violence, domestic violence, or stalking.
 - o
- [Judicial Affairs](#)
- STU Online Students: Out-of-state STU Online students who have completed the internal institutional grievance process and the applicable state grievance process may appeal non-instructional complaints to the FL-SARA PRDEC Council. If the student is not satisfied with the outcome, he/she may appeal the complaint to the PRDEC Council by sending an email to FLSARAINfo@fldoe.org.

For additional information on the complaint process, please visit the [FL-SARA Complaint Process](#) page.

Student Health Center

[Student Health Center](#) promotes the physical and mental health of the STU community in a professional and confidential manner covered by the student health insurance, including the Supplemental Plan. Appointments are recommended, but walk-ins are welcome.

Location: Student Center

Phone: (305) 628-6921

Website: [Student Health Center](#)

Services offered:

- [Health Clinic](#)
- [Counseling and Referrals](#)
- [Student Health Insurance](#)
- [Frequently Asked Questions \(FAQs\)](#)

Graduation/Commencement

- [Commencement Services/Cap & Gown, and Tickets](#)
- [Graduation Frequently Asked Questions](#)
- [Commencement Information](#)

Residency

St. Thomas University only admits Florida and Georgia residents. As a result, students maintain residency in Georgia or Florida during their enrollment at St Thomas University. Residency generally refers to the student's primary state of residence and domicile, as demonstrated through official documentation such as a driver's license, state identification, voter registration, employment records, lease agreements, or other supporting records. The student's nursing license must reflect their State of official residency (e.g. only Georgia and Florida nursing licenses will be accepted.) It is the student's responsibility to notify the University of a change in residency. St Thomas University reserves the right to remove students from the course who are not residents of Georgia or Florida. This is due to many stringent laws and guidelines the government imposes on higher learning institutions. According to the statute, "If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request." Please refer to the link below for more information

(<https://www.govinfo.gov/content/pkg/CFR-2019-title34-vol3/pdf/CFR-2019-title34-vol3-sec600-9.pdf>). In essence, STU's online nursing program must meet the standards of the State in which the student resides, which includes Georgia and Florida. As a result, you must complete the program in the state of Georgia or Florida; if you leave the state, even temporarily, it is your responsibility to inform us. If we find out and you have not informed, we have the right to remove you from any courses immediately. If there is a repeat offense/incompliance, we have the right to dismiss the student from the program.

COLLEGE OF NURSING ACADEMIC POLICIES

Academic Standards and Code of Conduct

St. Thomas University adopts the fundamental vision of the Judeo-Christian tradition and the Catholic faith and values wisdom to be found in the Bible and the church teaching. St. Thomas University seeks to establish a community that promotes a Judeo-Christian learning environment in which all may develop spiritually as well as intellectually.

The university places the highest value on truth, the quest for knowledge, and respect for others in an atmosphere of academic excellence. Both faculty and students are accountable and are expected to maintain the highest standard of conduct and behavior by adhering to the STU academic code of conduct.

Any behavior that is inconsistent with the university's goals is unacceptable. Unacceptable behaviors include, but are not limited to, alcohol or drug abuse, use of violence and/or profanity against people or property, or undermining the educational climate by threatening the physical and mental health, and disrespecting their rights.

In alignment with the STU Student Handbook:

"Integrity

The St. Thomas University community values ethical behavior in all our endeavors, whether scholarly, socially or intellectually. We encourage and expect all conduct to be grounded in integrity, mutual respect and civility.

Self-Control

The STU community is committed to self-control and to creating a culture of accountability. Individuals are accountable for the effects their behaviors have on themselves and others. This recognition of personal responsibility prepares all individuals to develop intellectually, spiritually, emotionally, and physically."

Badges

Students are required to wear the official STU photo identification (ID) badge. Badges must be worn above the waist and be visible at all times both on the St. Thomas University Campus and at clinical/experiential learning sites. Students should follow the instructions in the Graduate orientation and obtain their badges in the first semester. Students should follow the instructions in the Graduate orientation and obtain their badges in the first semester.

Academic Honesty Policy

In alignment with both the ANA Code of Ethics (integrity, accountability, and professional competence) and the NCSBN Model Rules, admission to and continuation in the nursing program require students to demonstrate behaviors consistent with the ethical and professional standards of nursing. Acts of academic dishonesty or other conduct involving dishonesty, deception, falsification, or misrepresentation may be considered evidence of unprofessional conduct because such behaviors are incompatible with the integrity, accountability, and trustworthiness expected of registered nurses. Students may be subject to academic and/or disciplinary action for conduct that reflects a failure to uphold these professional standards. Because professional nursing is founded on honesty, integrity, and accountability, violations of the Academic Honesty Policy may also be evaluated as concerns related to professional conduct and fitness for progression within the nursing program.

Cheating: Cheating includes any act or omission by a student to obtain an unfair advantage of assignments, quizzes or exams.

Cheating on assignments includes, but is not limited to,

- submitting clinical notes written by another person
- giving work or information to another student to be copied and/or used as their own
- giving or selling an assignment, report, project, or other restricted written materials to another student
- working together with another individual on an assignment when specifically prohibited from doing so by the instructor.
- submitting artificial intelligence (AI) generated work for an assignment that does not align with the CON AI policy or assignment instructions that specifically prohibit its use.
 - review STU AI Ethical Standards.

Cheating on tests includes, but is not limited to,

- using unauthorized technology, software, or devices while testing.
- giving someone answers to test questions either during or after the test has been given.
- informing another student of specific questions that appear or have appeared on an examination.
- using notes, books, or other study aids while testing.
- altering the computer, computer screen or webcam
- making fraudulent claims of errors with exam technology
- failure to follow required STU environmental procedures.
- patterns of network connectivity issues
- reading test questions or answers aloud

Misrepresentation

Misrepresentation is an act of omission with the intent to deceive an instructor or college employee. It includes, but is not limited to,

- lying about family circumstances,
- lying about employment conflicts
- using personal problems to gain academic advantage for self or others.
- changing answers on graded materials, having another person or artificial intelligence (AI) complete your assignment.

Academic Dishonesty Policy

Students are expected to adhere to the academic honesty policy as stated in the college catalog. Students violating the policy in any way may receive up to the following: a “0” for the assignment, an “F” in the course; and may be dismissed from the program and/or the College of Nursing. This may include a notation on a student’s academic transcript.

Please note that due to the dynamic nature of the course, it is understood that the professor has the authority and the responsibility to change, add, or omit any material contained therein, including the grading policy. Students

will receive verbal and/or written notification of any changes to the current policy. Review the Academic Honesty, policy, and procedure from the student handbook on the University's website at www.stu.edu

Academic Dishonesty Procedure

Students who self-plagiarize or who plagiarize the original works of others face the following consequences:

- a. **No offense:** A Turnitin similarity score of less than 20% is generally acceptable.
- b. **Misdemeanor offense:** A Turnitin similarity score greater than 20% but less than 60% will be sent back to the students with the Turnitin report for revision and resubmission. A late penalty can be assessed if that is made clear at the beginning of the course or in faculty communications with the student.
- c. **Minor offense:** A Turnitin similarity score over 60% can be considered egregious and would be worthy of greater implications and accountability. Students may receive a 25% reduction in their assignment grade as a penalty if that is made clear at the beginning of the course or in faculty communications with the student.
- d. **Major offense:** A Turnitin similarity score over 80% is particularly egregious and probably will result in more punitive actions. Students will receive a "0" for the assignment and will fail the course. They will be allowed to remain in the course if they resubmit the assignment with an acceptable Turnitin similarity score of under 20%. If the resubmitted similarity score is over 20%, the student will fail the course.

*Students may not submit their assignments more than three times in Turnitin without penalty. After the third attempt to submit, the final decision is determined by the course instructor.

In the event of concerns regarding plagiarism, a student may be required to participate in an anti-plagiarism remediation course, which could involve out-of-pocket expenses. Such a course aims to reinforce ethical research and writing practices to ensure the integrity of a student's academic work.

Artificial Intelligence (AI) Detection Tool (Turnitin) Scores Management

Purpose: Establish a framework for evaluating Artificial Intelligence (AI) detection scores from Turnitin while ensuring academic integrity, fairness, and appropriate faculty judgment in the evaluation of student work.

Scope: This policy applies to all faculty and students within the St. Thomas University College of Nursing.

Definitions

- Similarity Score: The percentage of text in a submission that matches existing sources within Turnitin's database.
- AI Detection Score: An estimated probability generated by Turnitin indicating that portions of text may have been produced using artificial intelligence tools.
- Levels of Suspicion: Categories used to guide faculty review when AI detection scores raise potential concerns regarding academic integrity.

Policy - Levels of Suspicion

- Low Suspicion (0–39%)
 - Action: No intervention required.
 - Recommendation: Encourage continued development of strong citation practices and academic writing skills.
- Moderate Suspicion (40–69%)
 - Action: Faculty review of the submission.
 - Recommended Steps:
 - Review the Turnitin report carefully.
 - Meet with the student to discuss the submission.
 - Provide guidance on writing techniques and proper citation practices.
 - Allow one opportunity for revision if appropriate.
- High Suspicion (70% or greater)
 - Action: Formal faculty review and student consultation required.
 - Recommended Steps:
 - Provide a supportive environment for the student to explain their submission process.
 - Conduct a face-to-face meeting (in person or via Teams/Zoom) before assigning a grade penalty.

