XAVIER UNIVERSITY
ARUBA
SCHOOL OF NURSING

STUDENT HANDBOOK



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Overview

Overview

Welcome to the Xavier University School of Nursing Student Handbook 2026- 2027.

All students should read the whole handbook at least once because it will be very useful to you throughout your time at XUSON. Because there is a great deal of information in the handbook, we have divided it into several sections.

- Section I gives the general guidelines of our institution, a message from the President, our Chief Academic Officer, and Deans. This will provide an introduction to what students should expect.
- Section II offers a panoramic view of the nursing programs
- Section III lays out the basics of our curriculum and grading policy of the current programs at XUSON.
- Section IV deals with financial matters, leaves of absence, transcripts, and similar concerns.
- Section V is concerned with more academic matters, such as library resources, advice and counseling. It also deals with important topics such as pharmacies, facilities, and student organizations.
- Section VI is concerned with the representing committees and policies
- Section VIII is concerned with extraordinary circumstances

Disclaimers

Disclaimers

The XUSON's programs are structured to provide an education that meets the faculty's expected standards for the attainment of one of the Nursing degrees. The XUSON is a Quality Institute of Aruba-recognized institution.

Curriculum Progression and Semester Placement

Curriculum Progression and Semester Placement

Xavier University School of Nursing follows a semester-based integrated curriculum. While the curriculum of each program is designed to progress sequentially, course offerings in any given semester may vary based on institutional scheduling and enrollment needs.

Students may be placed in the semester above or below their current standing, depending on the status of their completed courses and the courses being offered in a given term. This flexible placement ensures continued academic progress and aligns with program requirements.

Section I: Nursing programs at XUSON

Introduction

Introduction

The Student Academic Policies and Procedures Handbook is copyrighted and published by Xavier University School of Nursing, Aruba (XUSON).

Xavier University School of Nursing reserves the right to change tuition and adjust fees or to establish additional fees or charges as well as change or modify any academic or administrative policy whenever in their opinion such action is deemed necessary. The rules and regulations outlined herein are binding on, and must be adhered to by, all XUSON students, including those on leave. All international students from Xavier University affiliated programs have to follow the rules and regulations outlined in the handbook, and the local laws of Aruba will be binding on all.

The rules and regulations of this University are reviewed and revised periodically. Students will be bound by any change, amendment, revision, addition, or deletion of XUSON rules and regulations. Students are expected to be familiar with the most recent revisions of these rules and regulations. Although we intend to inform students in advance of any changes to these rules and regulations, to XUSON's policies and procedures and/or to our curriculum and grading, XUSON reserves the right to make such changes in this handbook. XUSON reserves the right to make such changes before publication of any revisions of the handbook when it is determined by the University to be in the best interest of our students.

The contents of this handbook supersede and replace any old policy or procedure previously in place at Xavier University School of Nursing.

Message from the President

Message from the President

Welcome to the programs at Xavier University School of Nursing, Aruba. Our programs are designed to create 21st-century nurses who are well-trained, knowledgeable, have the appropriate skills, and are compassionate. The nursing curriculum at Xavier University School of Nursing is highly integrated, system-based, and flexible to assist students in learning the art and science of Nursing. Our sole purpose is to prepare you well for the future challenges and gain essential training to thrive in modern health care environments.

The path you have chosen is an arduous one. However, we will provide you with all the learning opportunities and tools you will need to succeed. At your disposal, you will have an ever-growing list of hospital affiliations and access to world-class minds in Nursing. You will be constantly assessed, and through these assessments, you will gain confidence in yourself. You will be prepared for all the obstacles that lie before you. You will definitely succeed if you are committed and put in the hard work every day.

You have joined us at a very special time. Xavier University School of Nursing has been undergoing positive changes for the past 6 years, and our saplings have started to bear fruit. We have secured recognition from the Quality Institute Aruba, and this is just the beginning.

We promise to provide you with all the help necessary to realize your dreams to serve humanity.

Message from the Chief Academic Officer and Dean of Nursing

Message from the Chief Academic Officer and Dean of Nursing

You are embarking on a career and profession with a long and valued history. The education you undertake only begins with your time at XUSON. You will be expected to learn every day of your career, adjusting your knowledge base, treatments and recommendations to families based on what you learn with us, what you learn after you leave, and your own broad experience.

Remember that you are a health care professional, and a valued member of the health care team. At times you will be the leader, and at times others will be leading the care of the patient. In all instances, you must be respectful of the team.

We stand ready to assist you on your journey. But as with every complex and difficult task, you are the person most responsible for your success. Work hard, devote yourself to the profession, and apply your skills to becoming the best nurse you can be.

Arun Dubey, MD Bonnie McGowan, MSN

Chief Academic Officer Dean of Nursing

Nursing program Mission and Vision

Nursing program Mission and Vision

Vision

“Advancing excellence, empowering global nurses.”

Over the next five years, Xavier University School of Nursing envisions itself as a globally recognized center of Nursing education excellence, known for its competency-based learning environment, strong research culture, and enduring commitment to student success and societal well-being.

Through innovation in teaching, continuous quality improvement, and international collaboration, Xavier will continue to rise as a model of integrity, academic rigor, and global citizenship in nursing education.

Mission

The mission of Xavier University School of Nursing, Aruba is to prepare future nurses with the knowledge, skills, attitudes, and professionalism required to provide compassionate, evidence-based patient care, to advance Nursing knowledge through inquiry and research, and to serve the needs of diverse communities with integrity and cultural sensitivity

- Produce knowledgeable, competent nurses with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined, responding to the changing needs of the profession, healthcare delivery system, and society.
- Prepare graduates to assume responsibilities as professional, competent nurses in providing promotive, preventive, curative, and rehabilitative healthcare services in hospital or public health settings.
- Prepare nurses who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups, conduct research in the areas of nursing practice, and apply evidence-based practice.

- Prepare nurses to assume the role of practitioner, teacher, supervisor, and manager in clinical or public health settings.

Program Educational Objectives

Program Educational Objectives

In 2015, Xavier University School of Medicine received accreditation from the Accreditation Commission of Colleges of Medicine (ACCM) and is valid until December 31st, 2028. This is an independent, not-for-profit accrediting organization based in the Republic of Ireland. The United States Department of Education has stated that the standards used by ACCM are comparable to those used to accredit medical schools in the United States. Like the CAAM-HP, ACCM uses the guidelines set forth by the Liaison Committee on Medical Education (LCME).

ACCM has gained World Federation for Medical Education (WFME) Recognition Status until December 31st, 2026. This means it meets the Educational Commission for Foreign Medical Graduates (ECFMG) requirements for an internationally recognized medical accrediting agency.

The competencies for the Nursing School, specifically the Bachelor of Science in Nursing Program, were initially developed by the Xavier University School of Medicine (XUSOM) faculty in consultation with the XU board members, the Government of Aruba, the HOH Academy, Thomas More University Belgium, and local board members in Aruba, getting feedback from all the stakeholders, including the rotation community where students will be practicing.

This process led to the initiation in 2020 of the Xavier University School of Nursing (XUSON) as a new entity within the Xavier Foundation.

XUSON received full recognition for the BScN program on September 1st, 2024, by the Country of Aruba, but will need to continue to improve the nursing program and curriculum so that XUSON can also apply for accreditation in the future from ACEN in the United States once it has several graduating classes of students.

The BScN degree program (Equivalent to a Level 6 European degree) is a four-year full-time program that prepares students to become registered nurses qualified to practice in a variety of public/government and private healthcare settings. It adopts a credit system and semester system as per international guidelines. The program encompasses foundational, core, and elective courses. The choice-based system applies to electives only and is offered in the form of modules. Modular learning is also integrated into the mandatory foundational and core courses.

Xavier University School of Nursing is committed to the mission of providing quality care and support to the increasing numbers of elderly Arubans. This was accomplished through the proposed one-year certification course that Xavier University started in 2024, namely the Geriatric Care Assistant Program – GCAP.

Students will attend classes at the Xavier campus two days per week, with each of the 3 semesters being a length of 15 weeks. Exams will be given at the end of each semester, as well as a general review of all courses that have been taught.

This course will be of great benefit to students graduating from Aruba's local high schools, as well as any Aruban residents who may be caregivers to elderly family members. Current staff at the many elderly care nursing homes in Aruba may also want to receive certification as a Geriatric Care Assistant. As the students graduate the course and become more confident in their skills, the opportunity to further their education in the Xavier RN level 6 program will also be available.

Trends

Trends

In 2024. 2025 and 2026, a total of 13 students graduated with a Bachelor's in the Science of Nursing at the Xavier University School of Nursing, Aruba. 2 students completed the EPI Bridge program in 2026, and 1 is projected to graduate in 2027.

Projected for 2027 are 2 students in the Double Degree Program with Thomas More University, Belgium

In 2025, 35 Geriatric Care Assistants were certified, currently spread across the nursing homes and/or taking care of their elderly loved ones at home

26 MAVO graduates completed in the summer of 2026 the XUSON 1-year entry-level program and were granted the Aruba loan to start the BScN program in Fall 2026.

Syllabus

Syllabus

Each program (see syllabus) prepares nurses for generalist nursing practice. Knowledge acquisition related to wellness, health promotion, illness, disease management, and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of nursing skills in addition to acquiring knowledge related to nursing practice. This is achieved through learning in skill labs/simulated labs and clinical environments. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into the real field of nursing practice.

The revised curriculum embraces a competency-based approach throughout the program, integrating mastery learning and self-directed learning. Through the educational process, the students assimilate and synthesize knowledge, cultivate critical thinking skills, and develop care strategies. Competencies that reflect international practice standards address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions, and evidence-based practice. They are prepared to provide safe and competent care to patients across the lifespan and influence patient outcomes

Intended Learning Outcomes

Intended Learning Outcomes

The aims (Mission) of the undergraduate program are

- Produce knowledgeable, competent nurses with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined, responding to the changing needs of the profession, healthcare delivery system, and society.
- Prepare graduates to assume responsibilities as professional, competent nurses in providing promotive, preventive, curative, and rehabilitative healthcare services in hospital or public health settings.
- Prepare nurses who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups, conduct research in the areas of nursing practice, and apply evidence-based practice.
- Prepare nurses to assume the role of practitioner, teacher, supervisor, and manager in clinical or public health settings.

Competencies and Domains

Competencies and Domains

XUSON has characterized its nursing competencies in six domains corresponding to competency domains described by the American Association of Colleges of Nursing (AACN). The program educational objectives are in alignment with XUSON nursing competencies. The specific program learning objectives incorporate all of the 10 Domains identified as particularly relevant for the graduates.

XUSON CORE COMPETENCIES	DUTCH CORE COMPETENCIES
1. Patient-centered care Provide holistic care recognizing individual patient's preferences, values, and needs, that is compassionate, coordinated, age and culturally appropriate safe, and effective care.	**1. Acting professionally** Developing competencies in the field of care for patients, clients or residents.
2. Communication Interact effectively with patients, families, and colleagues fostering mutual respect and shared decision-making to enhance patient satisfaction and health outcomes.	**2. Communication** Developing competencies in the field of communication with patients, clients or residents.
3. Leadership Influence the behavior of individuals and groups within their environment and facilitate the establishment of shared goals.	**3. Cooperation** Developing competencies in the field of collaboration with patients, clients or residents, caregivers and healthcare institutions.
4. System-based practice Demonstrate awareness and responsiveness to the context of the healthcare system and ability to manage resources essential to provide optimal quality of care.	**4. Knowledge and science** Developing competencies to be able to reflect on expertise and the substantiation of actions.
5. Health Informatics and Technology Use technology to synthesize information and collaborate to make critical decisions that optimize patient outcomes.	**5. Social action** Developing competences in the field of the social context and promoting health.
6. Professionalism Demonstrate accountability for the delivery of standard-based nursing care as per international standards that are consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.	**6. Organization** Developing competencies about the way in which care is organised.
7. Teamwork and Collaboration Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development.	**7. Professionalism and quality** Developing competencies in the field of professional standard and quality assurance.
8. Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance.	
9. Quality improvement Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of the healthcare system.	
10. Evidence-based practice Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience, and values to make practical decisions.	

Domains are broad, distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing. The new Essentials delineate the domains essential to nursing practice, including how these are defined, what competencies should be expected for each domain at each level of nursing, and how those domains and competencies both distinguish nursing and relate to other health professions.

The nursing program competencies are aligned with the Program Educational Objectives (PEOs); the PEOs are in turn linked to the course learning objectives and the teaching session objectives.

This way, it is apparent how the objectives of each lecture and course contribute to the core competencies. All of this is laid out in the class syllabi. The syllabi are posted on the XUSOM student portal for the students.

Final Program Qualifications are Adapted and Aligned with the Netherlands

Final Program Qualifications are Adapted and Aligned with the Netherlands

1. The nurse determines, based on clinical reasoning, the need for nursing care in the physical, psychological, functional, and social areas, and indicates and provides this care in complex situations, according to the nursing process, based on evidence-based practice.
2. The nurse reinforces (as far as possible) the self-management of people in their social context. In doing so, she/he focuses on joint decision-making with the care recipient and his/her loved ones, taking into account the diversity of personal characteristics, ethnic, cultural, and philosophical backgrounds, and ideological convictions.
3. The nurse shall indicate and perform nursing (reserved) actions based on independent competence or functional independence as described in the Arubig.
4. The nurse communicates in a person-centered and professional manner with the patient and their informal network, ensuring optimal information exchange.
5. The nurse enters into a relationship of trust, works effectively based on the principle of joint decision-making with the care recipient and their loved ones, and supports them in self-management.
6. The nurse works both within and outside his/her organization with other professionals or institutions in which she/he contribute to the quality and continuity of care as an autonomous professional.
    1. In an interprofessional team of professionals and care recipient(s), the nurse contributes to a joint and coordinated approach to the health and functioning problems of the patient(s).
7. The nurse acts based on a continuously present investigative capacity, leading to reflection, evidence-based practice (EBP), and innovation of professional practice.
8. The nurse works continuously on the promotion and development of the nursing profession, her/his own expertise, and that of her/his direct (future) colleagues by continuously actively seeking and sharing (different forms of) knowledge and, if applicable, in practice-oriented research.
9. The nurse continuously and methodically reflects on her own actions in collaboration with the patient and other care providers, and in doing so involves substantive, process-related, and moral-ethical aspects of her choices and decisions.
    1. The nurse recognizes and clarifies ethical problems and argues for the chosen actions.
10. The nurse shall promote the health of the patient or groups of patients by organizing and implementing appropriate forms of prevention, which also aim to promote self-management and the use of the patient's own network.
11. The nurse shows leadership in nursing actions and in cooperation with others, and weighs the various interests, in which the interests of the care recipient are paramount.
12. The nurse plans and coordinates the care around the patient or group of patients.
13. The nurse takes responsibility for the safety of patients and employees within the organization.
14. The nurse monitors, measures, and screens the provision of care both at the level of individual care and at the level of the unit in which she/she works in order to ensure good quality of care or to improve care.
15. The nurse contributes to quality systems within the organization and is involved in the local application and implementation of standards, guidelines, protocols, and care technology, identifies the lack, and contributes to the development thereof.
16. The nurse makes a positive and active contribution to the image and development of nursing from a historical, institutional, and social perspective.

When we were designing our program, we wanted to make sure that we were aligned with other nursing programs across the United States as well as Europe to make sure that our program would be internationally

recognized and to make sure that we could apply for accreditation from *the Accreditation Commission for Education in Nursing (ACEN)* in the future. We have also made an effort to partner with other established schools to make sure that we meet their standards. This was achieved with Thomas More University of Applied Sciences in Belgium.

The way that this framework is operationalized is that the 10 Core competencies are linked to the Program Educational Objectives (PEOs). The PLOs are, in turn, linked to the Course objectives, and the overall course objectives are linked to each lecture and lesson plan. This is then linked to the assessment methods used. This framework is used throughout the curriculum in each course, whether theoretical or clinical, and can be seen in our marking rubrics.

The Academic Calendar

The Academic Calendar

The academic calendar, including registration information and schedule, is posted on XUSON's website at www.XUSON.com and www.XUSONstudents.com.

Students and faculty should review the Calendar regularly for changes. The University reserves the right to revise the academic calendar. All revisions will be posted to the official university website, www.XUSON.com and www.XUSONstudents.com.

Code of Conduct and Professional Attributes of a Nursing Student

Code of Conduct and Professional Attributes of a Nursing Student

Student Honor Code

The school believes that ensuring the appropriate behavior of the student body is a matter for both staff and students. In conjunction with Xavier University School of Nursing, the Student Government Association is responsible for the development of the Student Honor Code.

This Code is to be accepted by all students of Xavier University School of Nursing. The Honor Code currently states: "Upon my honor, I will uphold the ideals of the Nursing profession and protect the name of Xavier University School of Nursing for the duration of my career. Continuing its tradition of excellence, I vow to leave the school better than it was left to me and expect others to do the same".

Students will be required to sign the following statement confirming adherence to the Honor Code: "I pledge, on my honor, to uphold the Honor Code of Xavier University School of Nursing."

Nursing Student Pledge of Professional Conduct as a Member of the Nursing Profession

Nursing Student Pledge of Professional Conduct as a Member of the Nursing Profession.

- I solemnly pledge myself before God and in the presence of this assembly, to pass my life in purity and to practice my profession faithfully.
- I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug.

- I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling.

With loyalty will I endeavor to aid the nurse in his work, and devote myself to the welfare of those committed to my care.

Professional attributes of a XUSON nursing student

- Reflective skills
- Demonstrates awareness of limitations
- Admits errors or omissions
- Solicits and accepts feedback
- Maintains composure in a difficult situation
- Relationship skills
- Listens actively to patients
- Shows respect for faculty/patients/staff
- Advocates on behalf of patients and/or family members
- Maintains appropriate boundaries with patients/colleagues/faculty/staff
- Interprofessional Relationship skills
- Maintains appropriate appearance
- Maintains patients' confidentiality
- Addresses own gaps in knowledge, attitude and skills
- Avoids derogatory language
- Time management
- Is on Time
- Is available to patients and classmates
- Completes tasks in a reliable fashion

Section II: Starting nursing school at Xavier University

Language policy

Language policy

All programs at Xavier University School of Nursing Aruba, including clinical activities, are taught and examined solely in English. The clinical interaction, including personal contact with patients, their families, and other healthcare professionals, which takes place as part of the course of study, is conducted in English.

