TABLE OF CONTENTS

DESCRIPTION OF FLORIDA INTERNATIONAL UNIVERSITY ................................................................. 2
DESCRIPTION OF THE COLLEGE OF NURSING AND HEALTH SCIENCES .............................................. 3
BSN PROGRAM & CURRICULUM ............................................................................................................. 5
GENERAL STUDENT INFORMATION/POLICIES & PROCEDURES ......................................................... 15
STUDENT GOVERNANCE ....................................................................................................................... 17
GENERAL ACADEMIC INFORMATION/POLICIES & PROCEDURES ...................................................... 17
ACADEMIC PROGRESSION INFORMATION/POLICIES & PROCEDURES ............................................... 20
GRADUATION PROCEDURES AND GUIDELINES .................................................................................. 32
STATE BOARD OF NURSING LICENSURE APPLICATION ................................................................... 33
DESCRIPTION OF FLORIDA INTERNATIONAL UNIVERSITY

South Florida, with an estimated population of over four million people in Miami-Dade, Broward, and Monroe Counties in 2010, is one of the most artistically expressive, ethnically diverse, and cosmopolitan regions in the United States. As the gateway to Latin America and the Caribbean, it is a global center for trade, finance, manufacturing, tourism, and health care.

In this milieu, Florida International University (FIU) was chartered by the Florida Legislature in 1965 to offer upper division and graduate programs. FIU opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year upper-division school with limited graduate programs, FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. The University has two main campuses, the 344-acre Modesto A. Maidique Campus (MMC) in western Miami-Dade County, and the 200-acre Biscayne Bay Campus (BBC) in northeast Miami-Dade County.

Committed to both high quality and access, FIU meets the educational needs of full-time and part-time undergraduate and graduate students, and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, FIU students are 61% Hispanic, 15% White, 13% Black, 4% Asian/Pacific Islander, and 7% other minorities.

FIU is a public research university offering a broad array of undergraduate, graduate, and professional programs in carrying out the University’s mission of “high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities” in eleven colleges and schools: College of Architecture and the Arts, College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering and Computing, College of Law, Herbert Wertheim College of Medicine, College of Nursing and Health Sciences, Chaplin School of Hospitality and Tourism Management, School of Journalism and Mass Communication, and the Robert Stempel College of Public Health and Social Work.

Through these colleges and schools, FIU offers more than 175 bachelor, masters, and doctoral degree programs and conducts basic and applied research. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. Numerous programs are also offered at off-campus locations and online. With a fall 2011 student body of over 47,000, more than 1,000 full-time instructional and research faculty, and over 9,000 degrees awarded annually, FIU is the largest university in South Florida and one of the 25 largest public universities in the nation. More than 110,000 FIU alumni live and work in South Florida.

Ninety-nine percent of FIU full-time tenured or tenure-track instructional faculty members hold doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state chartered with a Phi Beta Kappa chapter, the nation’s oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. The University’s annual research expenditures exceed $100 million.

All academic programs of the University are approved by the Florida Board of Governors and the FIU Board of Trustees. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor, masters, and doctoral degrees. SACS reaffirmed FIU’s accreditation in 2010. Degree programs at FIU are accredited or approved by the appropriate specialized accreditation agency.
On August 28, 2009, Florida International University’s fifth president, Mark B. Rosenberg, took the oath of office. Dr. Rosenberg is former chancellor of the State University System of Florida and the first FIU faculty member to ascend to the presidency of the University.

DESCRIPTION OF THE COLLEGE OF NURSING AND HEALTH SCIENCES

The academic nursing programs are located in the College of Nursing and Health Sciences (CNHS) and are housed on the Modesto A. Maidique Campus (MMC) in the Academic Health Center 3 Building, and on the Biscayne Bay Campus (BBC) in the Academic 2 Building. The College’s baccalaureate and master’s degree programs are fully accredited by the Commission on Collegiate Nursing Education (initial accreditation occurred in 2008), the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs (re-accreditation occurred in 2010), and are approved by the Florida Board of Nursing (re-approval occurred in 2011.)

A broad range of nursing degree programs are currently offered by the College and include a bachelor's degree in nursing, a master's degree in nursing, and a doctor of philosophy degree in nursing. A post-master’s degree, the Doctor of Nursing Practice, was implemented in January, 2012. The nursing unit holds institutional memberships in the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Southern Collegiate Council of Nursing of the Southern Regional Education Board, the Florida Nurses Association (FNA), the Nursing Shortage Consortium of South Florida, and the South Florida Hospital and Health Care Association.

History
Nursing was present on the FIU campus from 1972 to 1978 when a RN-BSN degree was offered through the School of Health and Social Work. In 1982 the School of Nursing was established at BBC as an autonomous upper division unit through start-up funds provided by nine Miami hospitals. These health care organizations were concerned about the acute nursing shortage and were interested in contributing to baccalaureate education for qualified men and women who could assume beginning leadership positions in health care in the rapidly growing south Florida region.

During 1997, the School of Nursing merged with the College of Health to create a new academic unit, the College of Health Sciences. The College of Health Sciences included the School of Nursing and the Departments of Physical Therapy, Occupational Therapy, Dietetics and Nutrition, Medical Laboratory Sciences, Public Health, Health Information Management, and Speech-Language Pathology. The rationale for the merger was to enhance one of the University’s strategic themes, Health, through the consolidation of the health professions programs and development of interdisciplinary education and research.

During 1999, the College of Health Sciences merged with another academic unit, the College of Urban and Public Affairs, which gave rise to a new college, the College of Health and Urban Affairs (CHUA). CHUA included four schools: School of Nursing; School of Health; School of Social Work; and the School of Policy and Management. The purpose of the restructuring was to consolidate the health related fields in one college and to enhance interdisciplinary education and research in these areas. Dr. Ronald Berkman was appointed Executive Dean of the College and Dr. Divina Grossman was appointed Dean of the School of Nursing.

In December 2004, the School of Nursing joined its sister schools in CHUA by relocating from the BBC to a newly constructed Health and Life Sciences 2 building at the MMC, a distance of approximately 20 miles. The move to the MMC was part of an overall strategy to locate nursing with other health related
units in the context of the proposed medical school and the development of the academic health sciences complex. The new building provided nursing classrooms, teaching laboratories, offices, and research space. To provide for expansion, the School retained offices, classrooms, and laboratories at the BBC.

On October 1, 2006 the School of Nursing was transformed to the College of Nursing and Health Sciences (CNHS) when CHUA was disaggregated into three (3) autonomous units: the CNHS, the College of Social Work, Justice, and Public Affairs, and the Stempel School of Public Health. The CNHS included Nursing and the Departments of Physical Therapy, Occupational Therapy, Health Information Management, Health Sciences, Communication Sciences and Disorders, and Athletic Training. The disaggregation provided autonomy for the educational units as they sought accreditation or re-accreditation from their professional agencies and laid the foundation for the future health sciences complex. Dr. Divina Grossman was appointed Dean of the CNHS and reported to the Provost.

In August 2006, as part of FIU’s Strategic Initiatives, a baccalaureate of science in nursing (BSN) program (the foreign-educated physician to BSN track) was re-established at the BBC. In December 2006, University administrators announced that a new CNHS building would be erected on the MMC. The $47 million 113,000 sq. ft. building would house the College’s combined disciplines that were scattered throughout two buildings and rapidly outgrowing them. The CNHS building (AHC 3), completed in December 2009, became part of the academic health sciences complex envisioned at the MMC.

In 2009, the University-wide budget cutting process required a feasibility review of all CNHS programs and tracks. Two College departments (Health Information Management and Health Sciences) were phased out as a result of the review. CNHS expansion re-occurred in 2011 with the assimilation of Health Services Administration, a baccalaureate level program previously housed in the Stempel College of Public Health and Social Work. In February 2010, CNHS Dean Divina Grossman was promoted to Vice-President of Engagement at FIU; Dr. Sharon Pontious was appointed Interim Dean until July 1, 2011 when Dr. Ora Strickland was appointed CNHS Dean.