- Ask the student to explain their understanding of the assignment content and their writing process.

Possible Outcomes

- Opportunity for one guided revision of the assignment.
- Assignment grade determined based on the quality of the submission and the student's demonstrated understanding.
- Grade of zero if academic integrity concerns remain unresolved following faculty review and student consultation.

Procedure

a. Faculty Responsibilities

- Review Turnitin reports and apply professional judgment when evaluating submissions.
- Meet with students when concerns arise.
- Document communication and decision-making processes.
- Provide constructive feedback to support student learning.
- Participate in training related to AI detection tools and academic integrity policies.

b. Student Responsibilities

- Adhere to the university's academic integrity policies.
- Submit original work and properly cite sources.
- Seek assistance from faculty, tutoring, or writing resources when needed.
- Participate in discussions with faculty if concerns about submissions arise.

c. Documentation Requirements

Faculty must document the following when concerns arise:

- Turnitin AI detection score and report review.
- Summary of the meeting with the student.
- Explanation provided by the student regarding the submission.
- Final grading decision and rationale.
- *Documentation should be recorded in Canvas and may be requested by the Program Director or Assistant Dean if further review is required.

Student Rights and Due Process

Students have the right to:

- Review the Turnitin report associated with their submission.
- Provide an explanation regarding their work.
- Seek guidance on improving writing and citation practices.
- Appeal academic decisions through established university academic grievance procedures.

Considerations

- Accuracy of Detection Tools: Faculty should approach Turnitin scores with caution, considering the context and nature of the student's work, especially for ESL learners.
- Fairness and Equity: Emphasize the importance of human judgment in evaluating submissions to avoid misclassification of legitimate work.
- Contextual Factors: Factor in text length and genre variation when assessing Turnitin scores, ensuring that ESL students receive fair consideration.

Quiz/Exam Integrity

- Students will not disclose or discuss information about any aspect of the exam/test/quiz unless the course faculty gives prior consent. It includes posting or discussing questions on the internet and social media websites.
- Students may not copy or reconstruct exam items during or following the exam for any reason.
- Students may not seek help from any other party in answering items (in person, by phone, text, or by email) during the exam/quiz (including breaks).
- Students will abide by the [Exam Disruption Policy](#).
- Students will comply with any investigation related to exam integrity that needs to be conducted.
- Students may not take the exam/quiz for somebody else or allow someone else to take their exam/quiz.
- Students may not tamper with the computer or use it for any function other than taking the exam/quiz.
- Professional Attire Requirement
 - o Students are expected to be dressed in professional, course-appropriate attire for the entire duration of any proctored online examination or online recording/presentation. Clothing that is inappropriate for an academic or professional setting, including sleepwear, excessively revealing attire, or attire that obscures the student's identity, is not permitted.
- During online quizzes or exams, students are not permitted to read, repeat, or speak exam questions aloud.
- Students will not wear sunglasses, smart/meta glasses, or hats that obstruct the view of the face, as this may interfere with proctoring procedures and verification of identity.

- Students will not wear hair styles that obstruct the view of the ears or face.
- Students with a high probability video result from Lockdown Respondus will receive a 0% on the exam.
- **Note:** If a student witnesses any of the above behaviors, the student must immediately report it to the course faculty member or the Program Director and comply with any follow up investigation. Failure to report may result in 1) failure of the exam/quiz, 2) failure of the course, or 3) dismissal from the program.

Consequences of Violating the Academic Integrity Policy

Cheating in any form is considered a violation of the College of Nursing values and the profession of nursing. Therefore, any violation of academic integrity policy will bear serious consequences including but not limited to receiving an “F” in the assignment, receiving an “F” in the course, or complete dismissal from the nursing program and the College of Nursing. The consequences of such behavior will be determined by the faculty, the Program Director, Nursing Academic Integrity Committee, and the Dean.

If a student is found to have not complied with the academic integrity policy in any way, the student will not have an opportunity to re-do or resubmit that assignment, quiz, or exam.

Environmental Scan Procedures

Students are expected to follow the policy outlining the need for a [Respondus Second Camera](#). Students must use either an external webcam or an embedded desktop camera/ laptop camera, and a mirror to complete the environmental check. When you are completing the webcam check, do not proceed if your camera is fuzzy or your picture is not clear. Address your camera issue before taking the exam. During the environment check, you must scan and give a clear video of your work area. No outside resources may be in your work area, including, but not limited to cell phones, books, notes, tablets, iPods, headphones, music, television, or people are allowed while taking your exam. As much as possible your testing environment should be quiet and distraction-free. Students are not allowed to test on beds or couches. They should be seated at a table or desk, or other hard top surface with a chair that allows them to view their screen while maintaining an erect posture and a forward-facing glance. You may only use one monitor, and you must look forward to the entire exam. Failure to perform the room scan properly may result in a violation of exam procedures and failure of the exam.

- Students should pick up and slowly tilt/pan their webcam, or laptop camera, so a video can be made of the area around their computer.
- If using a desktop or laptop computer with a built-in camera, students must use a mirror to show the edges of their computer monitor.

- Students must ensure that they have recorded all 360 degrees of their environment and desk area. This includes the areas besides, behind, under, and above the computer.
- When using a mirror to scan the environment, scan very slowly so that the recording can capture an image and record the environment clearly.

***Testing online at home is a privilege afforded to our students. Students who do not follow the environmental scan policy or have behavior that raises concerns regarding test validity may have this privilege revoked and be asked to test either on campus or at a testing facility at their own expense.

Quiz/Exam Review Policy:

General Guidelines

- All test reviews will be conducted online.
- All student requests for a test review must be submitted no later than 2 business days after the test due date.
- To protect test security, no electronic devices (including phones, tablets, laptops, and smartwatches) may be used or accessed during the review session.
- All test reviews are subject to academic integrity guidelines and must be conducted in a professional and confidential manner

Online Review

- The faculty should schedule a meeting with the student to facilitate the requested review within 24 hours (during the week) or within 48 hours (if during the weekend) that the request is received. Review must be completed within 5 business days.
- Students will not be allowed to view the actual test to maintain test bank integrity.
- Faculty should prepare a document outlining topics for remediation, based on the rationales for missed questions on the test. These topics should be reviewed and discussed with the student during the meeting.

International Travel and Online Exams

Students traveling outside of the United States may experience challenges accessing and completing online quizzes and exams. To minimize disruptions, students are encouraged to plan ahead and, when possible, complete required assessments **before traveling**. If taking the exam early is not an option, the following steps must be taken to ensure the best possible testing experience:

- **Notify OIT Helpdesk:** Email helpdesk@stu.edu at least two weeks prior to departure. Include the country you will be visiting, your specific location, and the dates you will be abroad.
- **Test Access:** Upon arrival at your destination, complete the Canvas practice quiz to confirm functionality of both Canvas and Respondus LockDown Browser/Monitor.
- **Instructor Notification:** Inform your course instructor in advance that you will be out of the country and confirm you have completed the steps above.

Important Note:

The university is **not responsible** for loss of internet connectivity or related issues that may occur during an online exam. While every effort is made to support a seamless testing process, students are ultimately responsible for ensuring reliable internet access and confirming their ability to complete the exam.

Failure to complete an exam due to connectivity or access issues will not result in a second attempt being granted.

APEA Products and Associated Fees

All clinical/experiential learning programs at St. Thomas University utilize Advanced Practice Education Associates (APEA) products throughout the curriculum to enhance student learning, ensure clinical readiness, and support success on board certification examinations. APEA materials are required in multiple didactic courses (this varies per program) and are aligned with program outcomes and national standards for advanced practice nursing education.

A miscellaneous fee will be assessed in addition to tuition to cover the cost of these resources. APEA products include, but are not limited to:

- Online video reviews
- Live virtual content review sessions
- End-of-program Pre-Predictor and Predictor Exams
- 3P Exam assessing foundational knowledge in Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment
- Course specific competency exams
- Care on Point

APEA Competencies and Predictors

Individual course competencies are delivered in Pathophysiology, Pharmacology, and Physical Assessment to help improve student readiness for the comprehensive APEA 3P exam.

APEA 3P Benchmark Policy for Clinical Tracks

NUR-504 Requirement:

- All students enrolled in NUR-504 are required to take the APEA 3P Exam
- Students enrolled in clinical tracks are required to achieve designated benchmark scores on the APEA 3P assessment as evidence of competency **before beginning their clinical specialization courses**. All students enrolled in NUR-504 are required to take the APEA 3P exam.
- Successful completion of the APEA benchmark assessments is mandatory for all clinical tracks and serves as a critical indicator of readiness for advanced practice clinical rotations.
- Students have two opportunities to meet the benchmark score of **67** on the APEA 3P exam.
- **Progression:** Students who do not achieve the benchmark are not permitted to advance into any clinical track specialization courses. However, they may remain eligible to pursue non-clinical track options.
- **Transfer Students:** All students transferring credits from another institution are required to pass the APEA 3P exam prior to progression, with the exception of students admitted to the post-graduate Advanced Placement

Certificate track who are already licensed nurse practitioners. *Non-traditional students desiring to take a refresher course may be exempt from taking the APEA 3P exam.