Technical Standards for the XUSON Programs

Technical Standards for the XUSON Programs

Applicants and enrolled Nursing students must possess the general physical health necessary for performing the duties of a Nursing student and nurse in training without endangering the lives of patients and/or colleagues with whom the student might have contact. Candidates must have somatic sensation, the functional use of the senses of vision and hearing, sufficient sensory and motor function, intellectual, and interpersonal skills to permit them to carry out the activities described in the sections that follow. They must be able to integrate consistently, quickly, and accurately all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate must have abilities and skills in five areas: observation, communication, motor, intellectual (conceptual, integrative, and quantitative), and behavioral and social. Technological compensation can be made feasible for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary, a person trained to perform essential skills on behalf of the candidate, or a person used such that a candidate's judgment must be mediated by someone else's power of selection and observation, is not permitted.

1. Observation: The candidate must be able to observe required demonstrations and experiments in the basic sciences, including but not limited to anatomic dissection, microscopic studies, and patient demonstrations. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation.
2. Communication: A candidate must be able to speak, to hear, and to observe patients to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communication. A candidate

must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing in English. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. Motor: A candidate must have sufficient motor function to carry out the basic laboratory techniques and to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers, perform a dissection of a human cadaver, and have sufficient motor ability to use a microscope. A candidate should be able to perform a complete physical examination (including pelvic examination) and diagnostic procedures (e.g., venipuncture and basic laboratory tests). A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of nurses are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the suturing of simple wounds, assisting in surgical operations, and the performance of simple, general obstetrical and gynecological procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.
4. Intellectual (Conceptual, Integrative and Quantitative Abilities): Problem solving, the critical skill demanded of Nurses, requires that a candidate be able to learn, retrieve, analyze, sequence, organize, synthesize, and integrate information efficiently, and reason effectively. In addition, a candidate should possess the ability to measure and calculate accurately, to perceive three-dimensional relationships, and to understand the spatial relationships of structures.
5. Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and their family members, staff, and colleagues. Each candidate must be able to work effectively as a member of a health-care team. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, collegiality, interest, and motivation are all personal qualities that are necessary for the successful nurse.

The Admission Committee has continued to reaffirm that all students must possess the intellectual, physical, and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner, without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the faculty.

All candidates for admission, both those with and without disabilities, are expected to be competitive with others in the applicant pool in academic, personal, and extracurricular dimensions and to meet these technical standards.

It is the students' responsibility to disclose any disabilities during the admissions process and before classes begin. XUSON has the right to deny admission or withdraw a student from the program and will not be liable for such action.

Admission guidelines: Policies and Procedures

Admission guidelines: Policies and Procedures

Non-Discrimination policy

Xavier University School of Nursing (XUSON) follows consistent criteria for the admission of students to the School of Nursing, without discrimination in age, gender, religion, disability, or any other factors.

XUSON employs a holistic approach to the selection of Nursing students. Defined by the AACN, holistic review is a flexible, individualized way for nursing schools to consider an applicant's capabilities, providing balanced consideration to experiences, attributes, and academic metrics. These factors are considered in combination with how the individual might contribute value as a Nursing student and nurse.

General criteria for selection

Following AACN's holistic guide to admissions, XUSON uses the following general criteria for selection of Nursing students. These criteria balance both academic accomplishments and personal factors in applicants designed to achieve mission-related goals, with evidence of how (and why).

1. Academic background (e.g., major, grade point average and grade trend, SAT scores, science background, other academic interests, enthusiasm of recommenders, quality of undergraduate institution, quality of essay, area and difficulty of undergraduate course selection, and coursework loads).
2. Personal attributes (e.g., culture, socioeconomic status, geography, rural/inner city, race/ethnicity, sex, gender identity, sexual orientation, faith, family status, national origin, individual interests, values and beliefs, maturity, leadership, being multilingual, etc.)
3. Personal experiences (e.g., overcoming hardship, work history, community service, health care experience, research experience, success in prior career[s], and life experiences).

Key elements of admission committee criteria

1. Admission criteria are aligned with the school's mission and goals
2. Are approved by the faculty
3. Balance both academic accomplishments and personal factors in applicants designed to achieve mission-related goals
4. Evaluation of enrollment decisions: the enrollment process should be periodically evaluated for the desired outcomes (Program completion, attrition rate, professionalism issues, performance on standardized exams, specialty selection, and career plans (clinical practice, research, academic nursing)

AACN's 4 principles for holistic admission

The American Association of Colleges of Nursing (AACN) outlines four core principles for holistic admissions. These principles form the Mission-Aligned Admission Process (MAAP) and are designed to build mission-driven, diverse, and well-rounded student cohorts.

The four core principles are

1. Broad-Based Criteria Linked to Mission: Selection criteria must clearly align with the school's mission and institutional goals, and promote diversity as an essential element for achieving institutional excellence.
2. Balanced Consideration of E-A-M: A balanced mix of Experiences, Attributes, and Metrics is used and applied equitably across the entire candidate pool. This moves beyond just relying on GPA or standardized test scores.
3. Individualized Consideration: Admission committees assess how each applicant can uniquely contribute to the school environment and the nursing profession.
4. Mission-Driven Diversity Considerations: Race, ethnicity, and other background factors (where permitted by law and institutional policy) may be considered as part of a broader mix of factors, narrowly tailored to achieve the school's mission-related educational interests and diversity goals

XUSON will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform the skills listed in technical standards, with or without reasonable

accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. This policy conforms as well to the AACN guidelines for Nursing schools, "The Americans with Disabilities Act (ADA) and the Disabled Student in Nursing School."

Shared information

XUSON consistently applies pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition, and certification.'

This standard covers the following aspects:

- procedures for admission, recognition, and completion;
- the processes and tools in place to collect, monitor, and take action on information about student progress;
- assessment policy;
- the extent to which students receive documentation explaining the qualification achieved, including the learning outcomes achieved and the context, level, content, and status of the studies that were pursued and completed.

Application process

To apply for a program at Xavier University School of Nursing Aruba, students must be legal residents of Aruba and have fully completed for the:

- Bachelor in the Science of Nursing Program – High school in a HAVO or VWO program with courses in biology, chemistry, physics, and math (calculus).
- Pre-nursing program (PNP) – High school in a MAVO program preferably with courses in biology, chemistry, physics, and math (calculus).
- EPI Bridge Program – EPI Diploma
- Geriatric Care Assistant Program (CGAP) – No specific entry level, 18 years old

Applications are posted on the school webpage so that they are easily available to all potential incoming students.

- Students must also show fluency in English since the language of instruction in all lectures will be English.
- Some knowledge of Dutch and Papiamento will also be necessary for clinical internships for communication with patients and coworkers.

1. Students apply using a standard application form available from the XUSON Office of Admissions or website. This provides standard demographic and career preparation information.
2. The students must have a high school diploma or equivalent.
3. Students apply using a standard application form available from the XUSON Office of Admissions or website. This provides standard demographic and career preparation information.
4. Once the registration application is complete, it is referred to the Admissions Committee. Committee evaluation includes overall academic performance, shadowing or volunteer experience in a Nursing facility, results of an in-person or telephone interview, and an overall assessment of readiness and ability to undertake an accelerated Nursing education. The Committee makes a recommendation for admission.
5. All students completing the Pre-Med Program will automatically gain advancement into the Basic Science Component of our BSN program.
6. The admission policy and procedures, along with technical standards, are included in the Admissions Bulletin distributed to all applicants and appear on the school website www.XUSON.com
7. Transfer students are required to apply using the standard application form available from the XUSON Office of Admissions or website.

Pursuing a Bachelor of Science in Nursing (BScN) without the High School Entry Level

Pursuing a Bachelor of Science in Nursing (BScN) without the High School Entry Level

As mentioned, XUSON established an MOU with the Government of Aruba on a Pre-Nursing Program (PNP) for the MAVO students on Aruba at the BSN entry level, to comply with the 2023 reformed law for Aruba loan acceptance of Higher Education in Aruba. Coursework will include Biology, Chemistry, Medical Communications, Medical Terminology, Physics, Psychology, Epidemiology/Stats, and Nutrition.

In the 2026 Summer semester, 25 PNP students graduated by completing a 1-year part-time study, allowing entry into the 4-year Bachelor of Science Nursing program by Fall 2026. XUSON will start in the Fall semester of 2026 with a new group of 20 MAVO students for the PNP.

Pursuing a Bachelor of Science in Nursing (BScN) after becoming a Registered Nurse (RN)

Pursuing a Bachelor of Science in Nursing (BScN) after becoming a Registered Nurse (RN)

Career advancement opportunities as many healthcare facilities now prefer or require nurses to hold a level of graduation or certification. It offers numerous benefits, both professionally and personally, and opens the door to further education in leadership and management positions, such as charge nurse, nurse manager, or director of nursing. It is often a stepping stone to advanced practice roles (e.g., Nurse Practitioner, Clinical Nurse Specialist) or specialized fields like nurse education or research. Xavier University Nursing School emphasizes academic research in the fourth and final year of the BSN program.

EPI transition bridge program

The EPI graduate RN students can continue and get an RN bachelor's degree in nursing from XUSON. Collaborations have led to the identification of the EVCs (Eerder Verworven Competencies) for a reduction in lectures and rotation time, and also the nursing core competencies of the 4 MBO years, which will need deepening attention, like anatomy or pharmacy. These are calculations besides the new additional MBO to the HBO (Level 4 to Level 6) package of lectures and/or rotations.

It is a 2-year roadmap and started the first group of EPI graduates in the Fall semester of 2024. In the first year, students are introduced to fundamental sciences and medical concepts, including:

- Biology, Physics, and Math
- Chemical Properties of Matter & Basic Principles of Chemical Reactivity
- Energy and the Universe
- Medical Terminology & Medical Communications
- Nursing Foundations
- Anatomy, Physiology, and Histology
- Microbiology & Behavioral Science

This foundational year builds essential knowledge in science and healthcare to support further nursing education.

In the second and final year of the EPI Bridging Program at Xavier University Nursing School, students focus on advanced nursing concepts and professional preparation, including:

- Clinical reasoning – Developing critical thinking and decision-making skills for patient care.

- NCLEX Review and Prep – Intensive preparation for the National Council Licensure Examination (NCLEX).
- Research Project (Thesis) – Completing a research study related to nursing practice.
- Clinical rotation assignments are completed with the local hospital, nursing home, mental institutions, and home-care organizations.

Pursuing a Geriatric Care Assistant Program – GCAP

Pursuing a Geriatric Care Assistant Program – GCAP

Xavier University School of Nursing is committed to the mission of providing quality care and support to the increasing numbers of elderly Arubans. This can be accomplished through the proposed one-year certification course that Xavier University will implement in September 2024.

Students will attend classes at the Xavier campus two days per week, with each of the 3 semesters being a length of 15 weeks. Exams will be given at the end of each semester, as well as a general review of all courses that have been taught.

This course will be of great benefit to students graduating from Aruba's local high schools, as well as any Aruban residents who may be caregivers to elderly family members. Current staff at the many elderly care nursing homes in Aruba may also want to receive certification as a Geriatric Care Assistant. As the students graduate the course and become more confident in their skills, the opportunity to further their education in the Xavier RN level 6 program will also be available.

While Xavier will increase the knowledge and certify students, elderly Aruban residents will ultimately be the winners in this scenario. As Aruba becomes an increasingly older population, or a 'super-aged' society, the need for competent health care workers has undoubtedly increased.

With competent professors who will instruct the students in all aspects of elderly care, Xavier is ready to meet Aruba's elderly care problems.

The course will be available to all who are 18 years of age and older. The course will be given in English. The course will be held at the Xavier University School of Nursing in Oranjestad, Aruba. The total for the entire course will be 1080 hours of instruction, both in practical teaching and clinical experience. Clinical rotations for hands-on experience will begin in the second semester and continue into the third. Students will be totally equipped with the skills that they will need to competently care for Aruba's elderly.

Key advantages

Studies have shown that educated nurses contribute to lower mortality rates and improved patient safety. The additional coursework in evidence-based practice, critical thinking, and leadership helps improve decision-making and care quality.

For example, when planning to pursue a Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), or PhD in Nursing, a BSN is a prerequisite. These advanced degrees can lead to roles in nurse anesthesia, nurse midwifery, advanced practice nursing, and healthcare administration. Following recommendations from the Institute of Medicine in the United States, many hospitals are aiming for 80% of RNs to earn a BSN by the end of 2025. Some states are requiring legislation that would require nurses to earn a BSN within a certain number of years after becoming licensed.

XUSON's programs enhance critical thinking, leadership, and communication skills, which are essential in complex healthcare environments. Nurses with an education often feel more prepared to advocate for policy changes, patient rights, and evidence-based improvements in healthcare.

While an RN license provides a strong foundation for a nursing career, EPI graduates who obtain a BSN from Xavier's Bridging Program will have increased job prospects, earning potential, and enhanced quality of care.

Selection committee and criteria

Seeing the common grounds of application requirements, XUSON is currently developing a Dutch Caribbean international recruitment program.

The responsibility to decide the requirements lies with *the* Admission Committee, which reports to the Deans and the CAO. The committee makes every effort to align the requirements with the mission and educational goals of XUSOM, which are periodically discussed by the curriculum committee and the faculty senate. Also, standard guidelines published for nursing students' admission are consulted by the committee. The latest revision of admission policies and procedures was completed in 2021.

Information about our admissions criteria is located on our website, in the brochures that are distributed at admissions recruiting events, and over the phone when a prospective student contacts us. We ensure that our materials are always accessible to those interested in our program and that our materials clearly state our selection criteria. The admission committee approves marketing material for accuracy and fairness of information.

- Language policy is published on the school website and part of the student handbook –
- The total cost of attendance: available on the school website and part of the marketing material
- Standards of evaluation, promotion, and graduation requirements: Included in the student handbook, which is on the school website.
- Technical standards are mentioned in the admission policies and procedures document available on the school portal

The final authority for selecting students to be admitted resides with a duly constituted Admission Committee. The Committee is comprised entirely of faculty members of our nursing school. The Chair of the committee is the head and functions with a group of faculty members. The Secretary is responsible for coordinating meetings and disseminating information and policy documents and has no decision-making capacity about admissions. The committee and Chair make the final admission decision.

The Committee and Chair directly report to the CAO. The detailed policies and procedures of the committee are available in the faculty handbook. The committee decision has not been overruled in the past three years.

The admission committee composition is as follows:

- Chair: Dr. Kevin Pawlak, Ph.D. (appointed by CAO)
- Dean: Ms. Bonnie McGowan, RN, BScN, MSN
- Director of Marketing and Admissions: Mike Neely
- Admission Coordinator: Ms. Ronaly van der Biest

Students complete their admission applications via our online web portal. They must provide their background information and academic qualifications and answer our prescreening questions to see their motivation for pursuing a nursing degree. Applicants are also requested to review our Technical Standards to ensure they meet them. Students must provide us with their official transcripts to be reviewed and their applications to determine if they qualify for the program.

Our admissions team reviews the application, and if the student qualifies, they will be offered an interview to be conducted by the Dean of XUSON. Interviews are conducted in person in Aruba.

Americans with Disabilities Act (ADA)

Under the Americans with Disabilities Act (ADA) and AACN Standards, nursing schools cannot deny admission to "otherwise qualified" disabled students. Schools must provide "reasonable accommodations" such as extra time, amplified stethoscopes, or sign language interpreters—unless it fundamentally alters the program or causes undue financial hardship.

The Admission Committee has continued to reaffirm that all students must possess the intellectual, physical, and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner, without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the faculty. All candidates for admission, both those with and without disabilities, are expected to be competitive with others in the applicant pool in academic, personal, and extracurricular dimensions and to meet these technical standards.

XUSON believes that nursing schools should educate a diverse group of Nursing students, recognizing that in such diversity lies excellence. Included in this group are qualified students who have impairments, functional limitations, and/or disabilities. The Nursing school's obligation is to produce effective and competent Nurses and to seek candidates who will be best able to serve the needs of society. Therefore, applicants with disabilities should be held to the same admission standards, with accommodation if needed, as their nondisabled peers.

It is the students' responsibility to disclose any disabilities during the admissions process and before classes begin. XUSON has the right to deny admission or withdraw a student from the program and will not be liable for such action.

As mentioned in the policy and procedures for admission, XUSON employs a holistic approach to selecting nursing students. The holistic review is a flexible, individualized way for nursing schools to consider applicants' capabilities, providing balanced consideration to experiences, attributes, and academic metrics.

Commitment and expectation management

The applicants are assessed on three significant factors: 1. Academic background, 2. Personal Attributes, and 3. Personal Experiences during the Interview. A standardized interview form with rubrics is used to assess the students. The interviewers are asked to rate the applicant in each category. An unsatisfactory or marginal rating will preclude the student from acceptance

The curriculum committee develops student assessment, graduation, and promotion policies. The "Promotions and Progress Review Committee" monitors student promotion and progress. The "Grievances Committee" oversees all students' complaints and disciplinary issues.

There is a uniform policy for promoting students in preclinical courses and clinical rotations. Students failing one class in a semester can appeal for a remake examination and be promoted to a higher semester. Students who fail two or more classes must repeat the courses with full attendance. Similarly, for clerkship rotation, there is a uniform policy for promotion.

Graduation Policies and requirements are mentioned in the student handbook. The registrar completes a graduation checklist and is countersigned by the CAO to ensure that students meet all the criteria.

Policy on Readmission

Policy on readmission

Any student who has voluntarily withdrawn or has been withdrawn from Xavier University School of Nursing and wishes to reapply for the BSN program must follow the procedures for readmission.

Procedures

The readmission application should be submitted to the Grievances Committee. The committee will carefully review the application and provide a decision with terms and conditions of readmission.