The current CNHS consists of the Nursing Unit as well as Departments of Physical Therapy, Occupational Therapy, Communication Sciences and Disorders, Athletic Training, and Health Services Administration. The nursing undergraduate and graduate academic programs are administered by Program Directors; other CNHS academic departments are administered by Chairs.

**Bachelor of Science in Nursing (BSN) Program**
The Bachelor of Science in Nursing (BSN) degree was approved as an upper division program in 1982 by the Board of Regents of the State University System. The National League for Nursing (NLN) granted initial accreditation in 1985. Upon completion of the BSN Program, the basic (generic) student graduate is eligible to become licensed as a registered nurse. The nursing unit also offers a RN-BSN completion track. Graduates of the BSN Program are eligible for master’s level studies. In addition to the generic BSN Program, the nursing unit offers a track for foreign-educated physicians (FEPs) to complete the BSN. The FEP-BSN track, the first of its kind in the nation, enables foreign-educated physicians who are unemployed or underemployed, to complete a BSN. In 2010 the FEP-BSN track was transformed to an accelerated combined BSN/MSN track; FEP students who qualify for admission to the MSN Program continue into the nurse practitioner specialty tracks; students not admitted to the MSN Program complete the BSN degree.

**Master of Science in Nursing (MSN) Program**
The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission granted initial accreditation in 1993. The MSN
Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, and Anesthesiology Nursing. Two specialty tracks (Advanced Psychiatric-Mental Health Nursing and Nursing Administration) are under moratorium for admissions since 2008 because of low enrollments. Graduates of the program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner graduates who pass nationally certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master’s nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

**Doctor of Nursing Practice (DNP) Program**

The Doctor of Nursing Practice (DNP) Program was approved for implementation by the FIU Board of Trustees and Florida Board of Governors in 2010. The DNP Program is a post-masters plan of study for the registered nurse with specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives). The DNP Program is not under accreditation review at this time.

**Doctor of Philosophy in Nursing (PhD) Program**

The Doctor of Philosophy in Nursing (PhD) Program was approved by the Florida Board of Governors in 2003. The program’s purpose is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice. Graduates have the knowledge and skills to conduct research in the health care field, and direct and guide application of other evidence-based health care findings to improve the health of people from diverse cultures and underserved populations. In 2009 a BSN-PhD track was added for students who demonstrate outstanding academic accomplishment in their undergraduate courses.

**BSN PROGRAM & CURRICULUM**

**BSN Program Purposes**

The BSN program prepares graduates to practice in increasingly complex and technological health care systems. The purposes of the BSN program are to prepare the graduate to:

- Function as a professional nurse generalist.
- Function as an accountable and responsible citizen.
- Participate in evidence-based health care delivery, research, education, leadership, and consultation services in the local, regional, national, and global community.
- Recognize and respond to the need for continuing professional development.

**BSN Program Objectives**

The BSN program's purposes are achieved through program objectives. The objectives of the BSN program are to prepare the graduate to:

- Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.
• Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.

• Synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.

• Use appropriate and current technology and skills in the delivery of safe and effective patient care.

• Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.

• Collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services.

• Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact on the role and practice of the professional nurse.

• Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.
Nursing Unit
Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs
COMMUNICATION & COLLABORATION. (Pervasive Thread). Communication is the process by which information, ideas, beliefs, values, and feelings are interchanged. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of subject matter, and ability to relate to others. Communication is also affected by technological advances in health care. Communication is inherent in collaboration and requires critical thinking skills.

Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided. Collaborative leadership is a set of skills to accomplish both individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based in theories of change and understanding of health care dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and collaborating with members of teams and communities at local, regional, national, and global levels.

CULTURAL COMPETENCE. (Pervasive Thread). Cultural competence is the integration of knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring health care delivery to meet patients' ecological, biosocial, cultural and linguistic needs in an effort to improve outcomes and eliminate disparities in healthcare. Cultural competence includes being able to recognize and respond to patient population health-related beliefs and values, disease incidence and prevalence, genetics and treatment outcomes. Cultural competence may be viewed as a process by which the healthcare professionals continually engage in self-evaluation and strive to effectively work within the cultural context of the individual, family, population, and/or community.

DECISION MAKING PROCESS. (Pervasive Thread). The decision making process is the formulation and revision of conclusions based on knowledge acquired. The decision making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves understanding of different alternatives before making decisions. The decision making process is influenced by many factors such as: patterns and similarity recognition, sense of importance of the facts, common-sense understanding, skilled “know-how” and deliberate rationality. Decision making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

ETHICS. (Pervasive Thread). Ethics is a set of shared values or principles that govern the way nurses interact with patients, families and other health professionals. A Code of Ethics makes explicit the primary goals, values, and obligations of a profession. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession, but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH. (Vertical Thread). Professional nursing is grounded in the application of evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural values), and healthcare data. Basing practice on evidence from a number of sources improves outcomes in practice, education, administration, and research at local regional, and national, global levels. Professional nurses participate
GENOMICS. *(Pervasive Thread).* Genetics refers to the study of individual genes and their impact on single gene conditions while genomics examines all genes together and how they interact with each other, the environment, cultural, psychosocial and other factors. The study of genomics assists nurses and other health care practitioners and researchers to find better ways to promote health and prevent and treat disease in individuals, families, populations and communities.

GLOBALIZATION. *(Pervasive Thread).* Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires the dissemination of knowledge and the use of best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the overall burden of disease.

GLOBAL HEALTH SYSTEMS. *(Vertical Thread).* Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support universal delivery of health promotion and preventative services in a fair and equitable manner, responding to people's needs and expectations. Global health systems define the administration of health care in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

HEALTH/ILLNESS MANAGEMENT. *(Vertical Thread).* Health/illness management includes a scope of services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction/illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative and end of life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level and builds at the graduate and doctoral level with increasing depth and breadth of knowledge, synthesis of data, complexity of skills and interventions, and role autonomy.

PROFESSIONAL NURSING. *(Vertical Thread).* Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in professional nursing is an understanding of the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires the development and demonstration of a set of core values and principles, an ethical framework for practice, and involves accountability for one's self and nursing practice within the parameters of professional regulation, competencies and scope of practice. Professional nurses are advocates for high quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including graduate level of study. Professional nurses have advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, and collaborate as well as facilitate change and provide organizational leadership. Professional nurses use and/or create knowledge through research.

QUALITY & SAFETY. *(Pervasive Thread).* Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the outcomes of care.
processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Nursing focuses on the achievement of appropriate self care, demonstration of health promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are a pivotal component in the integration of nursing care and the care provided by other members of the health team and health system.

TECHNOLOGY. *(Pervasive Thread).* Technology encompasses tools that are intended to enhance clinical practice and include, but are not limited to, computers, web based applications, decision support systems, monitors, data gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in a variety of healthcare settings.

---

**SOURCES:**


---

**Organizing Curriculum Framework of the BSN Program**

The organizing curriculum framework for the BSN program is derived from the mission, vision, and goals of the CNHS Nursing Unit and the purposes and objectives of the BSN program. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment; and promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The goal of the Nursing Unit is to prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
FIU’s Quality Enhancement Plan, “Global Learning for Global Citizenship,” was the impetus for the BSN organizing curriculum framework which builds upon a common global concept schematically depicted as a “globe.” The “globe” symbolizes a cohesive global environment populated by levels, pervasive organizing threads, and vertical organizing threads that emanate from a solid base comprised of liberal education (general education, biological sciences, and behavioral sciences). Students progress through the levels of FOUNDATION OF NURSING KNOWLEDGE, NURSING SPECIALTY BASIC KNOWLEDGE, and SYNTHESIS OF NURSING KNOWLEDGE as they complete their plans of study.