APEA FNP Specialty Competencies

- Students enrolled in the Family Nurse Practitioner (FNP) track are required to complete additional course-specific competency exams administered in **Women's Health** and **Children and Families** courses. These specialty competencies carry a benchmark score of **60**.
- The purpose of these exams is to help students identify areas for remediation within the specialty content and to provide focused preparation to strengthen readiness for board certification.

APEA End-of-Program Predictors

- The **APEA Pre-Predictor** exam is a comprehensive assessment designed to evaluate mastery of core concepts and to guide remediation prior to graduation. Students are expected to achieve a benchmark score of **70** on this exam to demonstrate board readiness.

Practicum Integration Courses

- To graduate from any clinical track, students must successfully complete their designated **APEA Predictor** exam with a minimum score of **70**.
- **Attempts:** Students are allowed two attempts. If a student is unsuccessful on the second attempt, they will receive a failing grade for the course and may not proceed to certification testing.
- **Remediation:** Students who do not meet the benchmark on the first attempt must complete directed remediation and wait a minimum of **two weeks** before retaking the exam.
- **Graduation Requirement:** The established benchmark must be met in order to graduate from any clinical specialization.
- In the event a student is unable to meet the graduation requirements, they have the option to transfer into the **Accelerated Master of Science in Nursing (MSN) program** to complete their studies in a **non-clinical track**.

Impaired Student Nurse Policy

The Alcohol, Tobacco, and Other Drug Policy (ATOD) of STU is designed to promote a healthy lifestyle. The purpose of the ATOD is to protect the health and welfare of all STU students through education, monitoring, intervention, and punitive and rehabilitative measures when deemed appropriate. The goal of the College of Nursing at St. Thomas University is to create a drug-free and smoke-free environment by reinforcing the ATOD policy to ensure that all nursing students:

- do not violate the policy,
- remain healthy, and
- practice safely

Therefore, all students enrolled in the College of Nursing at STU are strictly prohibited from possessing or being under the influence of alcohol or illegal drugs while on campus and/or engaged in any clinical/experiential learning activity. All nursing students at STU are prohibited from being under the influence of alcohol or drugs while taking part in on-campus activities. Any student found in violation of the ATOD policy may be subject to disciplinary action up to and including discharge from the College of Nursing as set forth under the Student Code of Conduct, the ATOD policy and/or other STU or the College of Nursing's rules and regulations.

Drug and Alcohol Possession and Use Policy

St. Thomas University is a student-centered learning environment committed to inspiring students and creating global leaders for life. As such, the College of Nursing believes that the use of alcohol, controlled substances or any other illicit drugs is inconsistent with the expected behavior. The student engaged in clinical/experiential learning activities is prohibited to use, consume, transport, promote, or sell alcohol, drugs, or drug paraphernalia while on campus, at a clinical/experiential learning site, or while engaged in clinical/experiential learning activities in the simulation lab or classroom at STU.

The student may not report to STU classroom, simulation lab, or the premises of clinical/experiential learning sites or remain on duty, engage in any classroom and/or clinical/experiential learning activities while under the influence of or impaired by alcohol or drugs, to any degree.

The following circumstances may constitute exceptions to this policy:

- In circumstances that a student is prescribed medications to manage medical conditions, the use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken

at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the student's clinical/experiential learning activities.

Procedures: Failure to comply with the procedures set forth herein may result in serious consequences for the student's ability to complete any program (on campus or online) within the College of Nursing and clinical/experiential learning rotations. St. Thomas University reserves the right to randomly request a drug test at the student's expense.

To assure compliance with this policy and as a condition of continuing to participate in clinical activities and/or experiential learning, students are required to cooperate with the procedures outlined herein, including drug and alcohol testing. The tests may be administered upon a finding of reasonable suspicion that a student has used drugs or alcohol while engaged in experiential learning activities. Reasonable suspicion shall be determined by faculty, supervising faculty, based upon various factors, including but not limited to observation of signs or symptoms commonly associated with intoxication.

When a finding of reasonable suspicion is made, the following steps will be implemented:

1. The faculty will request the student to leave the clinical/experiential learning setting.
2. The student must schedule a drug test within 24 hours of the time they were asked to leave the clinical/experiential learning setting.
3. The drug test results must be presented to the faculty.
4. The test must indicate no inappropriate drugs or alcohol noted.
5. The student may not return to the clinical/experiential learning setting until cleared by the faculty of record.

If the decision is to send the student for testing, the student shall be notified that he or she will be tested for the presence of drugs and/or alcohol. A student who refuses to undergo testing shall be presumed to have violated this policy.

In the case of a positive test, the student shall be contacted by the associate dean and/or the program director, who shall determine whether there is a legitimate explanation for the test result being positive.

If there are no legitimate explanations, the student shall be counseled, offered psychological counseling, and an official warning shall be issued for the first offense. If the student's behavior persists and there is a second offense, the student shall be expelled from the program. The faculty of STU will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to student alcohol and drugs testing and test

results. A written report documenting the observed student behaviors and measures taken will remain in the student's academic record.

Post-Surgical Return to College/Clinic and Chronic and Short-Term Illness or Injury

Any student enrolled in the nursing programs at STU who requires surgery must provide documentation verification from a licensed MD, DO, DDS, ARNP, or PA that returning to school and clinical/experiential learning activities without restrictions will not impact their recovery. The documentation verification must be submitted on the practitioner's official letterhead stationery and must include the dates for which the students could not attend class or clinical/experiential learning. In these instances, the practitioner will be contacted to verify the students' absences. A student with a cast or crutches will be required to follow STU or clinical/experiential learning site institution's policy.

If a student is under the care of a medical provider for a chronic or short-term illness or injury, prior to returning from a medical leave, students may be required to provide a "fitness for duty" statement from their healthcare provider. This document would indicate that they are able to resume academic and clinical/experiential learning responsibilities. This clearance must address the student's ability to meet the essential requirements of the program and will apply only to the condition for which the leave was taken.

Student Pregnancy Policy

A student who is pregnant should consult with her faculty before going to clinical/experiential learning rotation. Both the student and supervising faculty are responsible for inquiring and be aware about clinical/experiential learning site policies related to pregnant individuals, such as not entering where radiation therapy is being administered and potential risks for bodily harm such as communicable diseases, strenuous activity, and exposure to toxic substances. St. Thomas University, the College of Nursing of STU nor its affiliating clinical/experiential learning sites assume responsibility for any harm that might occur to a pregnant student or a fetus. It is the pregnant student's responsibility to be aware of the potential risks to some learning experiences and ensure her safety.

Use of Electronic Devices/Social Media Policy

The College of Nursing recognizes the growing trend of modern technology, such as student possession of cellular phones and other electronic devices with video, camera, or voice recording capabilities. In support of everyone's reasonable expectation of privacy, copyright, and intellectual property laws, the use of these cellular

phone features by STU students must be in conjunction with express consent. Students are expressly forbidden to videotape, photograph, or voice record subjects or venues while in the clinical/experiential learning or classroom setting, without the subject's express consent or venue being photographed or recorded. This policy is designated to establish guidelines for appropriate and professional use of electronic devices such as cell phones, smartphones, tablets, and computers during class or clinical/experiential learning by nursing students. Students **must adhere to the clinical/experiential learning site policies and this nursing policy regarding the use of electronic devices and social media in clinical/experiential learning settings, classrooms, nursing skills, and simulation labs.**

If electronic devices are approved for use in the classroom or clinical/experiential learning site, the following restrictions apply:

- Electronic devices are limited to academic purposes as approved by each faculty, supervising clinical/experiential learning faculty, or preceptor.
- Electronic devices must be kept on “silent” or “vibrate” mode while in use.
- Prolonged electronic devices for personal communication (e.g. email, text, social media) or other personal reasons unrelated to clinical/experiential learning use are strictly prohibited.
- Students are responsible for adhering to the federal Health Insurance Portability and Accountability Act (HIPAA) and Information Technology for Economic and Clinical Health (HITECH) regulations regarding protected health information.
- Students are expected to be knowledgeable of hospital and clinical/experiential learning site policies relevant to state and federal laws and professional standards about patient privacy and confidentiality and their application to social media and electronic media.
- Students must promptly report to faculty for any identifiable breach of confidentiality or privacy.
- Students may not transmit to any patient data or image that violates the patient's rights to privacy and confidentiality and/or to embarrass or degrade the patient and/or family members to any electronic media.
- Students are prohibited from using social media during class and clinical/experiential learning hours or at any time on the premises of STU and clinical/experiential learning site equipment or property.
- Students are prohibited from downloading or storing any confidential patient information on a personal electronic device.