Applications for readmission must be supported by the following documents:

1. Cover letter explaining the reason for withdrawal, the purpose of readmission, and the remediation plan if the student was academically struggling (failed courses, low grades, and/or low attendance).
2. Transcripts from remedial courses, additional courses, or formal academic training taken since withdrawal.

- Consideration is given to the academic record of the applicant, the length of absence, and the activities undertaken during the absence.
- Readmission, if approved, may be conditional subject to terms and conditions that may require the student to perform specific tasks at a specific standard, either prior to or following readmission.
- Failure to comply with the terms and conditions of readmission will result in cancellation of readmission and denial of further appeals for readmission.
- The readmission is subject to a readmission fee as set by the Student Finance in addition to the other course fee.

Policy Contact: Chair, Grievances Committee

Policy for Diversity and Inclusiveness

Policy for Diversity and Inclusiveness

Xavier University School of Nursing acknowledges that it operates in a diverse community of multiple nations, ethnicities, economies, and religions. In valuing the diversity of its student and staff population, the university believes in equality of opportunity in staff and student recruitment, access to resources, and academic growth. It strives to provide an environment that is free of harassment and discrimination and adopts measures to respect heterogeneities in thoughts and practices due to variations in gender, culture, ethnicity, socioeconomics, religions, and geographic backgrounds

Positive Learning Environment Policy

Positive Learning Environment Policy

Policy statement

XUSON, Aruba is committed to providing and maintaining a safe and effective learning environment in which students, faculty, instructors, healthcare staff, and administrative staff work together to both educate and learn in a manner that promotes the highest level of patient care. As an institution that trains the primary care Nurses of tomorrow, we expect members of our community to uphold an academic environment that encourages mutually respectful relationships that are conducive to learning and free of mistreatment, unlawful discrimination and harassment, and threats of retaliation.

We mandate that nursing programs maintain safe, respectful environments free from bullying, as expressed by the Association of American Nursing Colleges

- Zero-Tolerance Policies: Academic programs must have formal, published codes of conduct outlining expectations for faculty, staff, and students to prevent verbal abuse, humiliation, and bullying
- Furthermore, the ANA Scope and Standards of Practice provide a strong foundation that nurses and students must be treated with respect and are entitled to safe, non-abusive working conditions.

It is, therefore unacceptable for a teacher (e.g., faculty member, resident, or others acting in a teaching role) to engage in unlawful discrimination or harassment, and/or mistreatment of students, or fail to adhere to university policies, procedures, and guidelines that establish standards for professionalism and conduct, as well as those principles of professionalism and ethics generally accepted within the Nursing profession.

All members of the Nursing education community have a shared responsibility to protect the integrity of the learning environment, a right to work and learn free of unlawful discrimination, harassment, and mistreatment, and to report any incident in which that positive learning environment has been compromised.

Scope

This policy applies to all students enrolled in, all faculty, staff and administrators employed by, and all other teachers holding appointments with XUSON, Aruba.

Characteristics of a Positive Learning Environment

The learning environment of the Nursing education program should be "conducive to the ongoing development of explicit and appropriate professional behaviors in its Nursing students, faculty and staff at all training locations", whether in the classroom, laboratory, or clinical settings, and "is one in which all individuals are treated with respect". As such, XUSON recognizes that each member of the Nursing school community should be accepted as an autonomous individual and treated civilly and with respect.

Role of teachers

The role of the teacher is to create an environment that facilitates learning by

1. ensuring responsibility and accountability;
2. demonstrating respect for students as individuals and adhering to their proper roles as intellectual and practice guides and counselors;
3. making every reasonable effort to foster honest academic/professional conduct;
4. ensuring that their evaluations of students accurately reflect each student's competence;
5. respecting the boundaries of the relationship between teacher and student; and
6. avoiding any exploitation, harassment, discrimination and/or mistreatment of the student.

Please click on the link below for:

Code of Professional Conduct | Xavier University School of Nursing (live-XUSON-faculty.pantheonsite.io)

Role of students

Students also have a responsibility in creating and maintaining a positive learning environment by:

1. Complying with all applicable policies, procedures, and guidelines establishing expectations for student professionalism and other standards of conduct;
2. Attending, being prepared and on time for, and participating in all academic and clinical activities and learning experiences consistent with the expectations of the faculty member, department, Nursing school, and/or experiential site;
3. Respecting teachers, staff and fellow learners as individuals, without regard to race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation, gender identity, or unfavorable discharge from the military or status as a protected veteran;
4. Seeking out, accepting, and learning from feedback, in a respectful and receptive manner;

5. Understanding and, when not certain, seeking clarification on what does and does not constitute student mistreatment; and
6. Immediately reporting incidents of student mistreatment experienced or observed.

Student mistreatment

Certain behaviors are inherently destructive to the teacher-learner relationship. Behaviors such as violence, sexual abuse or harassment, inappropriate conduct, or discrimination based on personal characteristics must never be tolerated. Other behavior can also be inappropriate if the effect interferes with professional development. Behavior patterns such as making habitual demeaning or derogatory remarks, belittling comments, or destructive criticism fall into this category.

On the behavioral level, abuse may be operationally defined as behavior by Nursing school faculty, residents, or students that is disapproved by society and by the academic community as either exploitative or punishing.

Examples of inappropriate behavior or situations that would be unacceptable include

1. Physical contact, including any physical mistreatment or assaults such as hitting, slapping, kicking, throwing objects, or threats of the same nature
2. Verbal abuse (attack in words, or speaking insultingly, harshly)
3. Comments and jokes of stereotypic or ethnic connotation, visual harassment (display of derogatory cartoons, drawings or posters)
4. Inappropriate or unprofessional conduct that is unwarranted and reasonably interpreted to be demeaning or offensive
5. Requiring a student to perform tasks intended to humiliate, control, or intimidate the student
6. Unreasonable requests for a student to perform personal services
7. Grading or assigning tasks used to punish a student rather than to evaluate or improve performance
8. Purposeful neglect or exclusion from learning opportunities as a means of punishment
9. Sexual assault or other acts of sexual violence
10. Sexual harassment
11. Disregard for student safety

While constructive criticism is appropriate in certain circumstances in the teacher-learning process, it should be handled in such a way as to promote learning, avoiding purposeful student humiliation. Feedback that has negative elements is generally more useful when delivered in a private setting that fosters discussion and behavior modification. All feedback should focus on behavior rather than personal characteristics and should avoid pejorative labeling.

Reporting mistreatment & other learning environment concerns

Due to the sensitive nature of such complaints and the need to occasionally deal with these issues either without the consent of the reporter or without revealing the identity of the reporter, several mechanisms need to be in place for resolution and communication of the resolution of the issue.

The faculty and administration must be able to assure learners that they will be “protected” when making truthful reports of abuse or unprofessional behavior on the part of others, even when their identity must be disclosed. Such reporting is a professional obligation on the students’ part as members of our educational community. Members of our educational community, including faculty and staff who witness others being abusive to learners or exhibiting unprofessional behavior, are also expected to report these incidents. This will help to create a better learning environment for all.

A complaint should be reported as soon as possible but not more than 90 (ninety) days after the alleged incident. Several avenues (listed below) are open to the student who experiences an incident of inappropriate

behavior and mistreatment or is the witness to unprofessional behavior. The same pathways may be used by faculty and staff who witness abusive and/or unprofessional behavior. In situations where the observed behavior does not involve a learner, the faculty and staff members also have the option of addressing the issue with a supervisor of the person exhibiting the behavior.

A. Informal pathway

1. Addressing the issue directly

   The student may consider speaking directly with the person. If the behavior stems from a misunderstanding or a need for increased sensitivity, the person will often respond positively and stop. Open communication may clarify any misunderstanding or issue(s) and lead to a successful, informal resolution.

2. Counseling and Guidance

   A student who has concerns about the learning environment may speak with the Course or Clerkship Director, the Assistant Dean for Student Affairs, or a Faculty Mentor. All involved parties must agree upon all informal resolutions. For tracking purposes, a written record of the resolution must be filed with the Assistant Dean for Student Affairs; however, this can be done without reference to specific names.

3. Consultation with the Assistant Dean for Student Affairs

   If Steps 1 or 2 are not successful or appropriate, a student must refer the complaint to the Assistant Dean for Student Affairs, who may make one last attempt at informal resolution.

B. Formal resolutions via University Policy

Once an alleged mistreatment has been identified, there are multiple tiers of formal resolution. Resolution of reported actions which are not egregious or reported anonymously will be up to the discretion of the course or clerkship director and other members of XUSON administration. For tracking purposes, a written record of the resolution must be filed with the Assistant Dean for Student Affairs. Any actions identified in the University Policies on sexual assault, sexual harassment, bullying and other types of harassment, or other violations of ethics or codes of conduct, must be reported and handled in accordance with policies that address these violations.

Resolution of reported actions which are recurrent or egregious will be reviewed by the Dean, who will follow the procedures as described below.

<u>Initial inquiry</u>

1. Inquiry into a violation of these standards of conduct committed by any individual will be initiated after a written complaint is filed with the Dean. The complaint should be filed within 90 (ninety) days of the violation.
2. The complaint must be detailed and specific, and accompanied by appropriate documentation. The Dean has the responsibility to protect the position and reputation of the complainant.
3. Upon receipt of a properly documented complaint, which has been made in good faith, the Dean shall inform the respondent of the nature of the charges and identify the complainant. The Dean shall also appoint an inquiry officer, who may not be a member of the same department as, or collaborator with, the complainant or respondent. The inquiry officer shall have no conflicts of interest or appearance of conflict of interest in the matter and have an appropriate background to judge the issues being raised. He/ she must be a faculty member of the Xavier University School of Nursing. An inquiry officer will be

appointed within two weeks of the receipt of a properly documented complaint, and the complainant and respondent will be notified. The Dean shall also make every effort to protect the identities of both complainant and respondent with respect to the larger community.

4. The inquiry officer shall gather information and determine whether the allegation warrants a formal investigation. He/she shall then submit a written report to the Dean, the complainant, and the respondent. The report shall state what evidence was reviewed, summarize relevant interviews, and include conclusions. This report shall ordinarily be submitted within 30 calendar days of receipt of the written complaint by the Dean. If the inquiry officer finds that a formal investigation is not warranted, the complainant shall be allowed to make a written reply to the officer within 15 calendar days following receipt of the report to the Dean. If the inquiry officer finds that a formal investigation is warranted, the respondent shall be allowed to make a written reply to the report within 15 calendar days following submission of the report to the Dean. Such replies shall be incorporated as appendices to the report. The entire preliminary inquiry process shall be completed within 60 calendar days of the receipt of a properly documented complaint by the Dean unless circumstances clearly reveal that in the interests of the parties involved, the process should be expedited or warrant a delay. In such cases the record of inquiry shall detail reasons for the delay.
5. If the report of the inquiry officer finds that a formal investigation is not warranted, the Assistant Dean may (i) initiate a formal investigation despite the recommendation of the preliminary inquiry officer, or (ii) not initiate a formal investigation, but take such other action as the circumstances warrant, or (iii) drop the matter. The Dean ordinarily shall complete the review within 10 days of receipt of the report. The Dean shall inform the concerned parties of the decision. In the event the Dean determines not to initiate a formal investigation, the Dean shall, as appropriate, protect the position and reputation of the complainant if the complaint is found to have been made in good faith.
6. If no formal investigation of the respondent is conducted, sufficient documentation shall be kept on file to permit a later assessment of the reasons that a formal investigation was not deemed warranted.
7. If the report of the inquiry officer finds that a formal investigation is warranted or the Dean decides the matter should be pursued through a formal investigation, the Dean shall:

- notify the complainant and respondent;
- initiate a formal investigation.

Affiliate sites

For faculty and staff at affiliate sites, the Dean will inform the Assistant Dean or designated educational site director at the affiliated site responsible for overseeing the training of Xavier University School of Nursing students of any complaint that is brought and findings of the initial inquiry. Formal investigations and resolutions of these matters involving faculty and staff at affiliate sites will be determined by the appropriate administrators at those sites in keeping with their institutional policies.

Procedures

1. If the Assistant Dean for Student Affairs or the Dean is the respondent or in any other way has a conflict of interest or the appearance of a conflict of interest, he or she is obligated to remove him or herself from the case during any inquiry, investigation, or resolution, and the Dean shall appoint someone else to assume responsibility for monitoring and carrying out these procedures.
2. Complete records of all relevant documentation on cases treated under the provisions of this policy shall be preserved in the Office of the Dean for at least ten years.
3. Retaliation against any member of the school community who comes forward with a complaint or concern is prohibited. If an individual believes that he or she is being subjected to retaliation as a result of coming forward with a concern or a complaint, he or she should refer the matter to the Deans and/or the CAO.

False complaints and refusal to cooperate

The intentional filing of a false complaint is a violation of this and other University policies and may subject such person to discipline up to and including termination or, in the case of a student, dismissal from the school. Refusal to cooperate with/or participate in an investigation is a violation of this policy and may subject such person to discipline, except for refusal to participate by victims of sexual violence. Anyone who believes that he/she has been the subject of a false complaint may file a complaint with the Dean. If evidence of an intentional false complaint has been found, appropriate disciplinary action will be undertaken.

This provision is not intended to discourage complaints in those instances where an individual believes in good faith that discrimination, harassment, and/or inappropriate conduct in the learning environment has occurred.

Education and prevention

1. To promote an environment respectful of all individuals, the Xavier University School of Nursing will provide ongoing education to students, residents, fellows, faculty, and other staff that emphasizes the importance of professional and collegial attitudes and behavior. The materials and methods for providing this education will be the responsibility of the Office of Student Affairs.
2. Education of the Xavier University School of Nursing community concerning mistreatment and professional behavior serves to promote a positive learning environment. This is characterized by attitudes of mutual respect and collegiality. Education will alert all members of the Xavier University School of Nursing community to expected standards of behavior. Education will also inform persons who believe they have been mistreated of the avenues for redress and will inform all concerned parties of the policies and processes for responding to allegations of mistreatment and unprofessional behavior.
3. The Xavier University School of Nursing will provide ongoing education to students, residents, fellows, faculty, and other staff that emphasizes the importance of professional and collegial attitudes and behavior. The materials and methods for providing this education will be the responsibility of the Office of Student Affairs. The policy will be sent to the Program directors and Deans at the Affiliate hospital site who in turn share it with Residents and Fellows.
4. The clinical department chairs will be encouraged to ensure all their fellows and residents are cognizant of the policy.
5. Faculty and graduate students

- An informative written message will be sent each year from the Dean's Office to all departmental chairs.
- The Dean will direct the chairs to distribute the information to all faculty and graduate students within their respective departments, and a member of the Dean's Office will present the policy at departmental meetings on an annual basis.
- Chairs will also direct the course directors, rotation directors, and program directors to convey this information to all adjunct faculty who participate in the teaching process to ensure that all faculty are cognizant of the policy.

2. Nursing and Other Clinical/Support Staff

- An informative written message will be sent each year from the Dean's Office to the Chief Academic Officer and Chief Nursing Officer at University Hospital to explain the policy and request its distribution to all staff who interact with Xavier University School of Nursing trainees.

3. Faculty and staff at all affiliate sites

- Affiliation agreements with all training sites will reference the policy and delineate expectations regarding distribution of the information contained in the policy to faculty and staff at the site. An informative written message will be sent each year from the Dean's Office to the Assistant Dean or designated educational site director and Chief Nursing Officer at each training site to explain the policy and to request its distribution to all staff interacting with Xavier University School of Nursing trainees.

5. The Basic Science and Clinical Science curriculum sub-committees will monitor influences (positive and negative) throughout the learning environment. They will review the results of student feedback/ evaluations of courses and clerkships as they relate to the learning environment and may choose to survey students and other groups to gather further information regarding positive and negative influences in this arena. Based on these sources of information, the Basic Science and Clinical Science curriculum sub-committees will make recommendations regarding the need for interventions (e.g., faculty and staff education and development) to address issues that are leading to a sub-optimal learning environment, and these will be presented to the Curriculum Committee for consideration.

   The decision and final recommendations of the Curriculum Committee will be presented to the Faculty Senate. Feedback on the success of implemented changes and programs is monitored by the Basic Science and Clinical Science curriculum sub-committees, the Faculty Senate, the Dean's Cabinet, and the CAO.

Plans for monitoring and assessment

The Curriculum Committee will monitor positive and negative influences on the learning environment and make recommendations regarding corrective interventions.

Policy Contact: Dean of Student Affairs/Chair, Curriculum Committee

Emergency and disaster management protocol & contacts

- First aid and Emergency treatment: First aid will be provided to students, faculty, staff, and visitors. At least 2 faculty members are available at all times who are trained in cardiopulmonary resuscitation and first aid by competent authorities like the American Heart Association or the American Red Cross.
- Faculty are trained in the appropriate procedures to handle emergencies such as asthma attacks and epileptic seizures.
- The school building has first aid kits, a defibrillator kit, epinephrine auto-injectors, and asthma inhalers at various places to be used for appropriate Nursing emergencies.
- In case students suspect an infectious disease, they inform the dean of student affairs, and then he will inform the dean of the institution. The dean will then notify the same to the local health bodies.
- The school has a dedicated quarantine room to isolate suspected or confirmed cases of infectious disease before handing over to the respective health authorities.
- The school has a trained microbiologist and an epidemiologist service all times to train the faculty, staff, and students about the appropriate precautions to be followed during an outbreak of an infectious disease.
- During Major Natural disasters like a Hurricane or flood, all academic activities will be suspended. The school has a dedicated vehicle to transfer all the students and the faculty to a secure location and provide them with necessary Nursing, food, and water till the situation comes under control.
- XUSON, Aruba will adapt to any changes to the protocol as needed based on the local government's action plans.