The levels encompass 1) seven pervasive organizing threads (Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence); and four vertical organizing threads (Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing).

**Pervasive Organizing Threads**

The pervasive organizing threads of the framework include Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence. These organizing threads are integrated throughout the curriculum and are found in course objectives at all levels of the programs of study.

**Vertical Organizing Threads**

The vertical organizing threads depicted within the globe (Global Health Systems, Health/Illness Management, Evidence Based Practice, Scholarship & Research and Professional Nursing) are integrated and continuous throughout the levels of the BSN curriculum. These vertical threads are articulated in logical progression from the base of the globe to the equator and represent successful transitions from simple to complex as well as provide depth and breadth to the curriculum.

**Global Health Systems**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities; utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment; and function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals) in NUR 3119 Professional Nursing: Concepts & Issues and NUR 3066C Health Assessment & Promotion in Nursing Practice.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire basic knowledge in specialties related to global health systems (health promotion, and disease and injury prevention for individuals and families) in NUR 4667 Nursing in Global Health Systems; NUR 3226/L Nursing Care of Adults I; NUR 3227/L Nursing Care of Adults II; NUR 3535/L Psychosocial Nursing NUR 4455/L Care of Families: Childbearing Nursing; and NUR 4355/L Care of Families: Childrearing Nursing.
At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals, families, and communities) in NUR 4286 Nursing Care of Older Adults and NUR 4636C Community Health Nursing.

**Health/ Illness Management**
Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health/illness continuum throughout the life span; utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings; use appropriate and current technology and skills in the delivery of safe and effective patient care; and function as professional nurse generalists.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to health/illness management (health assessment and maintenance) in NUR 3066C Health Assessment & Promotion in Nursing Practice; NUR 3029/C/L Foundations of Nursing Practice; and NUR 3125 Pathophysiological Basis of Nursing Practice.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to health illness/management (health and complex health alterations: maintenance, restoration, and rehabilitation) in NUR 3226/L Nursing Care of Adults I; NUR 3227/L Nursing Care of Adults II; NUR 3535/L Psychosocial Nursing; NUR 4455/L Care of Families: Childbearing Nursing; NUR 4355/L Care of Families: Childrearing Nursing; NUR 3685L Integrative Nursing Care I; NUR 4686L Integrative Nursing Care II; and NUR 3145 Pharmacological Basis for Nursing Practice.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to health/illness management (integrative care for vulnerable populations) in NUR 4286 Nursing Care of Older Adults; NUR 4636C Community Health Nursing; NUR 4940 Senior Nursing Synthesis; and NUR 4945L Senior Clinical Practicum.

**Evidence-Based Practice, Scholarship & Research**
Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values; and synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to evidence-based practice, scholarship, and research (definition and identification of evidence) in NUR 3119 Professional Nursing: Concepts & Issues; and NUR 3029/C/L Foundations of Nursing Practice.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to evidence-based practice, scholarship, and research (evaluation and application of evidence, identification of clinical problems) in NUR 3666 Evidence-Based Nursing & Research for Global Health Care; NUR 3226/L Nursing Care of Adults I; NUR 3227/L Nursing Care of Adults II; NUR 3535/L Psychosocial Nursing NUR 4455/L Care of Families: Childbearing Nursing; and NUR 4355/L Care of Families: Childrearing Nursing.
At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to evidence-based practice, scholarship, and research (utilization of best practices) in NUR 4286 Nursing Care of Older Adults; NUR 4636C Community Health Nursing; and NUR 4945L Senior Clinical Practicum.

**Professional Nursing**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact on the role and practice of the professional nurse; collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services; participate in health care delivery, research, education, leadership, and consultation services in the local, regional, and international community; function as an accountable and responsible citizen; and recognize and respond to the need for continuing professional development.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to professional nursing (professionalism, regulatory environments, teaching/learning) in NUR 3119 Professional Nursing: Concepts & Issues and NUR 3066C Health Assessment & Promotion in Nursing Practice.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to professional nursing (advocacy, decision making, health care policy, economics, delivery models, change process, quality improvement) in NUR 3668 Nursing Leadership in Global Health Care; and NUR 4667 Nursing in Global Health Systems.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to professional nursing (leadership, management, coordination) in NUR 4636C Community Health Nursing and NUR 4945L Senior Clinical Practicum.
Curriculum Plan: Generic BSN Track

The Generic BSN track is a four (4) year curriculum plan with a minimum 125 credits. A maximum of sixty (60) lower division credits (general education, biological sciences, behavioral sciences) can be transferred toward the baccalaureate degree in nursing. Over one half of the total required credits for the BSN program are in the upper division. Upper division courses are arranged in a prescribed sequence and courses at each level must be completed successfully before the student can proceed to the next level of courses. Upon admission to the major, the program can be completed in five semesters.

Allocation for credits is based on the University formula that one instructional credit unit equals one 50 minute clock (contact) hour. The ratio of credit to contact hour for classroom courses is 1:1, the ratio of credit to contact hour for clinical/laboratory courses is 1:2, and the ratio of credit to contact hour for the senior practicum course is 1:3. These ratios assure the level of learning achievement necessary to provide for the competent role performance for the BSN graduate.

Curriculum Plan: RN-BSN Track (Online)

The RN-BSN track is a part-time online curriculum plan with a minimum of 120 credits. Sixty (60) lower division credits can be transferred toward the baccalaureate degree in nursing. The RN-BSN track allows the student to validate current theoretical and clinical-based knowledge and application through standardized challenge examinations (Adult Nursing, Psychosocial Nursing, and Maternal-Child Nursing). If successful, the RN can transfer the equivalent of thirty (30) credits to the upper division.

The RN-BSN plan of study includes courses designed to facilitate transition to baccalaureate nursing education through exploration of theoretical and clinical issues impacting the profession of nursing in NUR 3119 Professional Nursing: Concepts & Issues, NUR 3066C Health Assessment & Promotion, NUR 3666 Evidence-Based Nursing & Research in Global Health Care, NUR 3668 Nursing Leadership in Global Health Care, and NUR 4667 Nursing in Global Health Systems. The course COM 3461 Intercultural/Interracial Communication further supports the University, College, and Program commitment to a global learning environment. Since the RN-BSN student has not had the opportunity for community-based experiences provided at the baccalaureate level, the RN-BSN plan of study includes a community clinical course (NUR 4636L Nursing of Communities Clinical). In addition, the RN completes a senior clinical practicum community-based experience (NUR 4945L Senior Clinical Practicum) with a BSN-prepared RN preceptor in a self-selected setting using learning objectives approved by the faculty instructor.
GENERAL STUDENT INFORMATION/POLICIES & PROCEDURES

UPDATED: January 2012

Current Address, Phone Number and E-Mail Address
Florida International University (FIU) and the College of Nursing and Health Sciences (CNHS) require that students keep current addresses and telephone numbers on file. E-mail addresses are also valuable for communications. A current address and phone number allows College personnel to contact students for emergencies, class changes, awards, academic questions/information, etc. The Office of the Registrar must be notified immediately of any change in address and/or phone number. The College and University must also be notified if a student changes his/her name.

Professional Conduct and Responsibilities
In addition to meeting the academic standards of the University and College, students enrolled in nursing courses must demonstrate professionalism in classroom, laboratory, and clinical experiences. Professionalism is defined as behaviors and attitudes congruent with the ANA Code of Ethics, guidelines and standards of practice, the Florida Nurse Practice Act, and policies and expectations of the College and University.

Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Students are expected to respect the rights of others regardless of their race, religion, nationality, gender, age, sexual orientation, physical condition or mental state. Professionalism includes, but is not limited to, satisfactory academic and clinical conduct and performance.