Procedures for Failure to Comply: Any student who uses his or her cellular phone to violate a reasonable expectation of privacy of others or produce any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Judicial Affairs as a violation of the STU's Community Standards. The following sanctions may apply:

- For any student who violates the electronic devices and social media policy, the College of Nursing may take action to dismiss the student from the program.
- Students may be held personally liable for proprietary, defamatory, or libelous material posted on any form of social media.
- Students will face sanctions for posting materials that are defamatory, profane, threatening, harassing, hateful or humiliating to patients, students, hospital staff, preceptors, nurses, STU faculty, and staff.
- Sanctions consistent with STU policy will be determined by the nursing faculty and/or the appropriate nursing administrator.
- Improper use of social media may result in being sued for defamation, invasion of privacy, or harassment. Occurrences of inappropriate use of social and electronic media for licensure.

Religious Policy

St. Thomas University is committed to providing reasonable accommodations for the sincerely held religious beliefs and practices of students unless doing so would cause significant difficulty or expense to the University. Social, political, economic philosophies, or personal preferences are not considered to be "religious" beliefs. Further, nothing in this policy shall require St. Thomas University to act in a manner contrary to the beliefs and teachings of the Catholic Church, the Archdiocese of Miami, or the University's mission as a Catholic institution or to diminish its rights as a religious organization.

Americans with Disabilities Act and Title IX Statement

Students with special learning needs should contact the St. Thomas University Office of Learning Differences and/or Accessibility, Compliance, and Academic Success Office of Compliance and Legal to make appropriate accommodations. Title IX accommodations generally apply prospectively and do not retroactively alter past academic performance. However, specific federal rules apply to late disclosures involving medically necessary absences. Such accommodations cannot fundamentally alter clinical/experiential standards.

If students need special assistance or consideration, they should alert the professor at the beginning of the term with a written document from the Office of Learning Differences or the Accessibility, Compliance, and Academic Success Office of Compliance and Legal describing the nature of the special need. Students with disabilities should contact:

- Ms. Valerie Hall, Associate Director, Accessibility Student Services
 - (645)-231-3868
 - learningdifferences@stu.edu
- Steven B. McCrary, Director, Accessibility, Compliance, and Academic Success Office of Compliance and Legal
 - (305) 628-6797
 - stevenmccrary@stu.edu

Nursing Program Civility and Incivility Policy

Purpose

This policy outlines expected standards of civility and professionalism within the STU College of Nursing and establishes procedures for addressing incivility between all stakeholders: student-to-student, student-to-faculty, faculty-to-student, and faculty-to-faculty.

Definitions of Incivility

Incivility is defined as any action or behavior that disrupts the respectful, collaborative, and professional learning and working environment. Examples include:

- Disrespectful, dismissive, or hostile verbal or written communication
- Bullying, intimidation, or harassment
- Discriminatory remarks or behaviors
- Passive-aggressive behaviors, gossip, or rumor-spreading
- Cyberbullying or inappropriate social media use
- Intentional exclusion or isolation
- Abuse of authority or retaliation

Civility Expectations

General Principles for All Members

All students, faculty, and staff are expected to:

- Treat others with dignity, kindness, and respect
- Communicate with professionalism across all platforms (verbal, written, electronic)
- Address conflicts constructively, respectfully, and directly
- Promote a culture of inclusion and mentorship
- Be accountable for their own actions and words
- Refrain from retaliation in any form

Civility Guidelines by Relationship Type

1. Student to Student

Expectations:

- Collaborate with mutual respect in discussions, group work, labs, and clinicals/experiential learning.
- Support classmates through encouragement and inclusion.
- Avoid derogatory remarks, exclusion, or hostile behavior.

Examples of Incivility:

- Gossip, intimidation, or social media shaming
- Disrupting group cohesion or purposefully undermining peers
- Harassment based on identity or academic status

Consequences:

- Verbal/written warnings
- Mandatory conflict resolution session
- Probation or referral to Student Conduct
- Removal from group or clinical/experiential learning assignment if behavior escalates

2. Student to Faculty

Expectations:

- *Address faculty with professionalism, even when voicing concerns or disagreements.*
- Follow appropriate grievance channels rather than using public forums or social media.
- Respect faculty authority in learning environments.

Examples of Incivility:

- Hostile or threatening communications
- Insubordination in class or clinicals/experiential learning
- Disrespectful tone, gestures, or language
- Public defamation or social media attacks

Consequences:

- Documentation and warning
- Behavioral agreement or professionalism counseling
- Dismissal from class/clinical/experiential learning if safety or learning is impacted
- Referral to Student Conduct and possible removal from the program

3. Faculty to Student**Expectations:**

- Demonstrate civility, mentorship, and fairness in instruction and evaluation.
- Address student concerns respectfully and without retaliation.
- Promote inclusive and psychologically safe learning environments.

Examples of Incivility:

- Public shaming or belittling students
- Discriminatory comments or favoritism
- Retaliation for complaints or questions
- Ignoring or dismissing student feedback inappropriately

Consequences:

- Report to administration following the chain of command.
- Performance improvement plan and professionalism training
- Monitoring or reassignment of teaching duties
- Possible referral to Human Resources or university grievance board

4. Faculty to Faculty

Expectations:

- Foster collegiality, collaboration, and peer support.
- Address disagreements privately and constructively.
- Mentor others and avoid power plays or isolation tactics.

Examples of Incivility:

- Sabotage, exclusion, or gossip
- Refusal to collaborate or share resources
- Abuse of power or undermining peers in meetings
- Dismissive or hostile written/verbal communication

Consequences:

- Informal resolution with mediation
- Written plan for improvement with timelines
- Probation or contract review if behavior persists
- Termination for repeated or egregious acts

Reporting & Investigation Procedures

Reporting

- Any incident should be reported in writing to the administration following the chain of command.
- Include factual description, names, dates, and prior attempts at resolution if applicable.
- If physical harm or threats are involved, contact Campus Security immediately.

Investigation

- A neutral third-party administrator or designated academic leader will review the complaint.
- All parties will be interviewed and given an opportunity to respond.
- Outcomes and required actions will be communicated in writing.

Non-Retaliation Clause

- Retaliation for reporting any act of incivility is strictly prohibited and may result in immediate disciplinary action, up to dismissal or termination.

Support and Resources

Students and faculty are encouraged to seek assistance when experiencing stress, incivility, or workplace conflict. Resources include:

- University Counseling Services
- Human Resources and Title IX Coordinator
- Conflict resolution workshops or professional development

Student Grievance Policy

St. Thomas University College of Nursing defines formal complaints as grievances or concerns raised by students regarding academic or administrative matters. There are two types of Grievances: *Academic Grievances* and *Non-Academic Grievances*.

Academic Grievances: include student issues/complaints about course grade(s) or the method(s) of evaluation or progression.

It is assumed that most grievances will be resolved in conversation between students and their professor. Nursing academic appeal of a failing grade must be initiated NO LATER than 30 days after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-day deadline will be automatically rejected from consideration.

1. The student identifies a concern during the progression of a course.
2. The student contacts the Course Faculty within 10 days of the event causing concern.
3. The concern must be provided to the Course Faculty via St. Thomas University email.
4. The concern email must include a description of the student's concern. Include all documentation, as needed.
5. If the concern cannot be addressed by the Course Faculty, the Course Faculty will provide, to the Program Director, a report of the concern, interactions, and results via email (cc the student) within 5 business days of the student/faculty meeting.
6. The student will meet with the Program Director within 10 business days of the student/faculty interaction.
7. If the concern is not addressed by the Program Director, the Program Director will provide, to the Assistant Dean, written documentation via email describing the concern, the interactions to date, and the current result (cc the student) within 5 business days of the student/program director meeting with the next step:
 - a. Academic Concerns: Appeal filed and referred to Nurse Academic Integrity Committee (NAIC) (Include the Assistant Dean in the appeal as notification only).
 - b. Within ten (10) business days, the NAIC Committee will make a decision after evaluating the appeal for legitimacy of contributing factors and adequacy of the proposed plan of action to address the contributing factors that would enable the student to be successful in repeating the course and in future courses.
 - c. Possible actions made by the NAIC committee include: (a) approval of the appeal, (b) approval of the appeal with added requirements, (c) request revision of the appeal and/or action plan, (d) request for additional information from the student, faculty, or academic advisor, or (e) denial of the appeal. Any additional information or revisions needed may delay progression in the program.
8. The student, faculty, academic advisor, and the Dean of Nursing will be notified in writing within three (3) business days of the committee's decision.
9. If not resolved, the student will meet with the Assistant Dean within 10 business days of NAIC's notification of the Assistant Dean regarding the student's concern.
 The student may request the Dean of the College of Nursing review of the concern, but the Dean may elect *not* to review the appeal based on the supporting documentation.

**Students may contest the CON final decision based on one or more of the following:*

- *Policy violation,*
- *Procedural irregularities, or*
- *New evidence NOT available during the appeal process.*

Should the student hold and be ready to present evidence to support one of the above exceptions, they may contest the Dean's Decision by appealing to the University Academic Disciplinary Committee by emailing: Dr. Pam Cingel, Vice Provost at pcingel@stu.edu.