Faculty, staff, and students are also provided with hospital and police contact information in case of emergencies as indicated below:

Xavier Contact phone numbers

Main Line: +297 588 7766

Campus Emergency Line: +297 597 7770

Campus Security: +297 582 7252

Health Clinic: Dr. Alvarez Quezada Avicenastraat #15

Tel. +297 583-9119

Mr. Jason Croes

Head of Emergency / Disaster Committee

+297 597 7766

Ms. Hilda Statia

Emergency / Disaster Committee Member (Female)

+297 593 6266 / +297 597 7775

US Office Phone Numbers

+1 516 333 2224 – Main office line during normal business hours

+1 516 858 9822 – Office Cell phone 24 hours a day

+1 516 643 4545 – In-house Legal Counsel

+1 516 417-5678 – President's Office

Aruba Contact Phone Numbers

General Emergency = 911

Local Fire Number = +297 529-1108 or 911

Local Police Number =+297 582-4000 or 911 or 100

Local Ambulance Number = +297 582-5573 or 911. Information number = 118

US Consulate in Curacao (covers Aruba)

Outside of Curacao: +5999 461 3066 ex 2225 or 2241

Canadian Embassy in Caracas, Venezuela (covers Aruba) +58 212 600 3000

India Consulate in Curacao (covers Aruba) +00-5999-4612262

Other country consulates will be shared based on the student population list and will be updated every semester.

Local Hospital - Horacio Oduber Hospital

Dr. Horacio Oduber Boulevard #1, Oranjestad, Aruba

+297-527-4000

How to prepare

Standard procedures and essentials

- Get weather-related disaster updates from local radio or television stations. Also check the Xavier website and Facebook page.
- Local Radio Stations – 101.7 FM, 90.0 FM, 95.1 FM
- Make sure to stock up on items on the emergency checklist
- Adjust fridge and freezer to highest setting. Only open as necessary
- Protect important documents including passports, pictures, visa but keeping them in watertight containers and in your possession at all times.

Weather-related disaster

- All students should report to the main auditorium on campus as soon as they are notified of a potential weather-related disaster or the occurrence of a weather disaster.
- Students who are unable to make it to the university should contact the school's emergency disaster line to notify the school they are safe and their location
- If students are injured, in danger, or need emergency help while not on campus, they should first contact the Police Department, then the University.
- For medical emergencies, students should go to Dr. Horacio Oduber Hospital and let them know you are a student at Xavier and to contact Mr. Jason Croes (Head of Emergency / Disaster Committee). Mr. Jason Croes will account for you and notify the school. In the event of an evacuation, students should call IMG Nursing Insurance and notify the school
- In the event the school is damaged from a weather-related disaster or deemed to be of potential threat by local authorities, students will be evacuated to the nearest evacuation center. An emergency alert will go out to all students on where to meet who are not already on campus.

IMG Medical insurance for evacuations

All students are insured under IMG Insurance to cover Nursing Evacuations. Please call the number below and give the certificate number listed.

- Outside USA: 317-655-4500 (collect call)
- Inside USA: 800-628-4664 (toll free)
- SHAAI00218367 – US citizens
- SHAII00246294 – All other citizens

Emergency notifications

- All emergency alerts and notifications will be updated in real time on our Facebook Page or any other available methods.
- All emergency and alert notifications will go out via email to all students' personal and school email addresses that are registered on the Student Management System

Suggested emergency checklist

- Batteries
- Battery-operated radio
- Bottled water (one gallon of water per person a day)
- Cash (credit card readers and ATMs may be down after the storm)
- Duct tape
- First aid kit
- Insect repellent
- Full tank of gas

- Non-perishable food: canned food, energy bars, crackers, cookies, cereal, etc.
- Manual can opener
- Nursing (over-the-counter and prescription)
- Watertight bags and containers
- Trash bags

Depending on your accommodations you may be moved to a designated shelter. If evacuated you are allowed to bring one bag only. Remember to pack:

- Clothes for up to 3 days
- Fully charged portable electronics: laptop, phone, etc
- Important documents and money (passport, ID, credit cards, cash etc.) stored in a watertight container
- Non-perishable food for up to 3 days
- Toiletries: toothbrush, toothpaste, toilet paper, soap, deodorant, etc.
- Pillow and blanket
- Prescribed and over-the-counter medication
- Towel
- Water for up to 3 days

It is mandatory for all students must carry their AZV card at all times

- AZV card will provide free medical care on the island
- Undergo free laboratory and other diagnostics on the island
- Receive free prescribed medication from a local pharmacy on the island

Work hours

Policy - The Dean will develop, implement, and monitor policies related to the amount of time students spend in required activities, including the total required hours spent in clinical and educational activities during clinical rotations. The Dean will review guidelines regarding the requirements for adequacy of clinical experience in each required rotation.

The program is delivered in a way that encourages students to take an active role in creating the learning process. The following aspects related to student-centered learning and teaching have been implemented in the design and delivery of the program?

The implementation of student-centered learning (SCL):

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

The XUSON Nursing program curriculum provides students with ample opportunities to develop self-directed learning skills. These skills include self-assessment of learning needs, the independent identification, analysis, and synthesis of relevant information, and the appraisal of the credibility of information sources. Medical and Nursing students are assessed on these skills and receive feedback on their performance. *Internships or research assignments are mandatory.*

During the semesters covering the lectures on basic and clinical sciences, the nursing students have numerous opportunities for student-centered learning. Also, students are provided with significant time outside of scheduled curricular events to pursue opportunities for independent learning adequately. Firstly, there are no mandatory events scheduled after 3 PM on weekdays.

Weekends are always free, and on average, independent study time is allowed before the quizzes and final examinations of each course.

Laboratory time - students are provided time to do hands-on work and study in the lab during anatomy and histology classes. They get the chance to look at tissue samples in histology as well as look at slides on the Anatomage (digital anatomy and dissecting) table. During anatomy classes, they will be able to do digital dissection on the Anatomage table as well as actual dissection of cadavers at the HOH morgue.

Clinical reasoning classes - This allows the students the opportunity to work on case studies in the classroom and allows the students to analyze and present different case study files and to help each other learn from those case studies.

This allows the students to have time for interpretation of clinical reports and decision analysis. It also gives them a chance to conduct systematic literature reviews

NCLEX-RN Exam preparation classes – This allows the students to recollect in the fourth year the bits and pieces of all the knowledge that has been taught during the first three years of lectures.

It prepares the nurses for the NCLEX (National Council Licensure Examination) exam, supervised by the United States of America's National Council of State Boards of Nursing (NCSBN)

- The NCLEX is the world's premier licensure exam and uses computerized adaptive testing (CAT) technology to deliver the exam, ensuring a valid and reliable measurement of nursing competence.
- The NCSBN is an independent, not-for-profit organization through which nursing regulatory bodies act and counsel together on matters of common interest and concern affecting public health, safety, and welfare, including the development of nursing licensure examinations.
- The lectures engage the students with Practice Exams to polish their skills in a supportive, low-pressure environment. This environment provides immediate feedback and explanations, helping to grasp core concepts, identify improvement areas, and build confidence in knowledge and abilities. This allows the students to have time for training in the interpretation of clinical reports, to learn from the rationales, and to improve decision analysis. It also gives them a chance to conduct systematic literature reviews.

Nursing education classes – This course allows second-year nurses to work with and teach first-year students some of the clinical skills they have learned in their first two semesters working in the hospital. This gives the students the chance to develop their teaching skills while also helping the first-year students immensely.

Thesis education, support, evaluation, and grading program – The bachelor's graduation thesis is considered an important part of the curriculum. These guidelines describe the preparation and general conduct of a thesis defense at Xavier University School of Nursing from a normative (what is usually done) point of view of the chair of the Xavier University School of Medicine Institutional Review Board (IRB).

The responsibility for the defense belongs to the thesis committee chair, and departures from these typical guidelines will occur for various reasons. Nevertheless, the XUSON has provided these common approaches and practices for this capstone event.

Workload: Basic sciences

To ensure enough preparation time for students, the estimated total workload for each course block in the pre-rotation curriculum should not exceed 60 hours per week.

1. Total workload hours include all scheduled in-class activities, required out-of-class activities, and an estimate of the time needed to achieve learning goals each week and on exams.
2. In-class scheduled activities include: lecture, large group, patient interviews, small group discussions, review sessions, labs, health systems improvement project time, preceptorships, workplace learning, and exams.
3. Out-of-class required activities include: assigned reading to prepare for in-class sessions, online lessons, other independent modules, and weekly Checkpoints.
4. The expected overall workload per week should aim to be reasonable, providing time to fully engage in a challenging curriculum and time for learning, while also recognizing personal health needs.
5. The overall workload per week, including all activities across all elements, should be calculable based on a tally of scheduled in-class activities, required out-of-class activities, and an estimate of the independent preparation/study time necessary to master the learning requirements each week.
6. All scheduled and required activities must consider the fact that fatigue impairs learning, and time for self-directed learning and study is critical for learning.

Faculty leadership of each course has responsibility for monitoring workload and ensuring that across all course elements their workload is in alignment with the policy. (Subject to change)

Student attendance policies

Attendance at classes held on/off campus and all small group sessions is mandatory.

1. Students are encouraged to attend all of their classes. Attendance records are kept by the school and are released to licensing authorities or government bodies if requested. An attendance level of at least 90% must be maintained, as some states may request this information before offering a license.
2. If the student's attendance falls below 90%, they will not be allowed to sit for the final examination and will obtain the grade of "F" for that class. They will have to repeat that class next semester with 95% class attendance.
3. Attendance officially begins on the first day of Orientation. Students who fail to register on the First day and go to class the following days without registering will be marked absent. Students are responsible for maintaining their attendance requirement
4. Students are responsible for making certain minimum attendance requirements are being met by keeping their own record. It is not the duty of the instructor, registrar, or administration to inform a student when they are approaching the number of acceptable absences.
5. Students are allowed a maximum of 10 minutes of tardiness in a class. Most of the classes are of 90 minutes' duration divided into two blocks with 15 minutes' break in between. A student has to be present in both blocks. It will be left to the discretion of the faculty to lock the door or allow the student to enter the classroom after 10 minutes and be marked absent. Students are not allowed to sign for another student.
6. Personal computers are permitted in the lecture rooms if approved by the faculty as long as the use is related to the lecture topics at hand and students using personal computers do not disturb their fellow students. To open the computers, permission must be granted first by the faculty member in charge. Food and drinks are not permitted in the lecture rooms at any time. Video recording of classes is not permitted. Audio recording is permitted at the discretion of the instructor. Any student who records and subsequently publishes material on the World Wide Web which is detrimental to the University or any of its faculty is subject to suspension/ dismissal.
7. Faculty evaluations by students are required each semester for every faculty member and are anonymous. This is the proper forum for any adverse comments and is reviewed and responded to by Administration.

Community service requirement

Voluntary care hours are important for a nursing program because they build essential clinical exposure, demonstrate a strong personal commitment to patient care, and strengthen school or job applications.

- Key reasons why volunteer hours matter for XUSON students
- Real-world Insight: Volunteering in a healthcare or community setting lets you see if you truly enjoy medical environments before committing to a demanding career.
- Application advantage: Admissions teams and future employers look at volunteer work as proof of empathy, initiative, teamwork, and a strong work ethic.
- Soft skills development: Regular interaction with patients and staff helps you practice active listening, patience, and clear communication under pressure.
- Reduced anxiety: Early exposure to clinical and non-clinical settings makes official school clinical rotations feel less intimidating and overwhelming.
- Professional network: Working alongside nurses and healthcare providers can lead to strong mentorships and valuable letters of recommendation.

Xavier University School of Nursing Aruba enforces a strict mandatory minimum for volunteer hours, where students are expected to complete 40 hours of healthcare-related service, spread over the four years of the program.

Examples of volunteer hours include, but are not limited to

- Health fairs: educational community or corporate awareness events, providing basic preventive and medical screenings with wellness advices
- Hospitals and clinics: volunteer services for patient-support roles.
- Senior care facilities: Nursing homes and memory care units frequently accept volunteers.
- Community organizations: anything that directly benefits the community of Aruba and has no direct benefit to the University. Examples: Visits to orphanages or retirement homes, health fairs, charity fundraisers.

Tracking of the hours: Each volunteer hour granted to an organization requires a signed confirmation on the organization's official paper stating the date, time spent, and description of services rendered. Keep a detailed log of dates, hours, and hand over the papers to the Dean of Nursing at the end of the last semester of each year.

Workload: Clinical Sciences

At Xavier University School of Nursing, we value the Mission of providing excellent educational opportunities for students. We strive to balance respect and safety for the students and the patients with the service and educational needs of the clinical sites. We understand the need for a supportive work environment, and the need to provide for adequate contact time for the educational goals of the rotation to be met.

Work hours are defined as that time spent with inpatients or outpatients doing notes, filling in administrative duties, and didactic teaching. This does not include preparing to go to work, commuting, or studying at home.

The policies

- Total duty hours will be limited to not more than 80 hours per week. This includes all direct patient care activities whether completed in-house or at home
- Nursing students must be provided with 24 hours off after every 7 days of duty.
- Continuous on-site duty, including in-house call, cannot exceed 24 consecutive hours.

- The guidelines will be communicated to all students before their beginning rotations and will be known and agreed upon by those supervising the students, including residents and attending Nurses
- The supervisory staff and preceptors will be appropriately trained, and we will treat students in such a manner as to promote a safe and conducive learning environment

Students will have access to our reporting form, by which they can report violations in writing; this can be done anonymously.

Marketing materials

All students agree that they will allow their inclusion in any marketing materials as the University sees fit in perpetuity. This is included but not limited to, using their picture, posting their accomplishments, and anything else the University sees fit.

Student email

Each student will be provided with his/her own official XUSON email address for their use to communicate with faculty and administration. Faculty and staff will not read or reply to student emails from a non-XUSON account. Students are required to check their school email daily and respond promptly if needed. All official communications with XUSON will come to the student's email.

Student portal

Each student will be provided with his/her own login information to XUSON's student portal. The domain is www.xavierstudent.com. All class notes, syllabi, library materials, and other official University material will be published there. Students not in good standing will lose access. Any material posted will be considered official communication from the University. This information is solely for the student and not allowed to be shared with anyone, including other students. All content is owned by the University and not allowed to be reproduced or redistributed. Students who do not adhere to these rules will be dismissed from the University immediately.

Policy on uniforms

1. The prescribed uniforms are – White Xavier University Polo shirts, khaki pants for men and khaki skirts no shorter than knee length.
2. Scrub suits may ONLY be worn during scheduled labs.
3. For all hospital and clinic visits, students must wear their uniforms with a lab coat (if required) and wear their student IDs.
4. Open-toe shoes are not authorized for any student.
5. Uniform policy is in effect from 8:00 AM until 5:00 PM.
6. Students are provided with their IDENTIFICATION CARDS that should be worn at all times while inside the campus.
7. Students who fail to comply with the uniform policy will be counseled and appropriately disciplined.
8. After 5:00 PM, students can come to school in casual Professional attire provided they have their ID on them. Security can deny student entry without ID.
9. Hats, caps, bandanas, skull caps are not allowed inside the premises at all times.
10. Students are required to dress professionally at all times and are forbidden to wear any attire that is deemed inappropriate.
11. If any students intend to seek exceptions to the uniform policy, they should contact the Deans or Chief Academic Officer.

Policy on Uniforms for students who use the library

1. During School hours (between 8 AM and 5 PM), students are required to be present in School Uniform with a valid student ID.
2. After School hours (after 5 PM), students can be present in casual professional attire, but are required to have a valid school ID.
3. Students are required to dress professionally at all times and are forbidden to wear any attire that is deemed inappropriate.

For students in ASP and LOA

- Students are not required to be present in the school uniform; however, they are required to have a valid student ID on them at all times when they are on campus.
- Students are required to dress professionally at all times and are forbidden to wear any attire that is deemed inappropriate.

Damages to University Property

Any student found to be responsible for the damage or destruction of Xavier property, including accidental damage, must meet all costs of replacement or if possible, repair. Students are responsible for returning all materials in the same manner in which materials were received. Students are responsible for leaving the facilities in the same manner in which they were found. (Inside or outside damages, including intellectual properties or access provided to them).

1. ^https://www.ncsbn.org/

Section III: Curriculum

Xavier University School of Nursing – Programs Overview

XAVIER UNIVERSITY
SCHOOL OF NURSING
ARUBA



Xavier University School of Nursing – Programs overview

XUSON offers modern, integrated curricula designed to prepare graduates for residency training in the United States and global Nursing practice. Our programs combine strong foundational sciences, early clinical exposure, and professional development to train competent, compassionate, and community-responsible Nurses.

The programs are designed to accept new students every September, after the graduation period in the summer at the MAVO, HAVO, VWO, or at the EPI. This provides a steady flow of students entering the programs.

2026-2027 Faculty at Xavier University School of Nursing Aruba Campus

2026-2027 Faculty at Xavier University School of Nursing Aruba Campus

Full-Time Faculty in Each Basic Science Department

Department	Faculty / Staff names
Anatomy	Dr. Diego Ribeiro MD, MSC Dr. Manisha Hansda MD Dr. M. Kunjukrishnan MD
Biochemistry	Dr. Ishtiyaq Shaafi PhD Dr. S. Naresh PhD Dr. Nitin Kumar PhD
Microbiology & Immunology	Dr. Ravindra Veeranna PhD Dr. P. Raghunath PhD
Pharmacology	Pharmacology – Dr. Arun Dubey MD Dr. Prasad Vijayashankar MD
Pathology	Dr. S. Ranabhat MD Dr. N. Chaudhari MD Dr. D. Salcedo PhD
Psychology and Ethics	Dr. Tony Miller PhD Dr. Anand Prakash PhD
Physiology and Neurosciences	Dr. Kevin Pawlak, PhD Dr. M. Mahantha MD
Cell Biology/Histology	Dr. K. Pawlak PhD
Biostat and Epidemiology	Dr. Tony Miller PhD
Genetics	Dr. Ishtiyaq Shaafi PhD
Chemistry and Physics	Mr. Jacques Odryzynski Meng
Clinical Skills	Dr. Neelam Dwivedi MD
Dean of Nursing	Ms. Bonnie McGowan RN, BScN, MScN
Clinical rotations	Mr. Howard Maxwell RN, CEN, CNN, PHRN, CPACC
Clinical reasoning	Ms. Rusette Arends, RN, BScN, MScN
Guest lecturer Research and Thesis	Dr. Earney Lasten Ph.D., MSc, MIM, BSc.