Administrators and faculty of the undergraduate program reserve the right to interpret, maintain, and enforce the standards of professional conduct and performance for nursing. Administrators and faculty also reserve the right to recommend dismissal of any student who has violated the standards of professional conduct or demonstrates a lack of professional development.

Financial Assistance
College of Nursing and Health Sciences. Grants, scholarships, and/or traineeships are periodically available through the CNHS. For information and applications, contact the CNHS Director for Admissions and Student Services. In addition, some prospective employers assist with tuition in return for a work commitment upon graduation and RN licensure. For information, monitor postings on websites and email communications.

Florida International University. The University's Financial Aid Office assists students to obtain financial assistance through the provision of scholarships, loans, work-study, and other programs. Further information can be obtained from Financial Aid on the University's website.

RN-BSN students are encouraged to contact their employer’s personnel office to obtain information about employee tuition benefits. Some RN employers provide tuition assistance through employee reimbursement programs.

Professional nursing organizations may provide scholarships for member nurses who are continuing their professional education.
Faculty who are conducting funded research will sometimes pay full-time or part-time RN research assistants to assist in the collection of data. Available positions are posted or announced during class.

Students with Disabilities
Students with disabilities must register with the Disability Services for Students prior to the beginning of the semester. At the beginning of the course, the student must inform the faculty member concerning his/her disability. Personnel in the Office of Disability Services for Students will provide a written statement regarding any necessary accommodations. Current documentation of disability is required to receive services.

General Expenses
Expenses are incurred by all FIU students; however, undergraduate nursing students have some additional expenses, such as a personal digital assistant (PDA)/smart phones, laboratory fees, uniform, stethoscope, penlight, watch with second hand, bandage scissors, name badge, goggles, personal audio plug-in (earphones) for the computer, transportation, CPR certification, health screenings (including immunizations) and health insurance. These requirements not only protect students, staff, and patients, but also assist students in developing professional responsibility and accountability. Students are responsible for providing the faculty member with a copy of his/her current CPR certification, immunizations, health screening tests, and health insurance.

CPR Certification. All students must have the current CPR certification, “Healthcare Provider”, from American Heart Association before entering the clinical areas. College nursing personnel may be able to schedule a CPR certification class for students. However, if a certification class cannot be scheduled (or a student cannot attend the class), the student is responsible for obtaining Healthcare Provider CPR certification in the community. CPR certification renewals are the responsibility of the student.

Immunizations/Health Screening Requirements. Periodically, all students must obtain specific immunizations and health screening tests (such as TB tests and titers). The requirements are subject to change, depending upon current knowledge and practices relating to health care.

Major Medical/Hospitalization Insurance. All students registered in clinical nursing courses must have major medical/hospitalization insurance (student health fees cover only routine health services).

The College is required to send reports of immunizations and health-screening tests to clinical agencies where students will practice, and these tests must reach the clinical agency before the student is allowed to practice. In addition, students must purchase CNHS approved goggles for eye protection. Students who do not have current and reported CPR certifications, immunizations, health screening tests, and health insurance will not be allowed in the clinical areas, and the days missed will be counted as clinical absences. Clinical absences can impact fulfillment of the clinical course objectives.

RN-BSN students must meet all clinical agency/site requirements. In addition, they must purchase and/or show proof of professional liability insurance before registering for clinical courses.

Background Checks
All students must submit information for background screening as a requirement for clinical placement at health care facilities. American DataBank processes submitted information for packages 1, 3, and 4; student data must be compliant and confirmed. Note: students who are younger than 21 years old and
have never been employed do NOT need to complete package 3. Findings in background checks may affect a student's ability to participate in clinical experiences and complete the program, and/or obtain registered nurse licensure. See also FIU's policies and procedures related to substance abuse.

Students with an arrest history must disclose such history to the Dean of the CNHS who will inform the Board of Nursing. Students must disclose arrests made before and after admission to the CNHS. Background checks are performed by the State on application for licensure and advanced certification. Failure to disclose can result in a required appearance before the Board of Nursing and a significant delay (or possible denial) of a nursing license or advanced certification.

**STUDENT GOVERNANCE**

**Updated: July 2012**

All nursing students are encouraged to participate in the various campus activities and University governance. The CNHS also provides opportunities for nursing students to participate in College governance.

**Class Governance**

Each entering class nominates and elects its own officers, including a President, Vice President, Treasurer, and Secretary. Class leaders can interact with faculty and administrators regarding student concerns and issues as well as assist in planning a recognition ceremony at graduation. Individual classes must consult with their faculty advisor before planning fundraising activities. Fundraising activities should focus on serving the community.

**Student Nurses Association (SNA)**

The purposes of the FIU SNA are to (1) assume responsibilities for contributing to nursing education in order to provide for the highest quality health care; (2) provide programs representative of fundamental and current professional interest and concerns; and (3) aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. See Nursing website for further information.

**Pi Alpha Chapter (Sigma Theta Tau)**

The purposes of this professional nursing organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Membership is based on GPA and class rank at graduation. Eligible graduates will receive an invitation and application from the Chapter Eligibility Committee. See Nursing website for further information.

**GENERAL ACADEMIC INFORMATION/POLICIES & PROCEDURES**

**Updated: February 2012**

RN-BSN students must provide a copy of their current Florida nursing license for admission to the program.
**Student Advisement**
Students should see their professor if they have personal or academic difficulties that could impede their progress toward graduation. Office hours are posted outside each faculty member's office. Appointments can be made directly with the faculty member.

**Panther Degree Audit (PDA)**
The Panther Degree Audit is an automated degree audit that monitors a student's progress through the University, keeping track of fulfilled requirements and requirements needed to complete. A student cannot graduate until all sections on the PDA are satisfied. A PDA can be obtained online at [my.fiu.edu](http://my.fiu.edu) by clicking on the link under Academic Advisement for Panther Degree Audit. Once opened, click on “Expand All” to view the PDA.

**FIU Core Requirements**
All students receiving a baccalaureate degree from a FIU must comply with FIU core curriculum requirements (unless entering with an Associate of Arts (AA) degree). These courses include English Composition/Writing, Mathematics, Natural Sciences, Social Sciences, Humanities, Arts, and Foreign Language. Students must meet the “Gordon Rule” English Writing and Mathematics requirements mandated by the Florida legislature. The Offices of Admissions and/or Undergraduate Studies determine that a student has satisfactorily met these requirements. Students are encouraged to print out the PDA each semester to determine their course completion status and contact their faculty advisor or the Program Director if questions.

**Transfer Credits**
An undergraduate applicant will receive credit for previous academic work appropriate to the BSN in accordance with the articulation agreements with community colleges and undergraduate nursing program requirements.

1. All applicants must have their transcripts evaluated by University and CNHS personnel to determine transferable credits.
2. Applicants who have received an Associate in Arts (AA) degree from an accredited Florida community college may transfer up to 60 credits toward the baccalaureate degree.
3. Students who enter FIU without an AA degree, transfer from out-of-state, or transfer from a private community college must meet the FIU core curriculum requirements and must satisfy State of Florida mandated Gordon rule requirements.
4. Applicants who have completed academic credit at the upper division level of an accredited four year college or university may transfer up to 30 additional upper division credits above the 60 lower division credits transferred; credits in the major must be approved by the admitting program.
5. Applicants who have taken BSN courses at another institution and are requesting a transfer into the CNHS Generic (Basic) BSN track must 1) meet the current CNHS admission standards in place for the Generic BSN track; and 2) must provide evidence that he/she was a student in “good standing” at the time of withdrawal from the previous institution.
6. All prerequisite and co-requisite courses for the undergraduate program require at least a grade of “C” for transfer.
7. International student applicants must meet the University’s admission requirements as noted in the FIU Undergraduate Catalog. These students should contact the Office International and Scholar Services for assistance with transcript analysis, etc.
8. In order to receive a degree from FIU, students must take a minimum of 30 upper division credits at FIU.