Informal Process of Addressing Student Grievances

Students charging an instructor with prejudiced, capricious, or unfair academic appraisal (e.g., grading, assessment, evaluation, examination, judgment) shall notify and discuss the complaint with the instructor first without fear of retaliation.

If the problem remains unresolved after the first meeting with the instructor, the student should notify and discuss the complaint with the Program Director. At the Program Director's discretion, a meeting may occur with the student, instructor, and the Program Director. Upon receipt of the complaint, the PD should attempt to offer resolution of the complaint within a reasonable time, but no more than five (5) business days. Any resolution will be provided in writing to the student.

If there is no resolution, the student may file a **formal grievance hearing request**. The student must submit in writing to the Program Director and to the chairs of the *Nursing Student's Affairs Committee Chair (Nonacademic Grievance)/Nursing Academic Integrity Committee Chair (Academic Grievances)* their intent of filing a formal grievance hearing request.

Non-Academic Grievances: refer to concerns and complaints that are unrelated to academic performance, coursework, or grading. This policy ensures that students have a clear, fair, and efficient process for resolving such issues.

Non-academic grievances may include, but are not limited to:

1. Discrimination and Harassment: Issues involving unfair treatment or harassment based on race, gender, religion, sexual orientation, disability, or other protected characteristics.
2. Bullying: Instances of intimidation, coercion, or threats by peers, faculty, or staff.
3. Professional Misconduct: Unprofessional behavior by faculty, staff, or peers that impact the learning environment.
4. Administrative Concerns: Issues related to administrative processes such as registration, scheduling, financial aid, or facilities.
5. Accommodation and Accessibility: Problems related to the provision of accommodation for disabilities or other special needs.
6. Health and Safety: Concerns regarding the physical safety or health conditions within the institution's facilities.

Formal Process of Addressing Student Grievances

1. When student issues/complaints involve incidences other than academic matters such as a grade dispute/appeal in a course, the student should report the issue to the Program Director (PD). Within five (5) business days, the Program Director must discuss, in private, the charges and evidence with the student. The PD will document their decision in writing to the student.
2. If the student is dissatisfied with the Program Director's decision, the student may file an official appeal to the College's Nursing Student Affairs Committee (NSAC).
 - a. Within ten (10) business days after receiving the student's appeal, the Nursing Student Affairs Committee will convene to review the case details. Once the committee reaches a consensus and a final decision, a written notification is sent to the students, the instructor, the Program Director, and the Assistant Dean.
3. The student may request a Formal Appeal by the Assistant Dean by completing the Formal Appeal request and supporting documentation, interactions to date, and a copy of the NSAC decision.
4. The Assistant Dean will review the documents and interview the student within 10 business days of the Appeal application. The Assistant Dean will render a decision within 10 business days of the student interview.

The student may request the Dean of the College of Nursing to review the Assistant Dean's decision, but the Dean may elect not to review, based on the supporting documentation.

**Students may contest the CON final decision based on one or more of the following:*

- *Policy violation,*
- *Procedural irregularities, or*
- *New evidence NOT available during the appeal process.*

Should the student hold and be ready to present evidence to support one of the above exceptions, they may contest the Dean's Decision by appealing to the University Academic Disciplinary Committee by emailing: Dr. Pam Cingel, Vice Provost at pcingel@stu.edu.

Academic Anti-Retaliation Policy: Protecting Student Rights in Academic Appeals and Grievances

St. Thomas University College of Nursing is committed to maintaining a fair and respectful academic environment where students feel safe to raise concerns or file academic appeals without fear of retaliation.

Retaliation is strictly prohibited against any student who, in good faith, files an academic appeal, grievance, or complaint, or who participates in related proceedings. Retaliation may include but is not limited to unjust grading, exclusion from clinical/experiential learning opportunities, negative references, or differential treatment by faculty or staff.

Student Rights Under This Policy:

- Students have the right to submit academic appeals or grievances without academic or personal consequences.
- All appeals will be reviewed through an impartial process.
- Students will be informed of their rights, the process timeline, and the outcome.
- Students may consult with an academic advisor, or other university support staff.
- Information shared in the appeals process will be kept confidential to the extent possible.

Violations of this policy may result in disciplinary action against faculty, staff, or students found responsible, including removal from academic duties, written reprimands, or other sanctions.

Students who believe they have experienced retaliation are encouraged to report it immediately. Please follow the appropriate chain of command when addressing concerns: first contact the course instructor, then the program director, and finally the Assistant Dean if further resolution is needed. This process allows many concerns to be addressed and resolved before the need to file a formal appeal.

Appeals and concerns will be addressed confidentially and without penalty or bias. For full details on appeal procedures and retaliation protections, see the full Academic Appeals and Grievance policies.

**All documentation related to grievances, investigations, and resolutions will be kept on file for a minimum of five years.*

Chain of Command Policy

The primary purpose of the chain of command policy at the College of Nursing is to ensure that student concerns, complaints, or issues are addressed in a structured, respectful, and effective manner.

This policy is designed to:

- Promote professional communication between students and faculty.
- Resolve conflicts efficiently at the lowest possible level.
- Uphold standards of conduct expected in the nursing profession.
- Prevent administrative overload by ensuring that higher-level administrators are only involved when necessary

All Nursing Program students are required to follow the established chain of command when addressing academic, clinical/experiential learning, or program-related concerns.

The required Chain of Command is as follows:

- **Faculty Member:** The student must first address the matter directly with the relevant faculty member.
- **Program Director:** If the matter remains unresolved, the student may escalate the concern to the Program Director.

- **Assistant Dean of Nursing:** If the matter is not resolved by the Program Director, the student may bring the concern to the Assistant Dean of Nursing.
- **Dean of the College of Nursing:** Only matters expressly referred by the Assistant Dean will be brought before the Dean.

Under no circumstances may a student bypass these levels and address program-related issues directly to higher administrative officers of the University, including, but not limited, to the Office of the President, without having first exhausted all steps outlined above.

Chain of Command Policy Consequences for Non-Compliance

Violation of this policy is considered unprofessional conduct and will result in disciplinary action, which may include, but is not limited to:

- Written warning placed in the student's academic file.
- Completion of a professional remediation plan for conduct.
- Suspension from clinical/experiential learning activities or classes.
- Referral to the Nursing Student Affairs Committee.
- Dismissal from the Nursing Program in cases of repeated or egregious violations

Acknowledgment: All students will be required to complete a quiz in Canvas that verifies that they have read, understood, and agreed to comply with this Chain of Command Policy as a condition of continued enrollment in the Nursing Program.

Grade Appeals

Nursing academic appeal of a failing grade must be initiated NO LATER than 30 days after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-day deadline will be automatically rejected from consideration.

1. The student must discuss the grade with the course instructor and attempt to resolve any differences.
2. If the student does not agree with the instructor's decision, the student will need to discuss the issue with the Program Director.

3. If the student does not agree with the Program Director's decision, the student can request an appeal by completing the appeal form and submitting it in writing to the Chair of the Nursing Academic Integrity Committee (NAIC). This appeal should include the specific reasons why the grade should be reviewed, with supporting documentation.
4. The Assistant Dean will inform both the Dean of Nursing and the VP of Students of the impending situation if the matter is related to scholastic integrity.

The NAIC Committee will evaluate the appeal for legitimacy of contributing factors and adequacy of the proposed plan of action to address the contributing factors that would enable the student to be successful in repeating the course and in future courses.

Possible actions by the NAIC committee include: (a) approval of the appeal, (b) approval of the appeal with added requirements, (c) request revision of the appeal and/or action plan, (d) request for additional information from the student, faculty, or academic advisor, or (e) denial of the appeal. Any additional information or revisions needed may delay progression in the program. The student, faculty, academic advisor, and the Dean of Nursing will be notified in writing within three business days of the committee decision.

The student has the option to challenge the NAIC's decision by submitting an appeal to the Assistant Dean of Nursing. This appeal must be submitted within a 30-day period following the decision made by the NAIC Committee on the grade appeal.

Early Priority Registration (New Policy): To ensure timely progression through the program and minimize delays in graduation. Students who are in good standing academically are eligible for early priority registration in subsequent courses before final grades are released for the previous course. However, students must meet the following criteria:

- Students requesting early registration must be in good academic standing under STU College of Nursing policies and must have successfully completed all prior courses with a grade of "B" (83%) or higher.
- Students understand that this registration is considered **a conditional registration** until the final grades are released with the understanding that registration may be adjusted based on academic performance. If a student does not pass a course, the student's conditional registration will be placed on hold and denied further progression, once the final grades are posted. Consequently, the student will need to repeat the failed course.

- Students must submit a request for early priority registration to the Program Director before the deadline for registration as outlined by the registrar's offices for each semester.
- Students must receive prior approval for early priority registration from the Program Director.
- All students have equitable access to early priority registration based on factors such as course and faculty availability, class size limitations, and scheduling conflicts.
- Early priority registration applies for certain groups (e.g., graduating students, or students with disabilities).
- Students must meet any prerequisites or corequisites for the courses they wish to register for.
- If a student's request for early priority registration is denied, the student can file an appeal with the NSAC for further review.