The Pre-Nursing Program (PNP)

The Pre-Nursing Program (PNP)

Curriculum of the entry-level program

- Relevant upgrading education provided by the Xavier University School of Nursing, Aruba, is preparing the students for the entrance examinations to the Bachelor of Science in Nursing, adapted to avoid overly heavy HAVO examinations with unnecessary matters
- The curriculum of this Entry-level program is only valid for the Bachelor of Science in Nursing program at the Xavier University School of Nursing, Aruba, where the entrance examination takes place
- The coursework will include the basic sciences and supporting matters: Biology, Chemistry, Medical Communications, Medical Terminology, Physics, Psychology, Epidemiology, Statistics, and Nutrition.

Semester 1 (78)	Hrs.	Pre-Nursing Lectures
Tuesday	1	Chemistry
	1	Medical Terminology
	1	Medical Communications
Wednesday	1	Chemistry 1
	2	Biology 1
Semester 2 (91)	**Hrs.**	
Tuesday	2	Biology 2
	1	Nutrition
Wednesday	2	Physics 1
	1	Behavioral Science
	1	Psychology 1
Semester 3 (78)	**Hrs.**	
Tuesday	2	Biology 3
	1	Physics 2

Wednesday	1	Chemistry 2
	1	Epidemiology/Statistics (Math)
	1	Behavioral Science 2

Subject content of natural sciences and supporting matters

PRE-NURSING CURRICULUM

A. Biology

Hrs.	Topic description and content
2	Basic human biology to include living things
2	Biological molecules
2	Water balance
2	Cell organelles & plasma membrane
2	Active/passive transport
2	Eukaryotic vs Prokaryotic cells

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

B. Nutrition

Topic description and content	Hrs.
Global perspectives on food	2
Aruba's Food Supply Chain	2
Terminology of nutrition	2
Anatomy and ergonomics of nutrition	2
Economics of the food industry and the consumer	2
Socio-cultural determinants and nutritional behavior	2
Micronutrients and Macronutrients, the good and the bad	2
The good and the bad nutrition	2
Malnutrition and hidden hunger	2
Patients who cannot consume enough food orally	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

C. Chemistry

Hrs.	Topic description and content
2	Elements vs compounds
2	Solutions vs substances
2	Dalton's Atomic Theory
2	Molar mass
2	Formula
2	Empirical vs Molecular
2	Mass Composition
2	Balancing reactions

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

D. Illness and Diseases

Topic description and content	Hrs.
The WHO dimensions and challenges	2
The differences based on perspectives	2
Maslow's hierarchy of needs	2
The determinants of health and illness	2
The domains of prevention	2
The non-physical factors impacting health and illness	2
The health continuum	2
The role of the nurse in enhancing a person's coping	2
Different ways individuals cope with illness	2
Third and fourth age, decline in functionalities	2
Disabilities, the right for accessibility and challenges	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

E. Medical terminology

Hrs.	Topic description and content
2	Word parts, roots, prefixes and suffixes
2	Abbreviations, plural & spelling
6	Body systems terminology
2	Medical tests, procedures & diagnostic terms
1	Context & usage in healthcare settings

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

F. Medical communication

Topic description and content	Hrs.
Medical terminology	4
Anatomical language	4
Documentation and charting	2
Interpersonal communication	1
Ethics, empathy vs sympathy	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

G. Behavioral Science

Hrs.	Topic description and content:

H. Specialty Nursing

Topic description and content:	Hrs.

2	Psychological, social, & cultural factors that influence human behavior and health	The healthcare system of Aruba demystified	6
3	Human development, motivation, stress & coping, cultural diversity, & patient behavior	The basics of the nursing as profession	2
2	How these factors affect health outcomes & nursing care?	Key nursing responsibilities of the specialized nurse	2
3	Fundamentals of nutrition	Motivational guest lectures of active specialized nurses	20
2	Nutrition, Health promotion and disease prevention	Field trip to Healyhcare Crisis Management Office	2
2	Medical nutrition therapy		
2	Nutritional assessment		
2	Special populations and nutrition		
2	Food safety and cultural considerations		

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

PRE-NURSING CURRICULUM

A. Biology

Hrs.	Topic description and content
2	Basic human biology to include living things
2	Biological molecules
2	Water balance
2	Cell organelles & plasma membrane
2	Active/passive transport
2	Eukaryotic vs Prokaryotic cells

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

B. Nutrition

Topic description and content	Hrs.
Global perspectives on food	2
Aruba's Food Supply Chain	2
Terminology of nutrition	2
Anatomy and ergonomics of nutrition	2
Economics of the food industry and the consumer	2
Socio-cultural determinants and nutritional behavior	2
Micronutrients and Macronutrients, the good and the bad	2
The good and the bad nutrition	2
Malnutrition and hidden hunger	2
Patients who cannot consume enough food orally	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

C. Chemistry

Hrs.	Topic description and content
2	Elements vs compounds
2	Solutions vs substances
2	Dalton's Atomic Theory
2	Molar mass
2	Formula
2	Empirical vs Molecular
2	Mass Composition
2	Balancing reactions

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

D. Illness and Diseases

Topic description and content	Hrs.
The WHO dimensions and challenges	2
The differences based on perspectives	2
Maslow's hierarchy of needs	2
The determinants of health and illness	2
The domains of prevention	2
The non-physical factors impacting health and illness	2
The health continuum	2
The role of the nurse in enhancing a person's coping	2
Different ways individuals cope with illness	2
Third and fourth age, decline in functionalities	2
Disabilities, the right for accessibility and challenges	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

E. Medical terminology

Hrs.	Topic description and content
2	Word parts, roots, prefixes and suffixes

F. Medical communication

Topic description and content	Hrs.
Medical terminology	4

2	Abbreviations, plural & spelling
6	Body systems terminology
2	Medical tests, procedures & diagnostic terms
1	Context & usage in healthcare settings

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

G. Behavioral Science

Hrs.	Topic description and content:
2	Psychological, social, & cultural factors that influence human behavior and health
3	Human development, motivation, stress & coping, cultural diversity, & patient behavior
2	How these factors affect health outcomes & nursing care?
3	Fundamentals of nutrition
2	Nutrition, Health promotion and disease prevention
2	Medical nutrition therapy
2	Nutritional assessment
2	Special populations and nutrition
2	Food safety and cultural considerations

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

Anatomical language	4
Documentation and charting	2
Interpersonal communication	1
Ethics, empathy vs sympathy	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

H. Specialty Nursing

Topic description and content:	Hrs.
The healthcare system of Aruba demystified	6
The basics of the nursing as profession	2
Key nursing responsibilities of the specialized nurse	2
Motivational guest lectures of active specialized nurses	20
Field trip to Healthcare Crisis Management Office	2

Assessment method and frequency:
Mid-term & Final exams. Frequent review & exam study time.

Resources and faculty:

Teaching & Learning Methods

- Self-study with guidance.
- Lectures or seminars (if available).
- Exam practice.
- Study groups/tutoring.

Workload & Timeline

- Total Workload**:** ~247 hours (equivalent to 1 academic year part-time).
- Timeline
  - Weeks 1–12
  - Weeks 13–20
  - Weeks 21–30
  - Weeks 31–36

Assessment & Grading

- Frequent review & exam study time.
- Mid-term & Final exams in each subject (CAT test and/or oral).
- Pass/Fail or graded (A–F)
- Criteria: Clarity, depth of understanding, argumentation, accuracy.
- AI-free short paper on a 2025/2026 nursing matter, e.g., shortage, technology, aging, education, etc.

Resources

- Required reading list.
- Recommended textbooks and online resources.
- Sample exams from previous years.

Transcript

Student ID:
Birth Date:
Date Issued:

		Fall
Pre-Nursing Program 1st Semester		
Course (See subject content of natural sciences and supporting matters)	**Marks**	**Credit Points**
Chemistry		
Chemistry 1		
Medical Communications		
Medical Terminology		
Biology 1		
Academic Standing: May/May not continue with program		
Semester Totals		
Accumulated Totals		

		Spring
Pre-Nursing Program 2nd Semester		
Course (See subject content of natural sciences and supporting matters)	**Marks**	**Credit Points**
Biology 2		
Nutrition		
Physics 1		
Behavioral Science		
Psychology 1		
Academic Standing: May/May not continue with program		
Semester Totals		
Accumulated Totals		

		Summer
Pre-Nursing Program 3rd Semester		
Course (See subject content of natural sciences and supporting matters)	**Marks**	**Credit Points**
Biology 3		
Physics 2		
Chemistry 2		
Epidemiology/Statistics (Math)		
Behavioral Science 2		
Academic Standing: May/May not continue with program		
Semester Totals		
Accumulated Totals		

Exit possibilities for the MAVO students

1. *The student who will succeed in passing all the exams*

The student who passes all the exams will enter the XUSON-BSN program

2. *The student who will not succeed in passing all the exams*

The student who will not pass all the exams might have three main reasons and three exits:

1. *Students who give in and accept during any of the three semesters indicate that it is definitely too difficult for them to understand the content of the lectures comprehensively.*

In this case, the student will receive the transcript of the partially completed DC program, detailed for review, and transfer to another educational setting that is willing to review, analyze, and accept the transcript as previously acquired competencies.

2. *The students who have some difficulty comprehending the content in some of the lectures, but believe that extra lectures and/or a retake will improve their grades.*

   In this case, the student can

- enter the EPI-XUSON track, meaning that the student will enroll with the MAVO degree and the Entry Level transcript in the EPI-nursing program, and, when finished, will/can enter the XUSON two-year BSN program.
- retake the exams for the failed subjects, and after passing, they can join the Nursing program at the next admission date.
- potentially repeat the pre-nursing year as well.

3. *The students who have some difficulty with only some of the lectures to comprehend the content, enjoy the nursing career perspectives, but would like to be better safe than sorry*.

   In this case, the student will be advised to enter the EPI-XUSON track, meaning they will enroll with their MAVO degree and the Entry Level transcript in the EPI-nursing program and, upon completion, enter the XUSON two-year BSN program.

4. The students who realize that nursing or healthcare is not the right career choice

The students who pass all the Entry Level *exams and are ready to enroll in the XUSON-BSN program, but, for any reason, realize for themselves that nursing or healthcare is at the end, not the right career choice for them, and want to go to another educational setting with another career in mind.*

In this case, the student will receive the transcript and certification of the complete DC program, detailed for review, and transfer to another educational setting that is willing to review, analyze, and accept the transcript as previously acquired competencies.

The Geriatric Care Assistant Program (GCAP)

The Geriatric Care Assistant Program (GCAP)

Xavier University School of Nursing is committed to the mission of providing quality care and support to the increasing numbers of elderly Arubans. This can be accomplished through the proposed one-year certification course that Xavier University implemented in September 2024.

Students will attend classes at the Xavier campus two days per week, with each of the 3 semesters being a length of 15 weeks. Exams will be given at the end of each semester, as well as a general review of all courses that have been taught.

This course will be of great benefit to students graduating from Aruba's local high schools, as well as any Aruban residents who may be caregivers to elderly family members. Current staff at the many elderly care nursing homes in Aruba may also want to receive certification as a Geriatric Care Assistant. As the students graduate the course and become more confident in their skills, the opportunity to further their education in the Xavier RN level 6 program will also be available.

While Xavier will increase the knowledge and certify students, elderly Aruban residents will ultimately be the winners in this scenario. As Aruba becomes an increasingly older population, or a 'super-aged' society, the need for competent health care workers has undoubtedly increased.

With competent professors who will instruct the students in all aspects of elderly care, Xavier is ready to meet Aruba's elderly care problems. The course will be available to all who are 18 years of age and older. The course will be given in English. The course will be held at the Xavier University School of Nursing in Oranjestad, Aruba. The total for the entire course will be 1080 hours of instruction, both in practical teaching and clinical experience.

Clinical rotations for hands-on experience will begin in the second semester and continue into the third. Students will be totally equipped with the skills that they will need to competently care for Aruba's elderly. This course will help to meet the current goals for the 2030 Agenda for Sustainable Development, which has a focus on the elderly persons of Aruba. Having certified, competent, in-home caregivers for the elderly will help keep ever-rising healthcare costs down by managing a wide variety of medical needs and conditions. Management and prevention are key forces in the health and well-being of the elderly, and Xavier is ready to meet those needs with education, certification, and competent, skilled individuals.

GCAP CURRICULUM – by semester

Week	Day	**SEMESTER 1**
1	1	Introductions and expectations (game, snacks, and students introducing themselves)
	2	Gerontology and Geriatrics
2	1	Geriatric Care Assistant Responsibilities & Training
	2	Human Development Stages
3	1	Empathetic Care for Nursing Assistants (compassionate care scenarios)
	2	Ethics - Ethical Decision Guide for Nursing Assistants – Ethical Scenarios for GCAP
4	1	Communication with Seniors – Red Cross CNA pdf for hearing and family communications
	2	Cultural differences – Spirituality
5	1	Priorities and effective time management – Documenting Care
	2	Restraints – Safety for Seniors
6	1	Mobility Devices and Safe Transfers – Red Cross CNA pdf for Body Mechanics
	2	REVIEW
7	1	MID-TERM EVALUATION and REVIEW
	2	TEST
8	1	Bathing & Patient Hygiene – Red Cross CNA pdf for Perineal Care
	2	Bedmaking - Hand Hygiene for nursing assistants
9	1	Vital Signs
	2	Demonstrations and review of vital signs
10	1	Physical, emotional and cognitive changes in the elderly
	2	Introduction to Hospice
11	1	Fire Safety & Emergency Prevention – Isolation and Personal Protection Equipment
	2	General Health and Wellness
12	1	Nutrition – Malnutrition
	2	Nutrition game party (1/2 students bring good foods to share – ½ bring bad choices)
13	1	Scope of practice (Scenarios) – Patient's Rights
	2	Clinical Rotation Manual
14	1	REVIEW
14	1	CHRISTMAS PARTY
15	1	FINAL EVALUATION and REVIEW
	2	FINAL TEST
		SEMESTER 2
1	1	Alzheimer's and Dementia
	2	Neurology – Basic Anatomy & Physiology
2	1 & 2	Anatomical Terminology – include positions of body (Red Cross CNA pdf)

3	1 & 2	Body regions / Organs
4	1	Digestive System
	2	Incontinence – Stomas
5	1	Bones
	2	Muscles
6	1	Organs & Tissue – Skin – Diseases of the skin, skin care
	2	REVIEW
7	1	MID-TERM EVALUATIONS and REVIEW
	2	TEST
8	1	Circulation (basic anatomy and physiology)
	2	Respiration (basic anatomy and physiology)
9	1	Abuse – Neglect and financial (in Red Cross CNA pdf)
	2	Healthcare in Aruba (lesson from pre-nursing class)
10	1	Basic Pharmacology
	2	Medication Safety (side effects and adverse reactions)
11	1	Wounds and wound care
	2	Visit from HOH wound care RN
12	1 & 2	Diabetes and Glaucoma
13	1	Parkinson's – Osteoporosis – Arthritis (Osteo and Rheumatoid)
	2	Pain – acute and chronic – Promoting comfort & rest (Red Cross CNA pdf)
14	1	MID-TERM EVALUATIONS and REVIEW
	2	PARTY
15	1	REVIEW
	2	FINAL TEST
		SEMESTER 3 – START OF 1 EVENING PER WEEK (TUESDAY)
1		Depression – Mental Health – Bipolar
2		Cardiac diseases (ex. CHF, MI)
3		Stroke
4		Pneumonia – TB – Covid – COPD
5		Responding to emergencies – (choking, bleeding, seizures, fainting, burns)
6		MID-TERM EVALUATIONS and REVIEW
7		TEST
8		Positioning (ex. Fowler's, Sims)
9		CPR
10		Interviewing skills
11		REVIEW
12		REVIEW
13		REVIEW
14		FINAL EVALUATIONS and REVIEW
15		FINAL EXAM (includes materials from the entire year)

The Bachelor of Science in Nursing (BScN)

The Bachelor of Science in Nursing (BScN)

Quick view

As the students progress through the program for the first four semesters, the program focuses on providing a strong foundation in the basic sciences, including chemistry, anatomy, physiology, biochemistry, and microbiology.

It also gives them a strong background in pathology and pharmacology, which is necessary before progressing to a hospital environment and caring for patients. Every semester, the students will also be learning critical clinical skills and having classes on clinical reasoning to make their transition to clinical internships easier.

Starting in semester 5, the focus will shift to the hospitals and healthcare institutions in Aruba to provide clinical training and experience for the next 2.5 years. Students will start with adult health for 2 semesters, followed by rotations in geriatrics, pediatrics, obstetrics, mental health, and community health.

The Curriculum for the entire 4-year degree has also been clearly outlined for the students so that they know what is required of them each semester for the entire 4 years of study, and a general outline of the curriculum has been posted on the University website.