9. The last 30 credits at FIU should not be interrupted by course work at another institution. Students who are requesting to take a course at another institution, such as a community college, must meet with their advisor to discuss their request. Students who take courses at another institution must fill out a Transient Student Form in order to register for the course.

| RN-BSN applicants from a hospital diploma program (whether or not the program is located in the United States) can only transfer those credits that were earned at an accredited college or university and must have a minimum of 60 transferable credits to be admitted. FIU does not grant credit for work completed in hospital training programs, for professional experience, or professional certifications. |

**Dropping and Adding Courses**

To drop and/or add a course, the student must follow the instructions found in the FIU Registration website. See the Academic Calendar for drop/add deadlines. Because of the differing progression plans of the traditional generic and foreign-educated physician (FEP) tracks, students cannot transfer between tracks unless approved by the Program Director. Students must notify their advisors prior to dropping any course. Students who fail to notify their advisors may jeopardize their progression in the undergraduate nursing program.

**Withdrawal from the University**

If a student withdraws from the University for personal reasons, a Withdrawal form must be obtained and submitted to the Office of the Registrar. No signatures are required from the CNHS. However, it is a courtesy to notify the College of the student's intention to withdraw.

If a student must withdraw from the University after the final withdrawal date because of major illness, the student can complete the appropriate forms to petition for an excused withdrawal. The student must provide documentation of the illness and attach it to the withdrawal form. The Withdrawal Form can be obtained from the Office of the Registrar.

**Re-Entry to Nursing Program**

If a Basic (Generic BSN) student drops out, withdraws, fails one course, or otherwise interrupts the sequence of the nursing program, he/she must update all clinical requirements related to health, immunizations, and background screening prior to re-entry. CPR and health insurance must be current at the time of re-entry, and the students must be cleared by American DataBank. Returning students must comply with all current requirements and must contact the Director of Clinical Placements and Program Director eight weeks prior to the semester of return to determine if clinical placements are possible. All requirements must be maintained throughout the nursing program.

Students who experience a medical problem or pregnancy while in the nursing program must provide a statement from their health care provider indicating the student's ability to return to full duty prior to attending clinical.

Basic (Generic BSN) students who have withdrawn from the CNHS must petition the Chair of the Student Affairs Committee, in writing, for re-entry, providing there is evidence of resolution of the problems that necessitated withdrawal. Students must also notify the Director for Admissions and Student Services for Nursing of their intent to re-enter by **February 15** of the year preceding the Summer Term admission or
May 15 of the year preceding the Fall Term. Re-entry is contingent upon available clinical space and faculty.

Program Major Change
A student who has decided to change his/her major should obtain and submit the form to the Office of the Registrar. If the student is transferring to the CNHS, the student must fill out the form and obtain signatures from the College. Students who change majors will be evaluated in accordance with the undergraduate nursing program's admission criteria. The student must also contact the previous school to forward his/her academic files to the CNHS.

Degree Verification
Degree verifications are done through the University Registrar's Office. The employing agency must send a written request for a degree verification, and it must be accompanied by a written release of information signed by the graduate. The CNHS cannot do degree verifications.

Letters of Recommendation
A student or graduate may request a letter of recommendation from a faculty member. Faculty members have the right to grant or deny the request. The student or graduate must complete the Request for Letter of Recommendation form available on the CNHS nursing website. The student or graduate must complete the entire form. A Letter of Recommendation should be addressed to an individual or a departmental agency.

ACADEMIC PROGRESSION INFORMATION/POLICIES & PROCEDURES

Updated: February 2012

Program Length
Basic (Generic BSN) students progress full-time through the nursing curriculum complete the program of studies in five semesters. Students who have not registered for more than two major semesters (Fall and Spring) must re-apply for admission to the University and the College, completing the appropriate forms available from the Office of Admissions.

The RN-BSN student may choose to enroll as a full-time or part-time student. Once all prerequisite courses and the Excelsior College equivalency exams are completed, the nursing course sequence may be completed by the student in one calendar year (by completing 3-4 courses/semester).

Course Sequencing
The BSN curriculum moves from simple to complex and from the individual to the community. Each clinical nursing course builds on the knowledge of the previous level courses. Courses in each level of the curriculum must be completed before advancing to the next level. Any variations must be approved by the Student Affairs Committee and the Program Director.

Due to University/College insurance requirements, students must be registered for a nursing course in order to practice as a student in the clinical area.

RN-BSN students may complete prerequisite courses while taking Professional Nursing: Concepts & Issues (NUR 3119) and Health Assessment & Promotion (NUR 3066C). In order to progress further, the
RN student must have completed all pre-requisite courses.

RN-BSN students must complete the required Excelsior College equivalency examinations either prior to or during the first semester of admission to the CNHS. A student will not be permitted to enter clinical courses (Community and Leadership Practicum) without having successfully completed all Excelsior College examinations.

RN-BSN students who are not currently employed as an RN will be assisted by an advisor in finding clinical placement for NUR 4945L.

Academic & Clinical Grievances/Complaints
Students must follow the CNHS grievance policies/procedures when filing a complaint or grievance (examples are a grade or progression decisions) related to the academic and/or clinical settings. Contact a faculty member or the Program Director for grievance procedures posted on the website.

GRADES AND GRADING

Update: February 2012

Communicating Grades
Grades can be obtained through my.fiu.edu web site. Students will need their Panther ID and password to obtain grades. Otherwise, grades are communicated through a procedure designated by the faculty member. Only faculty members are authorized to report grades over the phone.

Grade Point Average
To achieve and maintain a classification of "good standing," a student must maintain a grade point average (GPA) of 2.0 or better for each semester. Unofficial student transcripts can be obtained on my.fiu.edu website.

Repeating Nursing Courses and Dismissal
A grade of "C" or better in all nursing courses is necessary for continuing in the undergraduate program. A course in the BSN curriculum can be repeated only once. If a student fails the same course twice or any two courses, he/she will be dismissed from the program.

After successfully completing the repeated course, the student must obtain and submit a Repeated Course (grade forgiveness) form to the Office of the Registrar per University policies. While both grades will be included on the student's transcript, only the last grade for the repeated course will be computed into the student's GPA. NOTE: Students who drop one or more courses in one semester for academic reasons may re-enter the undergraduate program one time only. Any subsequent drop or failure will result in dismissal from the nursing program.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
</tr>
</tbody>
</table>
### Fzero Grade
An F0 (F zero) will be given to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. An F0 equals zero grade points per credit hour and is a permanent grade.

### Incomplete “I” Grade
An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

“Incompletes” in BSN clinical (theory and laboratory) courses must be completed to a grade before progression.

It is the student's responsibility to ensure that the faculty member has received the missing materials in a timely fashion and has forwarded the necessary Change of Grade form. The student should print out his/her unofficial transcript three to four weeks after the form was initiated to ensure that the change was entered on the student's transcript. If it has not been entered, the faculty member must be notified immediately. If the faculty member is not available, the Program Director must be notified.

### ACADEMIC CONDUCT AND PERFORMANCE

**Update: February 2012**

Students are expected to review the FIU Student Handbook for details on Standards of Student Conduct and Policies. The FIU Standards of Student Conduct addresses three major areas of moral integrity: Academic Honesty, Respect for the Law, and Respect for People. Students who plagiarize, cheat and/or harass an instructor or peer may be charged with academic misconduct. Penalties for academic misconduct may include up to dismissal from the University. Below are the definitions of plagiarism, cheating, and harassment:

- **Plagiarism**
  Plagiarism is the deliberate use and appropriation of another's work without any indication of the
source and the passing off of such work as the student’s own. Students who are using another person’s ideas or writings must document their sources. Direct quotes must be consistent with American Psychological Association (APA) format. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism. Any student helping another plagiarize may be found guilty of academic misconduct.