**All requests for early Priority registrations will be saved electronically by the College of Nursing.*

Completion of Registration, Financial Aid, and Business Office Tasks Policy

Overview:

To ensure a smooth academic experience at St. Thomas University, students are required to complete all pending tasks related to Registration, Financial Aid, and the Business Office by the start of each term. This policy outlines the responsibilities of students and the potential consequences of non-compliance.

Policy Details:

1. Completion of Tasks:

- Students must ensure that all tasks with Registration, Financial Aid, and the Business Office are completed prior to the beginning of the term.

2. Consequences of Non-Compliance:

- **Course Removal:** Failure to complete the necessary tasks may result in removal from courses.
- **Missed Coursework:** If removed from a course, students may miss coursework, discussions, or assignments.
 - **Instructor Discretion:** Extensions for missed coursework are at the discretion of the instructor.
 - **Quizzes and Exams:** Students who miss quizzes or exams due to removal will not be granted the opportunity to make them up. This will have a significant impact on their course performance.

3. Important Dates:

- Students are responsible for reviewing the university's academic calendar for critical dates such as add/drop and withdrawal deadlines. The academic calendar can be accessed here: [St. Thomas University Academic Calendar](#)
4. **Contact Information:**
- For assistance with registration, financial aid, or business office tasks, students can contact the relevant offices:

Registration:

Student Success Center	Nursing Department
Email: studentsuccesscenter@stu.edu Phone: (305) 474-6900	Email: nursing@stu.edu Phone: (305) 474-6823
Financial Aid	Business Office
Email: financialaid@stu.edu Phone: (305) 474-6960	Email: businessoffice@stu.edu Phone: (305) 474-6977

Implementation:

This policy is effective immediately and applies to all students enrolled in courses at St. Thomas University. Compliance with this policy is mandatory to ensure uninterrupted academic progress and success.

By adhering to this policy, students can avoid unnecessary disruptions in their education and maintain their academic standing.

GRADUATE COLLEGE OF NURSING CURRICULUM

**Note: These are example plans and may differ based on student start date.*

MSN Accelerated Curriculum Sample

Track	Term	Courses Taken
Full Time	Term 1	NUR 521/ NUR 501
	Term 2	NUR 502/ NUR 505
	Term 1	NUR 600/NUR 506
	Term 2	NUR 504/ NUR 601
	Term 1	NUR 602
	Term 2	NUR 603
Part Time	Term 1	NUR 521
	Term 2	NUR 505
	Term 1	NUR 506
	Term 2	NUR 601

	Term 1	NUR 502
	Term 2	NUR 600
	Term 1	NUR 503
	Term 2	NUR 602
	Term 1	NUR-603

**Health Assessment Courses (NUR 504): Texas requires at least 60 hours of experiential learning for APRNs in their Health Assessment course. At this time, St. Thomas' CON's NUR 504 does not include the required hours of experiential learning for Texas' APRN certifications. The hours are integrated into the clinical/experiential learning hours of the clinical courses, at this time.*

** Advanced Pharmacology Courses (NUR 520 and NUR 600): California requires advanced pharmacology courses include a PharmD Faculty member. At this time, St. Thomas' CON faculty does not include persons holding a PharmD (terminal pharmacology) degree.*

MSN-NE Curriculum Sample

Term	Courses Taken
Term 1	NUR 501 NUR 505
Term 2	NUR 506 NUR 512
Term 1	NUR 604
Term 2	NUR 605
Term 1	NUR 606
Term 2	NUR 607
Term 1	NUR 608
Term 2	NUR 616

Post-Master's Nursing Informatics Certificate Curriculum Sample

Term	Courses Taken
Term 1	NUR 515 NUR 516
Term 2	NUR 517 NUR 518
Term 1	NUR 522
Term 2	NUR 523

BSN-DNP Curriculum Sample

Term	Courses Taken
Term 1	NUR 501 NUR 505
Term 2	NUR 506 NUR 512
Term 1	NUR 604

Term 2	NUR 605
Term 1	NUR 606
Term 2	NUR 607
Term 1	NUR 608
Term 2	NUR 616
Term 1	See Sample DNP below

PMHNP Curriculum Sample

Track	Term	Courses Taken
MSN - PMHNP	Term 1	NUR 512 NUR 502
	Term 2	NUR 600 NUR 501
	Term 1	NUR 504 NUR 505
	Term 2	NUR 530 NUR 506
	Term 1	NUR 520
	Term 2	NUR 620 NUR 620CL
	Term 1	NUR 630 NUR 630CL
	Term 2	NUR 640

		NUR 640CL
	Term 1	NUR 650 NUR 650CL
	Term 2	NUR 670
Post-Master Certificate PMHNP	Term 1	NUR 512 NUR 502
	Term 2	NUR 600
	Term 1	NUR 504
	Term 2	NUR 530
	Term 1	NUR 520
	Term 2	NUR 620 NUR 620CL
	Term 1	NUR 630 NUR 630 CL
	Term 2	NUR 640 NUR 640CL
	Term 1	NUR 650 NUR 650CL
	Term 2	NUR 670
Advanced Post- Master Certificate PMHNP	Term 1	NUR 530

	Term 2	NUR 520
	Term 1	NUR 620 NUR 620CL
	Term 2	NUR 630 NUR 630CL

**Health Assessment Courses (NUR 504): Texas requires 60 hours of experiential learning for APRNs in their Health Assessment course. At this time, St. Thomas' CON's NUR 504 does not include the required hours of experiential learning for Texas' APRN certifications.*

** Advanced Pharmacology Courses (NUR 520 and NUR 600): California requires advanced pharmacology courses include a PharmD Faculty member. At this time, St. Thomas' CON faculty does not include persons holding a PharmD (terminal pharmacology) degree.*

FNP Curriculum Sample

Track	Term	Courses Taken
MSN - FNP	Term 1	NUR 512/ NUR 501
	Term 2	NUR 502/ NUR 505
	Term 1	NUR 600/NUR 506
	Term 2	NUR 504/NUR-601
	Term 1	NUR 509, NUR 509CL
	Term 2	NUR 514, NUR 514CL
	Term 1	NUR 507, NUR 507CL
	Term 2	NUR 612, NUR 612CL
	Term 1	NUR 611
	Term 1	NUR-512/ NUR 502
Post-Master Certificate FNP	Term 2	NUR 600
	Term 1	NUR-504
	Term 2	NUR 514, NUR 514CL

	Term 1	NUR 507, NUR 507CL
	Term 2	NUR 612, NUR 612CL,
	Term 1	NUR 611
Advanced Post-Master Certificate FNP	Term 1	NUR 509, NUR 509CL
	Term 2	NUR 514, NUR 514CL
	Term 1	NUR 507, NUR 507CL
	Term 2	NUR 612, NUR 612CL
	Term 1	NUR 611

**Health Assessment Courses (NUR 504): Texas requires 60 hours of experiential learning for APRNs in their Health Assessment course. At this time, St. Thomas' CON's NUR 504 does not include the required hours of experiential learning for Texas' APRN certifications.*

** Advanced Pharmacology Courses (NUR 520 and NUR 600): California requires advanced pharmacology courses include a PharmD Faculty member. At this time, St. Thomas' CON faculty does not include persons holding a PharmD (terminal pharmacology) degree.*

AGNP Curriculum Sample

Track	Term	Courses Taken
MSN - AGNP	Term 1	NUR 512 NUR 501
	Term 2	NUR 502 NUR 505
	Term 1	NUR 600 NUR 506
	Term 2	NUR 504 NUR 601
	Term 1	NUR 625 NUR 625CL
	Term 2	NUR 635 NUR 635CL
	Term 1	NUR 645 NUR 645CL
	Term 2	NUR 655, NUR 655CL
	Term 1	NUR 675

**Health Assessment Courses (NUR 504): Texas requires 60 hours of experiential learning for APRNs in their Health Assessment course. At this time, St. Thomas' CON's NUR 504 does not include the required hours of experiential learning for Texas' APRN certifications.*

** Advanced Pharmacology Courses (NUR 520 and NUR 600): California requires advanced pharmacology courses include a PharmD Faculty member. At this time, St. Thomas' CON faculty does not include persons holding a PharmD (terminal pharmacology) degree.*

DNP Curriculum Sample

Semester	One Course 2 years & 2 months	Two Courses 1 year & 6 months
Semester 1: (Term 1)	NUR 840	NUR 840 NUR 860
Semester 1: (Term 2)	NUR 870	NUR 870 NUR 800
Semester 2:(Term 1)	NUR 860	NUR 880 NUR 810
Semester 2: (Term 2)	NUR 800	NUR 830 NUR 850

Semester 3: (Term 1)	NUR 880	NUR 820 *
Semester 3: (Term 2)	NUR 850	NUR 900 *
Semester 4: (Term 1)	NUR 810	NUR 910 *
Semester 4: (Term 2)	NUR 830	NUR 920 *
Semester 5: (Term 1)	NUR 820 *	NUR 930 *
Semester 5: (Term 2)	NUR 900 *	
Semester 6: (Term 1)	NUR 910 *	
Semester 6: (Term 2)	NUR 920 *	
Semester 7:(Term 1)	NUR 930 *	

** Specialty Courses (NUR 820, NUR 900, NUR 910, NUR 920, and NUR 930) cannot be combined with other courses.*

ACADEMIC SUCCESS

Class preparation/Self-study

Students are expected, at a minimum, to read all assigned readings that correlate with the weekly topic. Students will be responsible for and tested on the content of the readings, which may require several hours of self-study each week.