Curriculum

Total of 230 US Credits, meaning 460 ECTS

Total Teaching Hours (Year 1 to 4) = 5529: Theory – 2067, Lab – 338, Clinical – 3124

Year 1		**Year 2**	
Semester 1	**Credits**	**Semester 1**	**Credits**
Nursing Foundations 1	3	Clinical Reasoning 1 (Topics: Adult Health)	5
Energy and the Universe	10	Clinical Skills	2
Intro to the Chemical Properties of Matter	6	General Pathology	5
Medical Communications	2	Behavioral Science 2	2
	/21	Neurosciences and Physiology 3	5
		Pharmacology 1	4
			/23
Semester 2		**Semester 2**	
Nursing Foundations 2	3	Clinical Reasoning 2 (Topics: Adult Health)	4
Basic Principles of Chemical Reactivity	5	Clinical Skills 2	4
Anatomy 1	5	Systemic Pathology	4
Physiology and Histology 1	5	Pharmacology 2	4
Biochemistry	3	Clinical Internship (Friday only; SABA)	3
Medical Ethics	2		/19
	/23		
Semester 3		**Semester 3**	
Nursing Foundations 3	5	Microbiology 2	2
Anatomy 2	5	Clinical Reasoning 3 (Topics: Chronic Care / Geriatrics)	3
Physiology and Histology 2	5	Adult Health Internship 1	14
Microbiology 1	3		/19
Inheritance and Evolution	3		
Behavioral Science 1	2		
	/23		
Year 3		**Year 4**	
Semester 1	**Credits**	**Semester 1**	**Credits**
Clinical Reasoning 4 (Topics: Peds and OB)	3	Community Health Internship	14
Geriatrics Internship	14	NCLEX Review Prep	1
	/17	Research Project (Thesis)	2
			/17
Semester 2		**Semester 2**	
Clinical Reasoning 5 (Topics: Mental Health Nursing)	3	Internship Elective	14
Adult Health Internship 2	14	NCLEX Review Prep	1

	/17	Research Project (Thesis)	2 /17
Semester 3		**Semester 3**	
Clinical Reasoning 6 (Topics: Community Medicine/Home Care)	3	Internship Elective	14
Mental Health Nursing	14	NCLEX Review Prep	1
	/17	Research Project (Thesis)	2 /17

Nursing Program – Overview of 4-year Program Hours Year 1

Semester	Course #	Courses/ subjects	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)
First	1	General Science 1	78	-	-	78
	2	Medical Communications	65	-	-	65
	3	Applied Anatomy 1	65	26	-	91
	4	Applied Physiology1	52	13	-	65
	5	Nursing Foundations I	26	-	-	26
		TOTAL	286	39		325
Second	1	General Science 2	78	-	-	78
	2	Applied Physiology 2	52	13	-	65
	3	Applied Anatomy 2	65	26	-	91
	4	Applied Microbiology 1	39	26	-	65
	5	Behavioral Science and Ethics 1	26	-	-	26
	6	Nursing Foundations II	26	26	-	52
		TOTAL	286	91		377
Third	1	Applied Biochemistry	39	26	-	65
	2	Applied Nutrition and dietetics	13	-	-	13
	3	Applied Physiology 3	52	13	-	65
	4	Applied Anatomy 3	39	26	-	65
	5	General Pathology*	65	-	-	65
	6	Behavioral Science and Ethics 2	26	-	-	26
	7	Nursing Foundations III	39	26	-	65
		TOTAL	273	91		364

Nursing Program – Overview of 4-year Program Hours Year 2

Semester	Course #	Courses/ subjects	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)
First	1	Applied Microbiology II	65	26	-	91
	2	Applied Genetics	39	-	-	39
	3	Systemic Pathology	52	13	-	65
	4	Pharmacology I	39	-	-	39
	5	Nursing Foundations IV	65	-	-	65
	6	IHI 1	13	-	-	13
		TOTAL	**273**	**39**	**-**	**312**
Second	1	Pharmacology II	65	-	-	65
	2	Adult Health Nursing I	78	13	234	299
	3	Basic Life Support	13	-	-	13
	4	IHI 2	13	-	-	13
	5	Clinical Reasoning I	52	-	-	52
		TOTAL	**221**	**13**	**234**	**468**
Third	1	Adult Health Nursing II	78	13	234	299
	2	Clinical Reasoning II	65	-	-	65
	3	Educational Technology	65	-	-	65
	4	IHI 3	13	-	-	13

		TOTAL	**221**	**13**	**234**	**468**

Nursing Program – Overview of 4-year Program Hours Year 3

Semester	Course #	Courses/ subjects	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)
First	1	Child Health Nursing, I	26	13	182	221
	2	Mental Health Nursing I	13	-	130	143
	3	Nursing Management	39	13	26	78
	4	Clinical Reasoning III	52	-	-	52
	5	IHI 4	13	-	-	13
		TOTAL	**143**	**13**	**338**	**494**
Second	1	Child Health Nursing II	26	13	182	221
	2	Mental Health Nursing II	13	-	156	169
	3	Clinical Reasoning IV	78	-	-	78
	4	IHI 5	13	-	-	13
		TOTAL	**130**	**13**	**338**	**481**
Third	1	Community Health Nursing I	26	-	156	182
	2	Midwifery /Obstetrics and Gynecology I	52	-	208	260
	3	Clinical Reasoning V	78	-	-	78
		TOTAL	**156**	**-**	**338**	**494**

Nursing Program – Overview of 4-year Program Hours Year 4

Semester	Course #	Courses/ subjects	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)
First	1	Community Health Nursing II	26	13	182	221
	2	Midwifery /Obstetrics and Gynecology II	52	13	260	325
		TOTAL	**78**	**26**	**442**	**546**
Second		INTERNSHIP – CLINICAL HOURS – 600 Hrs.				
		TOTAL				
Third		INTERNSHIP – CLINICAL HOURS – 600 Hrs.				
		TOTAL				

Mandatory modules

The prepared modules (Health Assessment) and available modules are as per National/ International guidelines. For BCLS, standard national/international modules can be used.

International student (inbound)

International student (inbound)

The Xavier University School of Nursing Aruba (XUSON) is hosting international students with housing, rotations, and guest lectures.

All XUSON documentation, conversations, and lectures with the professors are in English. At the rotation sites, however, all documentation, conversations, and lectures may vary in language, depending on the rotation site and the medical and nursing staff present.

1. Housing, immigration, and logistics

Students will have to contact the Immigration and Housing coordinator of Xavier University by email at jmackintosh@xusom.com if they are interested in staying at our residential campus to be informed about some practical matters

- The charge for the student is 550 USD *per week*
- Payment has to be made in full or in monthly payments before the arrival date through wire transfer or Credit Card, and an invoice will be sent to the student by the finance department with instructions for payment.
- Once paid, the Immigration and Housing coordinator will assign them their room, and the student must be informed that there are possibilities of roommates with other students. The Immigration and Housing coordinator always puts students of the same gender together; only if two students are coming from the same university and they would like to be roommates, that can be arranged as well.
    - Included are: the stay, airport pick-up, and drop-off at the airport, subject to the availability of the drivers' schedule. On Saturdays and Sundays, we do not provide transportation.
- Breakfast, lunch, and dinner are included, except during semester break. This is important to inform the student that if they are here during a semester break, this service is not provided during the break.
- The transportation to and from the hospital is not included
- Xavier University advises the student to save a budget to rent a car or buy a bike so they have access to transportation when needed. Different car rental companies can give a discount on long-term rentals. Important for the student to search and connect with car rentals, because this might take a while to discuss and arrange.
- It is good to inform them that public transportation isn't very user-friendly due to the walking distance from the campus to the bus stop.
- It is good to bear in mind that the infrastructure and lighting for bicycle traffic on Aruba are not organized in comparison with the Belgian conditions, especially between the campus and the hospital or other rotation sites further away.

2. Temporary admission to Aruba

Before the start of the Semester, the student will have to send, three months before arriving in Aruba, the following documents to the Immigration and Housing coordinator for the Temporary Admission to Aruba (TATA):

- a scan of a valid passport
- a valid police background check (notarized with an Apostille, not older than three months)
- 3 color passport photos (bear in mind the requirements for a passport photo)

Xavier University will process the immigration documents, but there is a 500 USD fee for the immigration department, and payment must be received within 3 months, along with the required documentation mentioned above.

Based on the TATA, the appointments are made for the student, once in Aruba, to do the following tests.

- Mantoux (PPD) test for tuberculosis
- X-Thorax for tuberculosis
- Blood test (HIV, Hep C, Syphilis)

While waiting for the results, the student can start with the rotation as planned. For ALL students, a Hepatitis B test is required before the start of the rotations.

Professionalism requirements

1. Have maintained professional attributes as expected of a Xavier Student

2. Have no pending cases related to professional misconduct. Age requirement:

- Be at least 21 years of age. Admission requirements
- Compliance with admission requirements

Immunization policies

The students must make sure they are up to date on routine vaccines. These vaccines include the measles-mumps-rubella (MMR) vaccine, the diphtheria-tetanus-pertussis vaccine, the varicella (chickenpox) vaccine, the polio vaccine, and the yearly flu shot.

Xavier University mandates that students be vaccinated with one of the CDC-recommended COVID vaccinations.

International student (outbound/Belgium)

International student (outbound/Belgium)

XUSON has had an MOU for curriculum development with Thomas More University in Belgium since 2021, and has a double degree program for Nursing. This allows students to get a degree from both schools if they complete at least a year of study (60 ECTS Credits) in the opposite school's program. This allows the Aruban students an easier pathway to work in Europe with an NVAO-accredited degree if they choose to.

The XUSON is already in the 3rd year of hosting students from Thomas More University in Belgium, with housing and guest lectures, and is now also starting to deploy students from Aruba to Belgium.

Internship/rotation in Belgium

- Two major hospital internships, for rotations to be completed in May.
- The detailed internship schedule will be discussed mid-August, including further practical information about the hospital, the internship placement, and the health and vaccinations needed to submit.

Orientation days and courses

- Orientation days take place after the summer break, a week before the start of the academic year in September each year.
- During the orientation days, there is a session assisting all our international students with their ISP (individual study programme) and explaining the learning platforms and student portal online.
- The students will then add the necessary courses (and choose the electives of interest) into their ISP and will be able to find everything she needs.
- The schedule for the orientation days will come from the international office; they send it out at the end of August.
- Also, the Thomas More clinical coordinator covers the more practical things the student needs to know about the internships.

Blended Intensive Programmes (BIPs): *an additional international opportunity*

Students participating in the Double Degree Programme with Thomas More University of Applied Sciences may have the opportunity to take part in a Blended Intensive Programme (BIP) at another European higher education institution.

A BIP is a short international study programme organised within the *Erasmus+ programme of the European Union*. It brings together students and lecturers from different countries around a specific topic or challenge. Topics may be directly related to healthcare and nursing, but can also focus on broader themes such as intercultural communication, sustainability, digital skills, innovation or global citizenship.

What makes a BIP different from a regular course is that it combines:

- a short physical mobility period at a European university or university of applied sciences, usually lasting between 5 and 30 days;
- a virtual learning component, during which students from the participating countries work and learn together online;
- an intensive international learning experience, often involving workshops, group projects, case studies, simulations or challenge-based learning.

For students in the Double Degree Programme, a BIP can provide an excellent opportunity to add a *second, short international experience within Europe* to their study period at Thomas More.

Why participate?

Taking part in a BIP can offer several benefits:

- **Experience another European country and university**
  A BIP makes it possible to study for a short period at one of Thomas More's European partner institutions without committing to another full semester abroad.
- **Broaden your international experience**
  You will work with students and lecturers from different countries, educational systems and cultural backgrounds. This can provide valuable perspectives on healthcare, nursing and other societal challenges.
- **Build an international network**
  BIPs create opportunities to meet students and professionals from across Europe. These contacts can be valuable for future studies, internships, professional collaboration or further international experiences.
- **Develop professional and transferable skills**
  Depending on the programme, you may strengthen skills such as intercultural communication, teamwork, problem solving, digital collaboration, leadership and professional English.
- **Earn academic credits**
  Student BIPs normally award a minimum of **3 ECTS credits**. The recognition and integration of these credits into the Double Degree Programme will be discussed with the programme coordinators.

Possible Erasmus+ financial support

For eligible BIPs, students may be able to receive **Erasmus+ mobility funding** to help cover costs related to the short stay abroad, such as travel and accommodation. Eligibility and the amount of financial support depend on the specific mobility arrangement and must therefore be confirmed in advance with the international coordinators.

How does it fit into the Double Degree Programme?

While studying at Thomas More in Belgium, Double Degree students can explore BIPs organised by Thomas More's European partner institutions. When a suitable programme is available, the student and programme coordinators can assess whether the BIP fits within the student's academic programme, schedule and Erasmus+ eligibility.

Participation is therefore not automatic and depends on the available BIPs, academic compatibility, available places and applicable Erasmus+ funding arrangements.

For motivated students, however, a BIP can turn the Double Degree experience into an even broader international journey: *studying in Aruba and Belgium, while also gaining a short learning experience elsewhere in Europe.*

Rotations at Affiliated Clinics

Rotations at Affiliated Clinics

Elective Areas: Aruba

Hospital

- Level 1 Hospital with e.g., Emergency room, Intensive Care Unit, Oncology Center, Dialysis, Blood Bank, Center for Advanced Wound care, all diagnostics

- A3- surgery/orthopedic/urology/gynecology
- A4- oncology/internal medicine
- B1- obstetrics and maternity
- B2- pediatrics
- B3- neurology/gastro-intestinal & liver/Ear Nose Throat/plastic surgery
- B4- cardiology/pulmonology/nephrology

Instituto Medico San Nicolas - Level 2 Medical Institute with Emergency room, Ambulance Services, Eye Clinic, Operating Room with post-operative short stay, Diabetes Center, Wound Care Center, Dialysis, Radiotherapy

Trinity – Home care services

Respaldo – Acute and Advanced Psychiatry

Hunto – Psychosocial Community services

SABA – Government Subsidized Geriatric Home Care Institution

WYC Community Care

- Home Care
- POH (*Practice Assistant General Physician or Mental Health Professionals)*
- Parent & Child Care
- Teen Pregnancy
- Firm Parenthood

Hospice Atardi - Palliative Care

Elective Areas: Belgium

Hospital

- Level 1 Hospital with e.g., Emergency room, Intensive Care Unit, Oncology Center, Dialysis, Blood Bank, Center for Advanced Wound care, all diagnostics, all nursing care departments

The general aims of the rotational semester

Main Rotations	**Duration**
Adult Health	12-13 weeks
Elderly Care	12-13 weeks
Maternity Department	12-13 weeks
Pediatric Department	12-13 weeks

Community Care	12-13 weeks
Geriatric Care	12-13 weeks
Mental Care	12-13 weeks

The aim is to prepare interns for their professional clinical nursing roles after graduation. It is designed to serve as a comprehensive clinical practice that enhances the interns' attainment of the nursing program learning outcomes.

The Intended Learning Outcomes according to the Clinical Skills Practice Areas.

By the completion of each nursing care specialty (Medical, Surgical, Maternity, Pediatric, Community, Dialysis, Elderly Care, and Emergency), the intern will be able to

- Demonstrate theoretical knowledge to provide independent nursing care safely to patients.
- Utilize knowledge from healthcare and other disciplines that can be utilized in carrying out quality nursing care to patients.
- Write a summary of the competencies met within the frameworks of ethical practice, caring, professionalism, and critical thinking/decision-making.
- Exercise critical thinking to plan and evaluate patient care.
- Utilize evidence-based practices to plan and evaluate patient care.
- Utilize research findings and evidence-based practices to improve the quality of nursing care.
- Prioritize patient care appropriately.
- Distinguish principles of patient safety in diverse populations.
- Demonstrate professionalism in manner, attendance, preparedness, and communication.
- Demonstrate confidence in providing patient-centered care and nursing leadership skills at the bedside.
- Demonstrate effective teaching skills for educating patients, families, and/or significant others.
- Work with clients and their families to promote their health and improve their quality of life.
- Illustrate written and communication competence by showing examples to the instructor and the RN mentor, as well as by reflecting on the communication experiences in the journals.
- Employ effective intra- and interpersonal communication skills while carrying out nursing activities in different healthcare settings.
- Demonstrate the ability to collaborate with clients and healthcare professionals to provide general and specialized quality nursing care.
- Apply competence in effective coordination and collaborative skills in providing quality nursing care.
- Demonstrate abilities to perform clinical skills with supervision within the scope of practice.
- Analyze standards of nursing care governing nursing practices in providing nursing care in various healthcare settings.

Interns will be allowed to practice in elective areas based on the availability of the area and facility. Specific learning objectives and outcomes for the elective areas should be developed by the intern and approved by the head nurse of the ward and the director of the facility's nursing education department or clinical nurse educator.

Rules, Responsibilities, and Regulations

Rules, Responsibilities, and Regulations

Interns in the course are self-directed learners who are accountable for achieving the learning outcomes of the course. Each intern will be mentored by a faculty member from the Xavier University School of Nursing and a

clinical preceptor from the clinical area. To best achieve and maintain the quality of learning during this course, the intern, faculty member, and preceptor must professionally and dynamically interact and optimize the intern's learning experience

I. General rules (for all programs)

1. The intern must start the Internship Program as indicated by the corresponding semester.
2. If the Intern wishes to delay the start of their internship, they must forward a formal request. Interns are not allowed to postpone entry into internship courses for more than one semester.
3. The intern must not start training before the date specified in the letter sent to the training facility.
4. If the Intern desires to complete her training at a particular facility, she must inform the internship coordinator at least 3 months before the training starts.
5. The Intern must follow the scheduled rotation in the assigned facility as approved by the internship coordinator.
6. Any changes in the intern's facility placement must be coordinated and approved through the internship coordinator. Changes at the clinic without official permission will not be accepted.
7. The Intern must follow the rules, regulations, and policies of the training facility, also taking into account the rules and regulations of the academy and Xavier University.
8. Training Termination:
9. by the facility: The facility must inform Xavier University in writing about the termination of the intern and provide a valid justification for termination. Xavier University has the right to verify the cause.
10. by the intern: If the intern wishes to terminate her training for any reason, she has to submit her request in writing to the internship coordinator and provide a justification for her request. The decision to accept or reject the application is determined by Xavier University. The hospital will be informed about the intern's request.
11. termination for any reason, the hospital must submit a complete evaluation for the intern and an attendance report for the period of training.
12. Contact with Xavier University: The Intern must keep the internship coordinator at Xavier University informed about any problems that may arise during the training. The coordinator will verify the information and try to solve the problem accordingly.
13. Intern Evaluation: After completion of the internship period, the clinical nurse educator or Nursing Education Department designee will complete the Evaluation Forms and review them with the student and the XU internship coordinator during a formal conversation. Interns have the right to see their evaluations, and their strengths and weaknesses should be discussed with their evaluator(s). If the final evaluation is poor (≤70%), the intern must repeat the training period and will not be eligible to receive her internship bonus (Payment) for that period.
14. Internship Evaluation: The Intern must complete an evaluation of the internship program at the end of the training period.
15. For training outside the island of Aruba at a collaborating hospital or healthcare facility, the Intern must provide:
16. Agreement from the hospital
17. Providing documentation from the facility (academic record, training plan, evaluation methods)
18. The training abroad for urgent causes must be approved by Xavier University. Training abroad is only allowed for 3 months of the internship period and not allowed for the entire period.