- **Cheating**
  Cheating is the unauthorized use of books, notes, aids or assistance from another person with respect to examinations, course assignments, field service reports, class recitations, or possession of examination papers or courses materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

- **Harassment**
  Harassment is defined as conduct that creates an intimidating, hostile, or offensive environment for another person of group. This definition includes harassment and threats through computers or electronic communication.

**Course Requirements**
Students are expected to adhere to the stated course requirements outlined in the course syllabus by faculty (provided at the beginning of the course), including due dates for assignments and the specified grading system. Unless prior arrangements have been made with the faculty member, work that is submitted late is downgraded one FULL letter grade for each day the paper/project is late until the grade of "F" is reached. Students are expected to be prepared for all classes and to participate in them.

Students should not ask a faculty member to change the course requirements by requesting special treatment such as "extra credit" work to raise a grade, or ask for extensions of due times for papers. These requests are unfair to other students and the faculty member.

**Classroom Conduct and Responsibilities**
As a matter of common courtesy, students should not enter classrooms late; carry on conversations, even whispered ones; or take up class time with questions of solely personal interest. Taping class lectures is at the discretion of each faculty member. The student must request permission before taping any classroom activity. Audible beepers and portable telephones must be turned off during class periods.

Children or pets are never permitted in the classrooms unless for specified laboratory experiences. Food and drinks are not permitted in the classrooms or the laboratories. This is a University policy. Students are expected to assist in keeping the School, College, and University laboratories, classrooms and lounge areas in a presentable condition at all times.

In consideration of others, classroom furniture or equipment that is moved during a teaching/learning activity should be returned to its original location.

**Attendance**
Students are expected to attend all classes and laboratory experiences. Courses include the instructional strategy of shared knowledge and experience between students during group presentations and discussions. Absence interferes with the student's ability to learn from this in class sharing.

Students are expected to read and adhere to the course syllabus regarding clinical and class attendance.
Excessive absence or habitual tardiness may affect the course grade (since the stated course objectives cannot be met) and can result in failure.

**Written Assignments**
All written work is to be submitted on the announced due date unless the student made previous arrangements with the faculty member. Word processors are available for student use in the computer laboratories. Formal written papers (term or scholarly papers) shall follow the format using the guidelines of the American Psychological Association's (APA) *Publication Manual* (the latest edition is available for purchase at the FIU Bookstore).

**EXAMINATION POLICIES/PROCEDURES**

**Update: February 2012**

Students encounter a variety of test forms including multiple-choice, short answer, essay, tandem testing, and take home tests. Instructions for examinations will be provided by the course faculty member.

**Examination Security**
If exams are closed-book, students may not use notes, texts, dictionaries, or other materials; nor can they talk to other students during the exam. If a student has a problem or question, it must be discussed with no one other than the faculty member proctoring the exam. If a student leaves the classroom, he/she will be asked to hand in the paper, and will not be permitted to return.

Students should use the bathroom facilities **before** an exam. Faculty members proctoring the exam have complete discretion on whether students are allowed bathroom trips and, if so, the procedures for bathroom trips.

**Examination Reviews**
Reviews of exams are at the discretion of the course faculty. No other person, including another faculty member, Director, Associate Dean, or Dean can review and/or discuss the exam with the student (unless permission is granted by the course faculty member).

**Failure to Take Examination**
Students unable to take the exam at the scheduled time must make arrangements with the faculty member **PRIOR** to the exam date. If the student communicates with the faculty member prior to the exam, possible alternate arrangements can be discussed.

If a student fails to communicate with the faculty member prior to the exam and subsequently claims an emergency, illness, or accident, the explanation will be considered to determine extenuating circumstances. If extenuating circumstances are found, the student will not be penalized. If the faculty member believes there to be no extenuating circumstances, the student MAY be allowed to take the exam and may receive a lower grade at the discretion of the faculty member.

An alternate exam may be selected by the faculty member if taken late by the student.

**Medication Calculation Test**
All Basic (Generic BSN) students must pass a medication calculation test with a score of 90% or better before beginning medication administration in a clinical experience. Basic (non-programmable)
calculators may be used for courses at Level 2 and above. Students can take a medication calculation test three (3) times only. Students who do not pass the medication test will not be allowed in the clinical areas, and the days missed will be counted as clinical absences. Students who fail a medication calculation test three (3) times must drop the clinical course.

Final Examinations
In courses in which a cumulative (or comprehensive) final exam is given, the student must pass the final exam by a grade of 77% to pass the course.

Students are not allowed to re-take exams if they fail.

Computer-Based Clinical Examinations
Students are required to take computer-based clinical examinations at the completion of their clinical courses. The purpose of the computer-based examinations is to provide students with feedback related to their current clinical knowledge (strengths and weaknesses) of the specialty area. Students are encouraged to use the feedback to review for the RN licensing examination.

Exit Examination
The Basic (Generic BSN) student is required to pass a nursing synthesis (Exit) examination during the last semester as a prerequisite to the BSN degree. The exam will be given as part of the requirement for the Senior Synthesis Course NUR 4940. If the student fails the first attempt of the synthesis examination, he/she will have an opportunity to take another version of the exam. If the student fails the second attempt, he/she will receive a failing grade for the course and will have to re-register for the Senior Synthesis Course NUR 4940.

ACADEMIC WARNING, PROBATION, AND DISMISSAL

Update: February 2012

Course Grades
A grade of "C" or better in all nursing courses is necessary for continuing in the program.

Academic Warning
Undergraduate students in academic jeopardy are notified through conferences or in writing by the course faculty member, advisor, and/or the Program Director.

An undergraduate student whose cumulative GPA falls below 2.0 will be placed on Academic Warning by the University. To remove the Academic Warning status, a student must attain a cumulative GPA of 2.0 or above in the subsequent semester. See the FIU Undergraduate Catalog for further information.

Academic Probation
A student on Academic Warning whose cumulative GPA remains below 2.0 will be placed on Academic Probation by the University. To remove the Academic Probation status, a student must attain a GPA of 2.5 for the subsequent semester. See the FIU Undergraduate Catalog for further information.

Dismissal
A course in the BSN curriculum can be repeated only once. If an undergraduate student fails the same course twice or any two courses, he/she will be automatically dismissed from the nursing program.
NOTE: Undergraduate students who drop one or more courses in one semester for academic reasons may re-enter the nursing curriculum one time only. Any subsequent drop or failure will result in automatic dismissal from the nursing program.

An undergraduate student on probation whose cumulative and semester GPAs fall below a 2.0 will automatically be dismissed from the program and the University. Students are advised to refer to the FIU Undergraduate Catalog for further information.

CLINICAL CONDUCT AND PERFORMANCE

Update: February 2012

Clinical Evaluation
Clinical performance is evaluated during each clinical nursing course by course faculty and preceptors. Clinical evaluation tools are designed to address specific course expectations and objectives. Typical clinical expectations include, but are not limited to:

- Safe, effective, ethical performance of nursing tasks;
- Problem solving;
- Use of appropriate judgment;
- Appropriate communication and interaction with others;
- The ability to apply knowledge.

Professional Behavior and Language in the Clinical Setting
Nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition or mental state, in both laboratory and clinical settings. Students are expected to:

- Adhere to established laboratory and clinical deadlines.
- Have no unexplained laboratory and clinical absences, either at arrival or while in the clinical setting.
- Exhibit promptness when attending classroom, laboratory, and clinical experiences.
- Remain for the entire laboratory clinical learning experience, unless excused.
- Adhere to policies and procedures related to the assigned clinical agency.
- Promptly and properly identify one’s self and role during clinical experiences.
- Adhere to the uniform and dress policies found in the BSN student policies/procedures manual.