Lectures, presentations, in-class discussions, and guest lectures are designed to direct the student's self-study area. Without devoted time outside the classroom for self-study and reinforcement of concepts, it will be difficult for the student to be successful.

Expectations

Faculty should explain expectations regarding the format of papers, penalties for late work, and anything that may be important to students. Students are expected to review all assigned lecture resources and materials before attempting course work and exams.

College of Nursing Grading Scale

For graduate nursing students, the grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and F indicate a gradation in quality from excellence to failure and are assigned the following grade-point equivalents:

STU Graduate College of Nursing Grading Scale

Grade	Grade Point Average (GPA) Equivalent	STU CON Grading Scale
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	60-66
F	0	59 or Less

GRADUATE NURSING STUDENTS MUST PASS WITH “B” (83%) OR GREATER IN DIDACTIC COURSES.

GRADUATE NURSING STUDENTS MUST PASS WITH “P” FOR PASS IN CLINICAL COURSES.

Grade Rounding Policy

Purpose: To establish a standardized approach to rounding up grades in the College of Nursing to ensure fairness and consistency in academic evaluation.

Policy Statement: The College of Nursing adheres to a strict grading policy where final course grades are calculated based on the precise numerical average. The following guidelines outline the conditions under which grades may or may not be rounded up.

Guidelines:

- Final Grade Calculation:
 - Final grades are calculated to the hundredth decimal place.

- For example, a final grade of 89.49 remains 89.49.
- Rounding Up:
 - Grades will be rounded up only if the final numerical average is 0.50 or higher. For example, a final grade of 89.50 will be rounded to 90.0.
 - Grades with a final numerical average below 0.50 will not be rounded up. For example, a final grade of 89.49 will not be rounded to 90.0.
- Grade Reporting:
 - Instructors will report grades as calculated, adhering strictly to the above rounding policy. Final grades will be posted by the registrar, as noted on a student's transcript following the completion of a course.
- Appeals:
 - Students may appeal their final grade calculation to the Nursing Academic Integrity Committee only if there is a demonstrated error in the calculation process. Appeals based solely on the desire for a higher grade without error in calculation will not be considered.

GRADUATE COURSE PROGRESSION

The purpose of the nursing course examination policy is to provide a consistent method of calculating individual grades that is fair and equitable for all students in all courses in the College of Nursing.

Make-up Quiz/Exam Policy

Students are expected to complete all assignments and examinations when scheduled. Therefore, make-up exams should only be necessary for emergencies, illness, or religious obligations. If an emergency arises and a student cannot take a scheduled exam, it is the student's responsibility to notify the faculty member 48 hours in advance. If a student misses an exam for a legitimate emergency or illness, written documentation of the illness by a health care provider must be provided to the course faculty for approval. Once approved, there is a 7-day window for students who missed a scheduled exam due to extenuating circumstances to make up the missed exam.

Incomplete Grade Policy

Purpose:

An Incomplete "I" is a temporary grade that may be offered to a student at the instructor's discretion when all the course requirements are not met before the end of the term due to extenuating circumstances. Examples of extenuating circumstances may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.

Procedure:

As an exception, students may receive an incomplete grade due to extenuating circumstances that prevented the student from completing course assignments or clinical/experiential learning hours before the end of a term.

An incomplete grade may be issued if the student has 1) completed a significant portion (more than 50%) of the coursework, 2) the student must be passing the course with a grade of "B" (83%) or better for the graduate nursing programs when the Incomplete is requested, 3) the student experienced an extenuating circumstance that may include, but is not limited to: sudden illness, death in the immediate family, significant job change, etc., and 4) is approved by the faculty of record. The Incomplete Course Acknowledgement Form must be signed by the student and faculty member and submitted and saved to the College of Nursing through the administrative assistant.

From the STU catalog: The Incomplete Course Acknowledgement Form shall include detailed information regarding the work that must be completed. All incompletes must be completed by the midpoint of the following semester as posted in the academic calendar (*fall incompletes completed by the midpoint of the spring semester; spring incompletes by the midpoint of the fall semester; summer incompletes by the midpoint of the Fall semester*) or they automatically convert to an "F." Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.

All incomplete work must be completed by the Completion Due Date, as directed and identified on the Incomplete Acknowledgment form, or the grade will automatically convert to an "F" (failure) or an "NP" (not pass), as appropriate for the course, and the course will need to be repeated. If this is a second failure, removal from the program will proceed, per policy.

A student may not progress from a non-clinical/experiential learning course to a clinical/experiential learning course, from a clinical course to an integration course, or graduate with an outstanding Incomplete grade. Once the student has

met the Incomplete Course Acknowledgement Form terms, the faculty member will convert the Incomplete to the final grade earned.

The instructor will communicate with the student via STU email the circumstances and conditions of the Incomplete agreement. The instructor will record in writing the work that must be completed for a final grade, the time frame for completion, and the grade that will be assigned if the work is not completed. It is the student's responsibility to plan with the instructor for the timely completion of this work.

- The student is financially responsible for all costs incurred from the incomplete work turning to an "F."
- If the course has a co-requisite, students will repeat the incomplete course that turned into an "F" and the co-requisite course.
- Students with an incomplete grade are ineligible for early/priority registration.

[Incomplete Grade Acknowledgement Form.docx](#)

Participation in Commencement

St. Thomas University considers commencement to be an academic event, and it is only available to students who have met all requirements for graduation by the date of commencement. A student is only able to participate in commencement if they are in good standing with the university and have fulfilled both their academic requirements as well as their financial obligations. Students are only able to participate in the specific commencement as it relates to their completion of all graduation requirements. For students that complete requirements in August and December, they will participate in the December commencement. For students that complete graduation requirements in May, they will participate in the May commencement. Participation in commencement does not constitute graduation.

Additionally, ordering the cap and gown during the final course is required in order for tickets to be issued and for a student to participate in commencement. Unfortunately, there are no exceptions once capacity is reached.

**Students who complete a Post-Master's Certificate do not participate in Commencement Ceremony.*

Course Progression

Students must successfully pass a term/course to successfully progress to the next term/course. If a course was not successfully completed or the course grade is “Incomplete” or under appeal, progression in the program is paused until resolved as indicated by the appropriate policy. The student understands that failing to obtain the required grade may result in failing the course, necessitating the need to retake the unsuccessful course.

Students are required to complete their required number of clinical/experiential learning hours (as directed in the Graduate Clinical Handbook) to graduate from any of the MSN programs. For further details, please refer to the Graduate Clinical Handbook.

Graduate nursing students must maintain a minimum grade of **83%** or higher to successfully complete the course. In addition, students must successfully pass a term and or term to progress to the next successfully.

Graduate nursing students are required to achieve a minimum final course grade of 83% to complete the course successfully. Also, graduate nursing students are required to achieve a clinical/experiential learning course grade of “P” (Pass) to complete the clinical/experiential learning course successfully. If a graduate or doctoral student does not attain an 83% as an average for all test/exams, case studies, quizzes and assignments, the student will receive an earned letter grade consistent with the average scores for the course and may not progress to the next core course. If a graduate or doctoral student does not attain an 83% as an average for all clinical/experiential learning assignments, the student will receive an earned letter grade of “NP” (No Pass). In addition, students are accountable for all course-specific evaluation methods such as quizzes, papers, presentations, etc.

Students who receive a grade of 82% or less on a course must repeat that course. Students who receive a grade of “NP” on a clinical course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. Dismissal from any clinical track disqualifies the student from re-admission to another clinical track in the College of Nursing. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course and must repeat both parts once the course is offered again. Students must successfully pass a term to progress to the next successfully.

For additional information regarding clinicals/experiential learning hours, please refer to the Graduate Clinical Handbook.

Exit Exam/Capstone

Clinical graduate students must take an exit examination and achieve the required benchmark to qualify to graduate and complete certification/licensure.

Non-clinical graduate and doctoral students must successfully complete all graduate expectations including capstone and/or project, as required by their individual program.

Course Withdrawal

Authorized Withdrawal

A student may withdraw from a course during the first week of the course by informing the course faculty and communicating with the student's advisor. A "W" granted after the first week of the term reflects a decision on the part of the student, after consultation with the course faculty and advisor, not to be enrolled in a course. Stopping attendance of the registered course does not constitute official withdrawal, just as attending the course does not constitute official registration. Students are allowed a maximum of Four (4) Authorized withdrawals during their tenure at STUCON.

Unauthorized Withdrawal

Dropping or withdrawing from any NUR course after the first week of the start date of the course, or on the University withdrawal deadline date, is considered a failure. Therefore, a student is not allowed to drop more than two courses, which are considered two failures during their tenure at STUCON.