II - Responsibilities

Intern responsibilities

1. Sign a learning contract form (Q) with the faculty members to adhere to the course's policy and to achieve the learning outcomes. This contract must be signed early, before starting internship training, after reading all the course materials and policies.

2. Attend the orientation program.
3. Submit clinical training requirements regularly, based on the rotation for the internship coordinator of the facility, before training, and any changes in their schedule.
4. Interns are responsible for reporting any absenteeism and leave using official forms to the Nurse Preceptor and Nurse Faculty
5. Maintaining weekly communication with the college's internship coordinator. Knowing and following facility policy and procedures, being responsible in selecting/requesting a clinical site, and considering shift schedules.
6. Providing each Nurse Preceptor with all required assessment/evaluation tools forms (O &P).
7. Reports to the ward manager/preceptor and asks for permission before leaving the assigned area for breaks, lunch, prayer, or a meeting.
8. Accepts patient assignments, which complement the nursing internship clinical objectives.
9. Reports any unusual incidents/occurrences during the duty, according to facility policy.
10. Adheres to the internship regulations of the facility.

XUSON internship coordinator responsibilities

1. Arrange clinical placements for the intern, communicate with the nursing training department at each facility, coordinate placements, and receive monthly follow-up reports from the clinical training coordinator.
2. The nursing faculty maintains weekly communication with the intern via telephone or email and visits the intern and nurse preceptor monthly in the clinical setting.
3. The XUSON internship coordinator will receive and evaluate reflective journals and report follow-up assessments and any variance in the intern schedule or unusual behaviors to the XUSON internship coordinator.
4. Follow up on the implementation of the policies and guidelines of the nursing internship program.
5. Maintained all nurse interns' data and files.
6. Coordinate counseling of nurse interns if needed.
7. Act as a resource person for any inquiries related to the nurse intern program.
8. Collaborate and coordinate the implementation and appraisal of the internship program with the facility's nursing coordinator.
9. Approve the final evaluation of the nursing interns submitted by the facility's training department and issue the assigned internship credit hours.
10. Act as a resource person for all nursing interns.
11. Approve and submit counseling letters to the nursing interns who fail to follow or respect the rules, regulations, and policies of the hospitals.

Clinical instructor responsibilities

1. The clinical nurse coordinator coordinates schedules and required training for interns within the facility and provides additional intern support and communication with the college's internship coordinator.
2. Provide the college's internship coordinator of the internship program with specific issues and concerns.
3. Addresses any specific learning needs & and provides feedback to the preceptor & and the nurse intern.
4. Communicate with the college's internship coordinator and participate in the evaluation of the interns' progress toward meeting goals and outcomes.
5. Participates in the unit orientation for all nurse interns.
6. Meets with the nurse intern regularly to give feedback on performance and discuss problems encountered.
7. Completes the evaluation form in collaboration with the unit manager. Provides feedback to the unit manager as necessary.
8. Meets with the unit manager regularly to discuss issues and concerns of nurse interns' experience.
9. Makes herself available to the nurse intern for guidance.

10. Assesses and monitors the nurse intern's performance throughout the internship, relating to knowledge, skills, and attitude
11. Schedule the interns in the following rotation

- Adult Medicine (Medical Unit)
- Adult Surgery (Surgical Unit)
- Maternity (Obstetrics, Gynecology, Labor & Delivery)
- Pediatric (General Pediatric and/or Neonatal Care)
- Community Care (Care for the elderly at home, preventive healthcare, post-partum care at home)
- Geriatric, Chronic, and Palliative care (Elderly homes and Hospice homes)
- Mental Care (Psychiatric care / FACT / Social Mental Support)

Preceptor's responsibilities

A preceptor is a person assigned by the facility to train an Intern with demonstrated competence in a specific area who serves as a teacher, leader, facilitator, evaluator, and role model to improve and corroborate the competencies of another person.

1. Nurse Preceptors will supervise, mentor, and assess interns' daily work, advise and support Interns, and report interns' absenteeism or unusual behaviors to the Nursing Training Department.
2. Uses good communication skills in her interactions with the intern.
3. Makes herself available to the Nurse Intern for assistance with assigned activities.
4. Monitors and assesses the Nurse Intern in completing the competency skill checklists.
5. Maintains daily records about the nurse intern's performance.
6. Considers the safety and well-being of the patient in planning the learning experience.
7. Assesses and monitors the Nurse Intern's performance in a specific unit and for a certain duration relating to knowledge, skills, and attitude.

Ward manager's responsibilities

1. Provides complete ward orientation and explanation of the guidelines and procedures.
2. Receives schedules of rotation for all nurse interns.
3. Maintains anecdotal records of each intern.
4. Ensures a formal evaluation is completed for each intern before completion of their clinical rotation.
5. Conducts counseling for the nurse intern who fails to adhere to the policy and procedures of the facility.
6. Monitors and maintains the attendance record for each intern.
7. Provides clinical opportunities to achieve clinical objectives.
8. Acts as a resource person for the interns in their respective wards.

III. Intern working hours

Regulation & Procedures

i. Interns shall be scheduled to work 4 days per week with two days off, or according to the specific schedule for the designated facility.
ii. Interns are authorized to have the following break times during their assigned duty: 30 minutes for a lunch break.
iii. Interns shall report on duty at 6:45 a.m. and leave the area when "hand-over" is completed or according to the host institute's regulations.
iv. Interns are requested to complete their "attendance log book" accurately daily.
v. Head nurses, deputy head nurses &/or charge nurses are authorized to sign the intern's attendance log book.

vi. The head nurse/deputy head nurse and/or charge are authorized to request interns to make up for a late arrival at work on the day of the occurrence. Unofficial or unexcused absences must be reported to the duty supervisor to coordinate counseling of the intern with the coordinator of the XUSON.

IV. Vacations and leaves

Interns are allowed the following time off, as approved by the hospital and internship coordinator:

National & public holidays

The public leaves because of official holidays and national days as announced officially by the government

Emergency / sick leave and maternity leave

May be given for reasons accepted by XUSON; if such is accepted, then this period of leave is to be compensated by the intern:

a. A justification letter must accompany any emergency leave request.
b. The emergency leave period will be a maximum of 10 working days.
c. According to the period of leave, the intern will be required to repeat the area at the end of the internship without pay.
d. The duration of maternity leave is two (2) weeks (taking into account the exception of the physician with an official medical report).
e. Following maternity leave, the assigned rotation should be repeated at the end of the internship without payment.

Educational leave

1. Interns may apply for up to 5 days of educational leave to participate in workshops, symposiums, or conferences.
2. The request must be submitted 1 month in advance of the educational program to the facility and the XUSON coordinator.
3. A certificate of attendance or completion must be presented following the event as verification of participation.

Tardiness

1. Interns should not be late. It is recommended that interns arrive at the training area 15 minutes before the scheduled time.

- An Intern who reports to duty more than 5 minutes after the endorsement starts is considered late.

2. If late for the endorsement or takes extended breaks, the clinical nurse educator or preceptor will impose the following:

- 1st offense: An Intern should write a justification letter explaining the reason.
- 2nd offense: Interns must make up lost time due to tardiness at a time to be arranged by the site supervisor. Continued issues with tardiness will be reflected in the intern evaluation form. The warning letter should be given to the Interns.
- 3rd offense: The intern will be marked as absent, and she has to make up the absence day.

V. Unauthorized or unexcused absence

1. Unexcused absences must be made up at a time agreed upon by the intern and the site supervisor.

2. The intern will be penalized by making up double the missed days.
3. The Intern will repeat the internship course or the rotation if their absences are≥25% of the entire program or the rotation, respectively.
4. Repeated unauthorized leave:
    - The intern will be issued a violation report.
    - Written warning letter.
    - Excessive clinical absences will lead to failure in the course.

Further review: ***Withdrawal, Leave of Absence (LoA), transcripts and Code of Conduct (CoC)***

VI. Uniform and clinical dress code

Interns will dress according to the facility's policy and demonstrate good personal hygiene**.**

1. Uniforms should be clean and neat.

- Interns must wear their identification cards at all times while inside the XUSON and facilities during clinical training.
- The intern is not allowed to use another intern's ID; when caught, a sanction will be imposed on both parties involved.
- Wear a watch with a second hand; bring a stethoscope and penlight.
- White nursing shoes (no cloth shoes, open-toe shoes, or clogs).

2. Fingernails must be short and clean. Nail polish and artificial nails should not be worn.
3. Jewelry is limited to wedding rings only.

VII. Use of mobile phones

1. Mobile phones are not allowed in clinical areas of the facility.
2. Mobile phones should be kept in silent mode at all times.
3. A violation report will be issued to any intern who uses a mobile phone during duty hours.

VII. Academic misconduct includes, but is not limited to

1. Plagiarism
2. Cheating
3. Having access to test information during testing periods
4. Conveying test information to other interns
5. Duplicating information for assignments
6. Falsifying patient records by charting incorrect data or removing data
7. Releasing confidential information about patients to persons who do not have the right to such information
8. Rude or abusive language to patients and/or staff personnel, clinical instructor or preceptor, and faculty.
9. Jeopardizing a patient's safety or welfare.

IX. Clinical misconduct includes, but is not limited to

1. Clinical misconduct that jeopardizes patient safety will not be tolerated and may result in immediate dismissal from the program.
2. The Intern must not threaten the physical and/or psychological well-being of a patient by her performance in the clinical area. If this occurs at any time, the Intern is in danger of failing the nursing course in which she is enrolled.
3. Interns are held accountable for any real/potential threat to the patient. This includes skills previously learned. If the instructor prevents an error, the Intern is still at fault.

4. A behavior or consistent pattern of conduct that results in a threat to the patient's physical and/or psychological well-being is considered "at-risk" behavior. "At risk" behaviors include but are not limited to the following:

- Inappropriate verbal or non-verbal behavior in the presence of the patient or the patient's family
- Inadequate preparation for the clinical assignment
- Administration of wrong medication or wrong dosage
- Inability to properly administer medications
- Breach of confidentiality.

X. At-Risk Policy

Acts of professional misconduct may result in an investigation by the College, followed by disciplinary action proceedings.

1. At-risk behavior can warrant termination from the nursing internship program if that behavior is such that it poses a serious threat to the physical and/or psychological well-being of patients, faculty, facility, or interns.
2. Three (3) "at-risk" incidents are grounds for the intern's immediate termination from the Nursing program. Readmission to the program will be on an individual basis, with consideration of the seriousness of the "at-risk" behavior. The disciplinary sanction for "at-risk" behavior is given by the Dean of XUSON.

NOTE: Nurse Intern clinical risk management is based on the host Institute of the University's policies and procedures**.**

XI. Immunization requirements

Facilities may have immunization requirements. To be eligible for clinical placements, nursing interns might be requested to provide proof of the Influenza Vaccine that is recommended annually, Hepatitis B, Mumps, and German Measles Vaccines from the local Primary Healthcare Centers. Interns will be informed in advance in time to and must comply with any additional requirements imposed by the facility to which they are assigned. See further the ***policy on the Exposure to Infectious and Environmental Hazards Policy (EIEHP).***

XII. The payment

1. Compensation for the internships is not obligatory and depends on the facility
2. If granted by the facility, compensation will be received as indicated by the rotation facility.

OSCE (Objective Structured Clinical Examination) for Clinical Skill Development and Assessment

OSCE (Objective Structured Clinical Examination) for clinical skill development and assessment

Introduction and rationale

Early students' clinical exposure to skills is essential for systematically learning and developing clinical skills appropriate to working in a clinical environment, and for applying these skills when they move on to their clinical rotations.

The transition from preclinical to clinical training is significant for students, and several studies have documented that it is quite stressful. (O'Brien et al., 2007). We aim to ensure a smooth transition in clinical skills from preclinical to clinical years. The clinical skills will be learned through the spiral approach system to gradually increase students' confidence in performance when interacting with patients during their clinical years.

The aims of early clinical skills teaching:

- Improvement in the student's knowledge and competence to perform examinations
- Increased students' perceived levels of confidence.
- Enrichment of a safe environment that helps in bridging the gap between the preclinical and clinical years in medical undergraduate education. (Swamy et al., 2013)

By the end of the indicated semester, the students should be able to know and show how to/on Basic Clinical Skills as described in the Objective Structured Clinical Examination (OSCE) manual.

The OSCE handbook for nursing internships is intended as a guide for the interns during their training on clinical skills and the integrated scope of work when assessing a patient or when in procedure for an

intervention. It embraces the scope of practice and examination. The OSCE is a widely used method for the assessment of clinical skills in various healthcare professions, including medicine, nursing, dentistry, and others. The OSCE is designed to evaluate a candidate's ability to perform clinical tasks and communicate effectively with patients in a standardized and objective manner.

Key features of an OSCE

1. Station-based Format: Candidates move through a series of stations, each representing a different clinical scenario or task. These stations are designed to cover a range of clinical skills and competencies.
2. Standardized Patients (SPs): In many OSCEs, actors or individuals trained to portray patients (standardized patients) are used to simulate real clinical encounters. This allows candidates to demonstrate their skills in a controlled environment. At XUSON peers will act accordingly.
3. Structured Scenarios: Each station has a specific scenario or task that candidates must address. This can include taking a patient history, conducting a physical examination, making a diagnosis, or demonstrating communication skills.
4. Assessment Criteria: The assessment is based on predetermined criteria, and often there is a checklist or scoring rubric that examiners use to evaluate the candidate's performance. This helps ensure consistency and objectivity in the assessment process.
5. Timed Rotations: Candidates typically have a set amount of time at each station, and there may be a signal (e.g., a bell or announcement) to indicate when it's time to move to the next station.
6. Multidimensional Evaluation: OSCEs assess not only clinical skills but also communication skills, professionalism, and other competencies relevant to the specific healthcare profession.
7. Feedback: In some cases, candidates receive immediate feedback at the end of each station, helping them understand their strengths and areas for improvement.

OSCEs are commonly used in nursing education for formative and summative assessments. They offer a standardized and reliable method for evaluating clinical competence, allowing educators to identify areas where students excel and areas where additional training or practice may be needed. Additionally, OSCEs are used in licensing examinations to ensure that healthcare professionals meet the required standards for patient care.

Preparing for an OSCE often involves practicing clinical skills, reviewing relevant medical and nursing care knowledge, and becoming familiar with the format and expectations of the examination process.

Organizing an Objective Structured Clinical Examination (OSCE) involves careful planning and coordination to ensure a smooth and effective assessment process.

OSCE scope of practice and examination at XUSON

The purpose of the OSCE and the specific objectives to be assessed are clearly outlined, and the skills and

competencies that participants should demonstrate are outlined, including the Reserved and Risky Clinical Skills:

1. Perform bladder catheterizations (m/f)
2. Injections subcutaneous and intramuscular
3. Perform vena punctures to collect blood and blood cultures
4. High-risk medication: IV medication via bolus, infusion pump, syringe pump, and piggy bag
5. Inserting a Nasogastric (NG) tube
6. Administering blood and blood products
7. IV cannulation for peripheral infusion

The Dutch and the American Healthcare System and Views on Nursing Skills

The Dutch and the American Healthcare System and Views on Nursing Skills

Rules regarding reserved actions by healthcare personnel

Many medical procedures involve risks. A number of these risky actions may only be performed by authorized healthcare personnel. These are the so-called reserved actions.

Reserved actions regulated by Dutch law

The reserved actions are listed in the Individual Healthcare Professions Act (BIG Act). This also states who may carry them out independently or on assignment.

Risky actions and reserved actions

A risky action means that health damage can occur due to careless or incompetent medical intervention.

There are 14 risky actions that only expert and competent healthcare personnel are allowed to perform.

These are the reserved actions.

Not all risky actions are reserved. Inserting an IV, for example, is a reserved action according to the BIG Act. Changing an IV bag is a risky action, but not reserved for it.

Perform reserved actions expertly and competently

Anyone who carries out reserved actions must do so expertly and carefully. The person must also be competent. This means that the person has sufficient knowledge and skill to act. Otherwise, irresponsible risks to the patient's health arise.

Healthcare provider expertise

To become experts, healthcare providers undergo training. Is it a profession laid down in the BIG Act? Then the law also states for that profession:

- the training requirements;
- the area of expertise (for example, for a doctor, oncology is an area of expertise).

Anyone who meets these requirements may use the legally protected title associated with that profession.

Quality requirements of professional groups

The professional groups within healthcare determine in consultation with the Ministry of Health, Welfare, and Sport (VWS) what requirements they impose on expertise. They do this through their professional association. For example, the Professional Association of Nurses & Caregivers in the Netherlands (V&VN). In this way, the professional groups guarantee the quality of their healthcare providers.

Competence of healthcare provider

Every healthcare provider with a BIG registration may only perform reserved actions if they are competent. A healthcare provider is competent if he or she:

- knows the procedure, the techniques, the purpose, the anatomy, the risks, pre- and aftercare, and any complications;
- carries out the action and additional activities, such as decision-making and informing, properly.

Healthcare providers gain this knowledge and skills by, for example, following a legally recognized training course. But also, through further training, skills training, or by acting more often.

Guidelines for reserved and risky actions

Institutions often use guidelines (protocols) for both reserved and risky actions. Such a guideline helps the healthcare provider to act. And thus, contributes to the quality of care. A guideline contains a checklist for the performance of reserved and risky actions. It also states who is responsible for what and how to act if things threaten to go wrong.

For example, a guideline for nursing homes may state:

- that a nursing home makes an overview of the reserved actions that healthcare providers perform in the nursing home;
- that a nursing home maps out the competence and authority of nursing home employees;
- which due care requirements must be observed in a nursing home.

1. ^https://www.rijksoverheid.nl/onderwerpen/voorbehouden-handelingen/regels-rondom-voorbehouden-handelingen

Which reserved actions may a healthcare provider perform?

Which reserved actions may a healthcare provider perform?

Whether you are allowed to perform a reserved action depends on your position. There are 14 categories of reserved actions. For each category, the law states which professional group may independently perform that action.