Unprofessional Conduct and/or Professional Misconduct
Nursing students are expected to act in a manner consistent with the ANA Code of Ethics. Failure to comply may result in action by nursing administrators and/or faculty including, in appropriate cases, dismissal from the nursing program. Examples include, but are not limited to:

- Negligence in patient care.
- Unprofessional behavior either at the laboratory or at the clinical agency.
- Substantiated act or acts of patient abuse, either physical or verbal.
- Unsatisfactory performance as judged by the clinical supervisor.
- Neglect of duty with actual cause or potential to cause patient harm.
- Fraudulent or egregious acts.
- Demonstrated and/or documented incompetence.
- Personal conduct which adversely affects the work environment and/or the supervisor's ability to perform his/her responsibilities.
- Exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients, or agency personnel.

**Clinical Probation, Failure, and Dismissal**

A student who demonstrates unprofessional conduct and/or professional misconduct will be notified by the faculty member of such behavior. The faculty member will counsel the student, document the occurrence of the behaviors in writing and place the documentation in the student's file. The student may respond in writing within 48 hrs to the faculty member's findings and/or submit written documentation relevant to the behavior. Depending on the nature of the behavior, the faculty member, in consultation with the Program Director, may place the student on clinical probation.

**Clinical Probation**

Clinical probation is based on the performance of the student in relationship to course objectives, and expected behaviors and attitudes that are consistent with those of a professional nurse. In addition, to persistent behavior or behaviors related to unprofessional conduct (see above), the student enrolled in a clinical nursing course may be placed on clinical probation for one or more of the following:

- Initiating clinical experiences without a contract;
- Initiating interventions or actions without appropriate supervision or approval of the supervisor;
- Consistent difficulties in applying theory to the clinical setting;
- Inconsistently completing clinical assignments or logs.

The faculty member will notify the Program Director of any student who is placed on clinical probation. In addition, the faculty member will send a letter to the student indicating the areas of weakness as the basis for clinical probation. A copy of the letter will be placed in the student's academic file.

The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the faculty will remove the probationary status at the end of the course. Failure to meet the requirements of the probation will result in clinical failure.

**Clinical Failure**

Clinical failure is based on the unsatisfactory performance of the student in relationship to the course objectives, expected behaviors, and attitudes that are consistent with those of a professional nurse. A student enrolled in a clinical nursing course may receive a clinical failure and/or dismissal from the nursing program for one or more of the following:

- Failure to demonstrate satisfactory progress after being placed on clinical probation;
- Recurring absenteeism or tardiness in the clinical setting;
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the supervisor;
- Acts of dishonesty;
• Repeated lack of preparation for the clinical setting.
• Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practice;
• Demonstrating practices that are inconsistent with professional standards or codes of ethics;
• Unsatisfactory final clinical evaluation.

The faculty member will notify the Program Director of any student who earns a clinical failure. In addition, the faculty will place a copy of the letter sent to the student indicating the clinical failure in the student’s academic file.

Dismissal
A student may be dismissed without a probationary period for identified infractions. Grounds for dismissal without a probationary period include:

• Level of incompetence representing a threat to patient safety;
• Falsification of documents or records;
• While in the clinical area, being under the influence of alcohol, marijuana, or any controlled substances not legally prescribed;
• Insubordination or failure to follow direct orders from a clinical supervisor;
• Theft of College, University, or agency property;
• The inappropriate administration of any drug or treatment without the permission of the clinical supervisor.

CLINICAL EXPERIENCES

Update: February 2012

Clinical Agencies
Various agencies throughout the community are utilized as clinical learning experience sites for nursing students. The student has a responsibility to follow the regulations of each agency (including immunization verification, health screenings, and maintaining CPR certification) and to exhibit professional conduct at all times. All students must submit information to American DataBank for background screening as a requirement for clinical placement at health care facilities.

Clinical Groups
Students are placed in clinical groups at faculty discretion. The student who wishes to change his/her clinical group must make a request in writing to the faculty member in charge of the course, clearly stating the rationale for the change. The student then must find a student from the preferred group who is willing to change groups.

Transportation
All students are expected to have transportation to and from their clinical sites. Faculty members are not responsible for arranging students' assignments according to car pools, distance from home or work to clinical site, or making babysitting/day-care arrangements.

Clinical Assignments and Preparation
The student is directly responsible to the supervising faculty member. The student taking a clinical course also functions as a member of the health care team. Faculty will provide clinical assignments based upon
the course objectives and learning level of the student. Assignments are made prior to the clinical experience and, unless the student is told otherwise, the student will pick up his/her own assignment at the appropriate agency that day or evening. The student will prepare for the clinical experience by reviewing the client’s chart, nursing procedures, textbooks, and class notes.

<table>
<thead>
<tr>
<th><strong>RN-BSN students have precepted clinical experiences in Care of Communities: Community Health (NUR 4636C) and Senior Clinical Practicum (NUR 4945L). Various clinical agencies throughout the community are used for clinical learning experiences. Preceptors for these courses must be nurses with a baccalaureate degree in nursing and/or specialty certification in the area in which they are precepting. In addition, all clinical sites must have a current contract with the CNHS. Preceptor selection and approval will be made by the faculty member. The student may suggest a potential preceptor/site to the faculty member who will then determine if the requirements are met.</strong></th>
</tr>
</thead>
</table>

Time scheduling for precepted courses is arranged between the student and the preceptor with the faculty member’s approval. The student has a responsibility to follow the regulations of each agency/site and to exhibit professional conduct at all times.

Students are expected to complete the required practicum hours for Care of Communities: Community Health (NUR 4636C) and Senior Clinical Practicum (NUR 4945L) by the completion of the semester in which they are registered. Students are also expected to maintain a log documenting their activities. The clinical faculty member will communicate with each student and the preceptor during the clinical experience to determine that the student is able to meet course objectives. Both courses may have on-campus and/or online discussions with all students for the purpose of sharing experiences. The student is expected to arrange their schedule in order to attend these discussions.

**Chart Documentation**

All student charting entries must be co-signed by the supervising faculty instructor, the responsible RN, or the RN preceptor.

**Keys**

Students are occasionally offered or request unit keys. If the student accepts or utilizes keys, the student is completely responsible for returning the keys to the appropriate person before leaving the unit. If the student takes unit keys off the unit or out of the hospital, the student will be required to return the keys immediately (including driving back to the facility).

**Photography**

Students are forbidden to take photographs while in clinical settings. This policy includes all cameras and cellular phones.

**Family Members and/or Friends as Patients**

Students may not practice on any unit where a family member or close friend is a patient. If this situation arises, the student must inform the clinical instructor, and arrangements will be made for a clinical experience on another unit.

**Clinical Absences and Tardiness**

A student who is absent or tardy in the clinical facility on the assigned day is expected to contact the clinical faculty member prior to the assigned reporting time. This notification is important because the patient must be reassigned as soon as possible; otherwise the patient will be considered as abandoned,
and legal consequences could result from an unanticipated hazardous situation.

Students are expected to have 100% attendance for all laboratory experiences. The stated course objectives must be met in order to successfully pass the course. Students are expected to read and adhere to the course syllabus regarding clinical and class attendance.

Missed clinical days cannot be "made up." If a student misses a clinical day, the faculty member will take the absence under consideration to determine whether the student will be able to fulfill all stated objectives. Twenty points will be deducted from the student's clinical evaluation for each absence.

**Accidents/Injuries**
If an accident or injury occurs while the student is in the clinical area, the student is responsible for following up on the necessary medical care. Faculty are to follow the clinical agency's policy for employee/student injuries, such as an incident report, emergency room treatment, etc. The Program Director must be notified and a memo regarding the injury and its disposition should be made in the student's record by the next business day.

**Illness**
If a student needs health care and/or is at risk to others, the faculty member must determine appropriate action based on the individual circumstances and make the proper referrals. Health care alternatives are treatment at the nearest walk-in facility, the FIU Student Health Clinic, or a private physician.