Adjustments to tuition and fee charges are made according to the schedule set by the Registrar's Office. Students are advised that withdrawing from a course(s) may have financial implications for them.

A student must submit a "Course Drop/Withdrawal" to the Student Success Center or through self-service on MyBobcat, including their reason for withdrawal or explanation of why the student did not seek an incomplete. At no point after the term has ended will a course be removed from a student's record; it will remain on the transcript and noted as "W." Students can go to [My Bobcat](#) to fill out the add/drop form with their last date of attendance or follow these steps to withdraw from a course:

- Go to www.stu.edu
- Click on Current Student

- Click on Student Success
- Click on Forms to fill out the add/drop form with the last date of attendance.

Leave of Absence (LOA) and Readmission Policy

Graduate students are required to formally submit a request for a Leave of Absence (LOA) if their enrollment is anticipated to be interrupted for a duration of two semesters or longer. Approval of the LOA request is subject to review by their advisor or a program specialist.

Students who have been granted an LOA and seek to resume their studies after the approved period must complete a formal readmission application and abide by the catalog year's requirements. Readmission decisions will be made following a thorough evaluation by the Program Director. The Program Specialist and academic advisor should be involved in the process to facilitate academic planning and support the student's successful readmission.

Eligibility for both LOA and readmission is contingent upon the student's maintenance of satisfactory academic standing. There will be no guarantees provided for course sequencing at the time of the leave request. Students maintaining continuous enrollment are given priority. Returning students will be obligated to meet the admission requirements in place at the time of readmission.

In instances where readmission is denied, the student may initiate an appeal that follows the proper grievance policy.

Change of Program Specialty Policy

Students requesting to change program specialty must contact their advisor for further discussion regarding this issue.

- Students must request a change in specialization in writing.
- Students must be in good academic and/or disciplinary standing at the time of the change request.
- The program director will conduct a thorough review of present and past academic outcomes.
- Change in program specialty is made on a space-available basis and with Program Director approval.
- If the student is eligible, the transfer request will be granted for the following term.
- Delays in graduation or loss of financial aid may occur because of changing program specialty.

Clinical Courses

See Graduate Clinical Handbook for specific information regarding clinical expectations.

GRADUATE NURSING COURSES AND DRESS POLICY

STU has a standard that students are always supposed to conduct themselves professionally. For further details regarding classroom decorum, please refer to Section 8.2.2 in the [Student Policies and Standards](#) and [Student Handbook](#).

As a Catholic university, we uphold the values of respect, dignity, and integrity in all aspects of campus life. Students are expected to dress in modest attire, which reflects these values and maintains an appropriate, hygienic, professional appearance within the academic environment. Attire should be respectful, not inappropriate. Additionally, clothing with offensive language, graphics, or messages that contradict the moral and ethical standards of our University Mission is strictly prohibited. Any programs or classes that require uniforms or specific attire must be adhered to. The faculty Instructor is the authority of appropriate dress in the classroom.

The following dress code is for the Graduate students attending clinicals, completing online exams, conducting a presentation, or for any on-campus activity:

- Full-length pants or knee-length skirts, dress blouse, shirt or polo shirt,
- Close-toed shoes,
- No clogs or sneakers,
- A lab coat with the STU insignia, which may be purchased at the STU bookstore,
- STU ID badge.
- Students are to wear white or flesh-colored underwear.
- There should be no visible tattoos. Tattooing needs to be concealed. No obvious body piercings except ears which are limited to one pair of earrings.
- In the clinical area, strong perfume or aftershave colognes, acrylic nails, dark- colored nail polish, dangling earrings, bracelets, necklaces, and rings other than wedding bands are not acceptable.
- Heavy makeup should be avoided.
- Fingernails must be short (less than ¼ inch beyond the fingertip).
- Hair must be neatly worn off the collar.
- Male students should be clean-shaven or have neatly trimmed beards or mustaches.
- Large ornamental hair attachments are not considered proper when in uniform.
- Chewing gum during the clinical experience is not acceptable.
- Students will also adhere to the clinical site's dress code policies as well and will communicate such policies to the faculty.

Student Consent for Release of Information to Authorized Third Party

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the privacy of student education records by prohibiting their disclosure without students' written consent. However, some clinical agencies may require access to certain educational records for students to attend their clinical sites for

clinical experiences. Students must complete and sign the student's consent for release of information to authorized third parties to release students' records to clinical agencies.

DNP Project Guidelines and Completion Requirements

The DNP Project is a rigorous, evidence-based scholarly endeavor that demonstrates the student's ability to apply clinical scholarship and analytical methods to improve practice and/or health outcomes. The project must align with the *AACN Essentials of Doctoral Education for Advanced Nursing Practice (2021)* and demonstrate mastery of DNP competencies.

Completion and formal submission of the Final DNP Project is a graduation requirement. The final project must reflect the integration of DNP competencies and must be presented in a scholarly format approved by the institution.

Guidelines:

- Students must identify a practice-focused problem and propose a solution grounded in evidence-based practice.
- Projects must include a comprehensive literature review, implementation of an intervention or improvement strategy, evaluation of outcomes, and dissemination of results.
- All projects must undergo faculty approval and Institutional Review Board (IRB) approval before implementation.
- Students are required to work closely with their assigned Faculty Advisor and Project Committee throughout the development and implementation of the project.
- The project must include a measurable systems-level impact and demonstrate sustainability and scalability.
- All components must be completed and approved prior to graduation.

Milestones Include:

- Topic Approval
- Proposal Defense
- IRB Submission and Approval
- Project Implementation
- Final Defense
- Dissemination (e.g., presentation, publication)

Failure to meet project deadlines or secure required approvals will delay progression in the program.

Submission Requirements:

- The final DNP Project document must be approved by the Faculty Advisor and Project Committee.
- Students must present and successfully defend the project before the designated review panel.
- A final version of the project must be submitted to the designated course and uploaded to the University's designated digital repository by the institutional deadline.
- All accompanying documentation (e.g., clinical hour logs, IRB approval, evaluation tools, dissemination materials) must be complete and submitted.

Dissemination Requirement:

Students are expected to disseminate their project findings through at least one of the following:

- Poster presentation at a professional conference
- Manuscript submission to a peer-reviewed journal
- Presentation to a clinical or academic audience

Failure to complete and submit the final DNP project in accordance with university standards and deadlines will result in delayed graduation and/or may require re-enrollment in final project courses. If a student already had a prior course failure or withdrawal, failure to complete and submit the final DNP project in accordance with university standards and deadlines will result in dismissal from the DNP program.

APPENDICES



STUDENT CONSENT FOR RELEASE OF INFORMATION TO AUTHORIZED THIRD PARTIES

The Family Educational Rights and Privacy Act (FERPA) and/or state law protects the privacy of student education records, including their personal health information, by prohibiting their disclosure without the student's written consent, except under limited circumstances. To participate in some clinical rotations, clinical facilities may request access to certain education records. For St. Thomas University to provide clinical facilities with copies of such records, students will need to complete and sign the form.

Student Legal Name: _____

Authorized Third Party (Clinical facilities where the student may be completing a clinical rotation):

Purpose of Disclosure: Requirement or condition of a clinical facility in order for student to participate in clinical learning experiences if requested by the facility.

Duration of Authorization: Effective during the student's enrollment in the College of Nursing unless otherwise revoked by the student.

Record to be Released:

- Annual Physical Examination
- TB Testing Result
- Basic Life Support (BLS) Certification
- FBI Criminal Background Check Results and Fingerprints
- Proof of Flu Immunization
- Drug Testing Results

I am signing this authorization/consent form voluntarily. I understand that I have the right to: (1) not to consent to the release of my education records, (2) inspect any written records released pursuant to this consent, and (3) revoke this consent at any time by delivering a written revocation, in person or through U.S. Certified Mail, to the program director.

PRINT NAME: _____

STUDENT ID: _____

SIGNATURE

Sign and upload into Complio

DATE

Memorandum of Understanding

Clinical Location: _____
Number of Clinical Hours: _____ Term/Year: _____

Student Information

Name: _____ ID#: _____

Memorandum of Understanding

This Memorandum of Understanding is made on [DATE], by and between St. Thomas University of Miami Gardens, Florida, and [FACILITY], for the purpose of student experiential learning/internship education.

The purpose of this MOU is for clinical experience for [X] students at St. Thomas University and to inform [FACILITY] that students will be on the premises for [example of internship].

Clinical is taking place at [LOCATION] from [BEGINNING DATE] to [END DATE]. This letter is acknowledgement that St. Thomas university [PROGRAM NAME] program has requested and received permission to use your [FACILITY] as a clinical site/experience for our students.

This letter also acknowledges that each student placed at your site will obtain the necessary clearances and immunizations. All technical standards required through STU or the academic program will be upheld.

STU students will be able to perform/interact under approved supervisors.

St. Thomas University holds general and professional liability on all students for the clinical education experiences.

Name: _____

Name: _____

Vice President: _____

Title: _____

Date: _____

Date: _____