<table>
<thead>
<tr>
<th>RN-BSN students who are ill and unable to be in the clinical site on the assigned day are expected to contact the preceptor and the clinical faculty member prior to the assigned time of reporting. The student is then expected to meet with the preceptor and the faculty member to plan an appropriate make up assignment. Students failing to complete the assigned hours will receive a grade of &quot;F&quot; for the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardiness in the clinical area is an unprofessional behavior and will not be tolerated. If a tardy cannot be prevented, the student is expected to notify the preceptor and the faculty member.</td>
</tr>
</tbody>
</table>

**Nursing Skill Deficiencies**
If the clinical faculty member identifies that a student is deficient in a specific skill, a lab prescription form will be completed and given to the student. The student must contact the Coordinator of the STAR (Simulation Teaching And Research Center on the next class day to set up an appointment to work on the deficient skill. Practice and review must be completed within two weeks.

**CLINICAL DRESS GUIDELINES**

**Update: February 2012**

**Uniform Purchase**
Uniforms will be worn in all clinical facilities with variations as noted below. The official generic BSN nursing uniform must be purchased through the approved CNHS retail store.

**Equipment**
All students are to carry bandage scissors, a personal stethoscope, a penlight, watch with a second hand, and CNHS approved goggles to clinical practice areas. Students are also encouraged to purchase personal audio plug-in (earphones) for the computer.
Identification Name Badge
The CNHS identification name badge must be worn by all students in any clinical experience. If a clinical setting requires a picture ID, the student can place his/her Panthercard picture ID in a plastic sleeve and pin the plastic sleeve to the uniform. If a student does not display a name badge on the uniform, the student may be asked to leave the clinical area. Students who are participating in experiences where the uniform is not worn must identify themselves immediately as an FIU nursing student to other professionals working in the area.

CNHS Uniform Patch
The CNHS patch is to be worn by all generic BSN students in official uniform. It must be securely attached 2 1/2 inches below the shoulder seam on the left sleeve of lab coat and on the anterior top left pocket of navy scrub top.

Uniform-General Guidelines
Clinical faculty members have the right to approve the uniform. If the faculty member finds any part of the uniform unacceptable, the nursing student may be asked to leave the clinical area. Clinical agencies also have the right to refuse the placement of a student who is inappropriately attired or who exhibits inappropriate behavior.

Male and female students are to wear (except in community health and psychosocial nursing): navy blue scrub top; navy blue scrub pants; white stockings (no socks); regulation white uniform shoes (which are to be kept polished).

A plain white long sleeve cotton undershirt may be worn under the navy scrub top.

All students are to purchase a white lab coat with CNHS uniform patch to left sleeve to be worn whenever representing the College of Nursing and Health Sciences in community settings.

Permissible jewelry includes only a sweep-second hand watch and an engagement ring and/or wedding band; students with pierced ears may wear a single pair of gold, silver, blue, or white stud earrings (no hoops or dangles). Other body piercing that can be seen while in uniform is not permitted (i.e., eyebrow, lip, nose, ear pinna, etc). Visible tattoos are not permitted.

Meticulous personal hygiene is mandatory. Hair must be neat and above the uniform collar; long hair must be pinned up. Hair must be a “natural” color.

Fingernails must be short (no longer than 3 mm length); only clear, unchipped nail polish is acceptable. For infection control purposes, artificial nails (any materials added to the natural nails to strengthen and/or lengthen the wearer’s own nails) are not permitted. Nail piercing, and nail jewelry are not permitted. Makeup should be minimal.

Colognes, perfumes, and after-shave lotions are to be avoided.

Sportswear is not acceptable in any clinical areas: no shorts, jeans or denim skirts, culottes/skorts, T-shirts, tank tops, or sleeveless blouses/shirts. Required shoes: white leather, low-heeled, closed toe and heel.

RN-BSN students are expected to wear the appropriate attire for the clinical sites in their clinical courses.
(The clinical agency may specify uniform). If there is no agency uniform requirement, the student may wear a white nursing uniform or a white laboratory coat over professional street clothes (no blue jeans, shorts, tank tops, or other non-professional attire).

For Client Assessment (NUR 3065C), the student is required to have a personal stethoscope, watch with second hand, and pen light. Additional assessment equipment such as ophthalmoscope/otoscope is optional.

RN-BSN students can punch their University photo identification badge and attach it with a clip for identification in the clinical area.

**Psychosocial Nursing**
In this clinical area sensible taste—specifically, no “seductive” clothing—is mandatory. Ordinary street clothes are acceptable; skirts/dresses must be knee-length.

Note: Students are sometimes given a key to a locked ward. These keys must be returned to the faculty member on the last day of clinical. If the key is not returned at that time, a grade of Incomplete will be recorded until the student returns the key to the proper agency and the agency has notified the School of its return. If any fees or charges are assessed for the key’s late return, the student must pay it. Neither the School nor the faculty member will pay the fee.

**Community Health Nursing**
Female students attire: Navy-blue skirt or slacks; a short or long-sleeved tailored white shirt or blouse; natural color hose; navy or dark-colored flat or low-heeled closed shoes.

Male students attire: Navy-blue trousers; short or long-sleeved tailored white shirt; navy or dark colored shoes.

All students must carry their public health nursing bags on home visits; these will be distributed on the first day of class. (NOTE: For safety’s sake, purses, wallets, book-bags, etc., should be locked in the car trunk).

**GRADUATION PROCEDURES AND GUIDELINES**

**Update: February 2012**

**Eligibility**
To be eligible for the Bachelor of Science in Nursing (BSN), the student must satisfactorily complete all courses required by the College, University, and the State University System.

RN-BSN students must complete the Excelsior College exams with a grade of C or better. The RN-BSN student must earn at least 120 credit hours, 60 of which must be at the upper division (3000 level or above).

**FIU Honors**
See the FIU Catalog for required number of semester hours and GPA for Summa Cum Laude, Magna Cum Laude, and Cum Laude.
Nursing Honors
Pi Alpha is the CNHS Chapter of Sigma Theta Tau, Nursing’s Honor Society. Students who are eligible will receive an invitation to become a member.

Application for Graduation
The student must submit an Application for Graduation form to the Office of the Registrar. The application for graduation is submitted by the deadline during the beginning of the final semester of studies. Students who do not graduate during that semester must re-submit an Application for Graduation for the semester in which they plan to graduate. See the Academic Year Calendar for deadline.

Graduation Activities
Students who will graduate at the end of a major semester (Fall or Spring) are invited to participate in University and College graduation activities.

Pins can be purchased during the last semester in the nursing program.

STATE BOARD OF NURSING LICENSURE APPLICATION

Update: February 2012

Eligibility
Upon satisfactory completion of the nursing program, the generic BSN graduate will be awarded the BSN degree and will be eligible to take the NCLEX examination for state licensure as a registered nurse (RN). To apply for licensure, the student must have successfully completed the course work in nursing and required prerequisites, including general education requirements. Application takes place at the conclusion of the final semester of studies.

Students with an arrest history must disclose such history to the Dean of the CNHS who will inform the Board of Nursing. Students must disclose arrests made before and after admission to the CNHS. Background checks are performed by the State on application for licensure. Failure to disclose can result in a required appearance before the Board of Nursing and a significant delay (or possible denial) of a nursing license.

Application Procedure

1. The student must obtain an application from the Florida Board of Nursing website. The student completes the form and mails the form, required fees, and photos to the State Board of Nursing.
2. Request that a University transcript be mailed from the Office of the Registrar to the Board of Nursing (a transcript request form can be obtained from the Office of the Registrar).
3. The Dean of the CNHS will submit a list of eligible students to the Board of Nursing as soon as it is assured that the student will graduate. The Board of Nursing will send a confirmation email to allow the student to take the examination. When the student graduate passes the licensure examination, a license number will be issued and the graduate will officially be a Registered Nurse.