1. Surgical procedures

2. Obstetric procedures

3. Perform endoscopy

4. Perform catheterizations

5. Give injections

6. Perform punctures

7. Give anesthesia

8. Use radioactive materials

9. Perform elective cardioversion

10. Apply defibrillation

11. Apply electroconvulsive therapy

12. Perform medical stone-crushing

13. Perform artificial fertilization

14. Prescribe prescription drugs

Professional groups with independent authority

6 professional groups are allowed to perform certain reserved actions independently if they are competent to do so. These actions must also fall within their area of expertise. The area of expertise is the field for which the healthcare provider has completed the training.

For example, a dentist is an expert in the field of dentistry.

It's about:

- doctors;
- dentists;
- physician assistants;
- midwives;
- nurse specialists;
- clinical technologists.

Professional group with temporary independent authority

There is 1 professional group with temporary independent authority. This means that they temporarily have independent authority for several reserved actions that fall within their area of expertise. For example, for the duration of a research experiment.

The professional group is:

- registered dental hygienists (until June 30, 2025).

Professional groups with functionally independent authority

In addition, 3 professional groups may carry out certain reserved actions that belong to their area of expertise on assignment. They do this on behalf of an independently authorized healthcare provider without supervision and intervention from the client. *This is called functionally independent authority*.

The 3 professional groups are:

- nurses;
- ambulance nurses;
- dental hygienists.

Overview of reserved actions and professional groups

Below you will find an overview of all reserved actions and which professional group is allowed to perform them. They may only carry out reserved actions independently that fall within their area of expertise. For example, a midwife may suture after childbirth and a dentist after the extraction of a tooth.

Reserved actions are stated in the Individual Healthcare Professions Act; this law is also known as the BIG Act.

Reserved actions regulated by American law

The boundaries between different groups of professionals, as well as between professionals and nonprofessionals, have blurred so much that an activity such as medication administration is now considered by legislators appropriate to be performed by registered nurses, licensed practical nurses, unlicensed assistive personnel, pharmacists, dialysis technicians, and the list goes on.

Perhaps medication administration, although historically performed predominantly by registered nurses, rightfully belongs to other groups as well. Physicians who traditionally performed otoscopic exams to diagnose otitis media see this activity routinely performed by nurse practitioners, certified nurse midwives, and physician assistants. We are at a point now where arguments that specific activities can only be performed by one group of practitioners based on history will not work (and shouldn't).

The profession of nursing needs to develop consensus around what makes a nursing task or activity one that can only be performed by a registered nurse versus what nursing tasks and activities can be shared and delegated. These registered nurse activities and tasks should be the same throughout the United States and reflected in state legislation. However, this is not the case.

A few examples of the confusion surrounding legislation or rules dealing with nursing activities or tasks are given. Ohio, like numerous other states, is currently drafting staffing principles legislation.

Most important principle

No facility may assign an unlicensed person to perform nursing functions instead of a registered nurse. Additionally, no facility may allow unlicensed personnel to act under the direct supervision of a registered nurse to perform certain functions, including but not limited to, medication administration, intravenous therapy, venipuncture, parenteral or tube feedings, invasive procedures including the insertions of nasogastric tubes, catheters or tracheal suctioning, assessment of patient condition, and education of patients and their families concerning the patient's health care problems, including post-discharge care.

Several questions need to be asked. What is a nursing function? What criteria or logic dictate the functions that are specifically prohibited for unlicensed assistive personnel? Delegation rules that are being drafted, on the other hand, would allow unlicensed personnel to give oral or apply topical medication. The draft rules also contain language related to nursing tasks without any criteria for defining what makes something a nursing task. The legislation attempts to set parameters by including "a licensed nurse shall not delegate to any unlicensed person any nursing task which requires judgement based on nursing knowledge or expertise" (Chapter 4723-13-04 Ohio Revised Code, Standards of Nursing Delegation).

Are there any nursing tasks that don't require judgment based on nursing knowledge or expertise? Conant (1967) provides an example of an elementary-sounding activity, routine back care, that, when critically analyzed, becomes more complex and requires judgment based on nursing knowledge and expertise. Routine back care involves judgments based on maintenance of skin and underlying tissue, attention to vulnerable areas, nutritional and fluid balance, manipulation of body parts, types of cleansing agents, use of lubricants or astringents, whether or not to use massage, teaching related to encouragement of the client to move and turn, and therapeutic communication.

Conant (1967) describes nursing practice where nurses use a great deal of judgment to make decisions and systematically adapt nursing activities to the client and the situation. Inherent in this conceptualization of nursing activity is that each activity must be individualized for clients who present with different needs, desires, circumstances, and abilities.

A non-nursing activity then would be an activity that does not require a great deal of judgment or decision-making based on nursing knowledge or expertise and does not change based on the individual client or situation. Some non-nursing activities could fit within this definition such as bandaging a cut, making a bed, taking a temperature, feeding a client, measuring intakes and outputs, and obtaining a weight or height. Other activities are not so clear-cut and need to be subject to discussion, debate, and agreement within the nursing profession. The lack of consensus about what constitutes nursing and non-nursing activities within nursing is a major problem that has resulted in ambiguous legislation and rules that contain different and often conflicting language.

To move forward with patient safety legislation, delegation and patient staffing principles legislation, as well as to respond to other professionals and non-professionals who desire to practice nursing, we need to tackle this elusive question of what makes something a nursing activity or task that can only be done by a registered nurse. The nursing theorists have provided many theoretical definitions for us, which is an excellent beginning. However, our work needs to continue to develop the operational definitions of nursing activities and tasks. If we fail to do so, others will do it for us.

1. ^Glazer, G. (June 23, 2000). Legislative: "What Makes Something a Nursing Activity or Task." *Online Journal of Issues in Nursing*. Vol. 5 No. 3.

The Student Manual for Clinical Assignments at the Rotation Sites

The Student Manual for Clinical Assignments at the Rotation Sites

The purpose of manuals is to help the student navigate through the clinical rotations and related skills taught during the Nursing Programs at Xavier University Aruba, serving the assignments to fulfill.

The Geriatric Care Assistant Program and the Bachelor of Science in Nursing both have their own rotation manual defining their own predefined scope of assignments, guidance, and instructions for the preceptors.

Nursing is a unique profession that combines both an “art” and a “science.” The “art” or caring component of nursing is an aspect that each of us brings to the profession with our individual backgrounds and experiences. The caring component is enhanced throughout the curriculum. This manual identifies the psychomotor activities required to perform nursing skills safely. Psychomotor skills are an integral component of the practice of nursing. Students must study and practice to be able to perform prescribed skills in a safe, efficient, and effective manner. Both the teaching and learning of psychomotor skills include an emphasis on cognitive learning. The theory component of teaching and learning activities serves as the basis for critical thinking and decision-making for the functioning of the nurse in the care provider role.

The theoretical component focuses on concepts related to supplies, equipment, and the rationale for procedures. Performing the psychomotor component of the skills is directly related to understanding the theory associated with the skill. Knowledge of theory underscores the “science” of nursing. Safely performing psychomotor skills requires compliance with critical elements. Critical elements are the minimum safety standards. Students are required to consistently demonstrate the critical elements of all skills in Step-by-Step Procedures and the Head and Head-to-toe examinations as performed on patients.

Throughout the program, students are responsible for skills learned in previous semesters. For all nursing skills lectures, laboratory sessions, and Health Assessment of a patient, students must achieve a minimum grade of "C" or 77% to progress to the next semester. There are skills return-demonstrated performance testing for each course. For all clinical nursing courses, students must receive a grade of "Satisfactory ("S") to progress in the nursing program.

The clinical evaluation tools for each part describe the required performance expected by the faculty. The clinical evaluation tool is designed to provide daily feedback to the student on the progress being achieved in the clinical area. A midterm evaluation and a final evaluation will also be presented to the students, so the students will know at all times where they stand in clinical performance. It is important to review this Clinical Manual carefully to understand what will be expected of students in the skills and clinical area through the XU nursing programs.

Clinical evaluation components

Professional Behaviors: Professional behaviors are actions that reflect the values, rules, and practices of nursing and are expected of all nurses and nursing students. These must be demonstrated throughout each process of all the clinical rotations throughout the program. Deviations will result in the reduction of a grade in the clinical course, a failing clinical grade, and/or withdrawal from the program.

Skills Performance Training and Examination: This comprises the student's demonstration of the ability to meet the critical elements of selected skills under the observation of an examiner. Each described skill by Mosby is taught with the related Mosby teaching video illustrating all steps to be considered and taken.

Required Assignments: These are described learning activities assigned by program faculty to be completed during the clinical rotations. Submission of completed materials by the assigned date is considered a Professional Behavior.

Care Plan: A written document in which the student assesses the patient's needs, develops a plan of nursing care, implements the plan, evaluates, and modifies the plan based on the patient's response to the care given. The ability to write the nursing plan of care for one patient will be demonstrated in the clinical setting weekly or per requirements during the clinical rotations.

Expectation management

To master as much as possible of the nursing skills, all students are expected to:

1. review: XUSOM BSc Nursing Curriculum
2. follow the policies and guidelines of XUSON, the Program, and the affiliating Healthcare Institutions as described in the XUSON Clinical Rotations Manual / *Bachelor in the Science of Nursing / August 2023.*
3. review: OSCE Manual Clinical Skills
4. review 'Taylor's Clinical Nursing Skills, A Nursing Process Approach, Fifth Edition', available at the XUSON library
5. review: Nursing care plans: Guidelines for individualizing client care across the life span, Edition 7
6. review: NANDA International, Inc. Nursing Diagnoses: Definitions & Classification 2015–2017
7. review: ANA's Principles for Nursing Documentation Guidance for Registered Nurses
8. review: Basic Geriatric Nursing, sixth edition, Elsevier
9. review The American Red Cross Nurse Assistant Training textbook
10. review the tenth edition of Brunner and Suddarth's Textbook of Medical Surgical Nursing
11. review the North American Nursing Diagnosis Association (NANDA)
12. The shared MOSBY teaching and video environment for detailed instructions and guidance.
13. treat others with respect.
14. provide patient care only when the instructor is on the premises.

15. maintain personal appearance according to program policies.
16. maintain confidentiality.
17. report promptly to the clinical area and clinical conferences.
18. notify the instructor and unit personnel before lateness or absence.
19. attend all clinical sessions. Any student who misses a clinical session will be required to complete an alternative experience to be decided upon by the course faculty.
20. report to the instructor and assigned staff member when coming on and leaving the clinical area.
21. prepare for clinical experiences by collecting patient data and researching and developing a preliminary plan of care.
22. submit completed required course assignments when due.
23. cooperate with others on the health care team.
24. report all pertinent information, including abnormal findings, to the clinical instructor and staff member or designated person.
25. participate in pre- and post-conference and share learning experiences with others.
26. accept responsibility for assignments (e.g., complete assignment, complete own work, perform ongoing chart review for changes).
27. seek instructor's guidance before performing new or invasive procedures, administering medication, or when changes occur in the patient's status.
28. apply knowledge from previous courses.
29. adhere consistently to all overrides

Examination policies and procedures

Basic sciences examinations (years 1 & 2) examination format and general policies

1. All exams are computerized and conducted in a separate area called the Test Centre.
2. All exams will be in MCQ format.
3. Every question will be allotted a time of 80 seconds as per the USMLE timing.
4. All examinations will be taken by students on the date and time scheduled by the school and specified in the school calendar.
5. Stipulated days of preparation leave are given for the exams (For details, see below under "Scheduling policies")
6. Examinations include integrated quizzes, comprehensive exams, and final exams in every system as well as the PDS exams for every semester
7. Each of these exams should be a reflection of the course objectives covered during the preceding duration of teaching.
8. The three exams for every system (IQ, CQ, and Final exam) will have questions from all subjects pooled and presented to students as one single exam (or as two units of the same exam)
9. Integrated quizzes (IQ) are conducted once every two to three weeks in every system. These quizzes are unit-based and NOT cumulative. The quiz will not extend beyond 3 hours.
10. Comprehensive quiz (CQ) is a cumulative quiz conducted towards the end of a system in preparation for the final exam. The comprehensive quiz will not extend beyond 4 hours
11. Objective Structured Clinical Examination (OSCE) is conducted for one system per semester.
12. Integrated quizzes are reviewed in the classrooms by the respective faculty members after the quizzes. However, comprehensive quizzes and final exams will not be reviewed.
13. OSCE (Objective Structured Clinical Examination): Students are required to take an OSCE exam towards the end of the summer semester of the third and fourth year. This OSCE will be a comprehensive exam of all the OSCE systems.

Examination procedure to be followed at test centre

1. All examinations are conducted in the NBME-approved test center and are monitored by security cameras and recorded.
2. Students will receive a seat-terminal number fifteen minutes before the exam.
3. During the examinations, students are requested to place their bags at the front or back of the examination room as directed.
4. Electronic devices, e.g., computers, PDAs, and cell phones, are not permitted in the examination room.
5. Students will receive an access examination sheet with username and password. Students must use the username and password to log in for the examination.
6. Examinations will be proctored by faculty members allocated by the Dean, Student Affairs.
7. Students who arrive more than 5 minutes after the commencement of the examination will not be allowed to take the examination.
8. Students are not permitted to leave the examination room unattended once the exam has begun. Students who leave the examination room are not permitted to return, for any reason.
9. Communication between students is NOT permitted during the course of an examination.
10. Students found communicating with each other by whatever means, whether or not the communication is relevant to the examination, will be deemed to be using unfair means and will be required to leave the examination room. Such students may be subject to disciplinary proceedings by the Promotional Committee. The student may appeal the decision of the committee to the Dean, Basic Sciences or CAO.
11. Students are not permitted to bring eatables or drinks inside the test center. Prior permission has to be sought from the Promotions Committee if the student requires special test accommodations.
12. Students are required to seek prior permission in order to take breaks during the examination. During the breaks, the integrity of the exam has to be maintained. If a student is found to have broken the integrity of the exam during the break (discussing with others, looking into learning resources, etc), then the student will not be permitted to re-enter the exam.
13. At the conclusion of each examination, all exam sheets should be submitted to the proctor in charge.
14. For all the exams conducted via Web-conferencing due to COVID, appropriate testing environment rules mentioned above that are related to the integrity of the exam will be applicable.
15. If the student is appearing for the exam remotely via Web-conferencing, then any form of communication (including reading the questions) during the test is forbidden.

Withdrawal, Leave of Absence (LoA), transcripts and Code of Conduct (CoC)

Withdrawal, Leave of Absence (LoA), transcripts and Code of Conduct (CoC)

Course Withdrawal

Withdrawal from a course will be required to take that course in the following semester. Students should bear in mind that this may preclude their taking certain courses in the following semester; the course graced will be “withdrawn”. Students may request to withdraw from a course at any time during the semester before the final examination. Students must continue to attend classes and examinations until approval to withdraw from a course is granted. Failure to attend the appropriate number of classes for each course will result in a failing grade being recorded on a student’s transcript, unless permission to withdraw (W) from the course has been granted.

Withdrawing from XUSON

Students who wish to withdraw from the school should contact the Registrar. Students will be required to complete a program withdrawal form, a copy of which will be kept in the student’s file. Based on eligibility, a student’s tuition may be returned to them upon withdrawal from the school, subject to the following policy:

- Students will only be officially withdrawn from the school if they are in good financial standing with the school.
- Transcripts are sent to other institutions if requested, and after any outstanding payments have been received.
- Students who withdraw from XUSON must re-apply if they wish to return to the Program.
- Students who are re-admitted to the Program will be subject to the policies and procedures then in place, and not necessarily those in place at the time that the student originally matriculated.
- The date and time of withdrawal will be taken when it is officially submitted to the University.

Students are required to keep a printed copy for their file. Please refer to Refund Policy for further details on eligibility.

Leave of Absence from the Academic Program

XUSON is a full-time Nursing program based upon enrollment all year per year. Students are required to submit a Leave of Absence form to take any time off once enrolled in XUSON. The acceptable reasons for approval of a Leave of Absence are listed below. Students are cautioned that any gaps in education, including leaves of absence, must be justified to licensing bodies and other accrediting organizations. Students may apply for a leave of absence from the Academic Program for one of the following reasons, if and only if he or she is in good financial standing with XUSON.

- Illness or injury of a student which affects their ability to study
- Illness or injury of a dependent or family member which affects the student's ability to study

Acceptable reasons for an approved Leave of Absence do not waive any fees. Students are required to pay the fees associated with the type of leave. During any approved Leave of Absence, the student remains actively enrolled in the program. The associated fees reflect the cost of maintaining active enrollment status, including academic oversight, examination eligibility management, administrative support, and compliance with institutional and accreditation requirements. Students on a leave of absence must remain current on all associated fees; continued enrollment is contingent upon full payment.

Basic Sciences Leave - "In-School LOA"

- In-School LOA applies to all students who are currently enrolled. In-School LOA allows the student to take a semester off from school while maintaining their status as a student with Xavier and their student immigration status.
- In-School LOA fee is $3,200 USD per semester. Payment is required before the leave semester starts.
- Students may not take consecutive semesters off.
- In-School LOA must be requested and approved by the appropriate dean.
- Unapproved leaves will result in administrative withdrawal from the University and will require re-admission.
- Unpaid Approved LOA will result in administrative withdrawal from the University and will require re-admission.
- Unapproved LOA will result in loss of immigration status.
- Students on In-School LOA will not be covered under the school's IMG insurance policy.
- Students on In-School LOA will not be permitted on campus.

Policies and Procedures for Access to Student Educational Records

Policies and Procedures for Access to Student Educational Records

Purpose

Each student has a right of access to his or her education records, except confidential letters of recommendation and financial records of the student's parents. These rights include:

- The right to inspect education records.
- The right to limit disclosures of personally identifiable information contained in educational records, except to the extent that United States Family Educational Rights and Privacy Act (FERPA) authorizes disclosures without consent (i.e., directory information, faculty members and administrators of the school who have an appropriate need to review a student's attendance or progress)
- The right to request correction of the educational record.

Policy and procedures

The University adheres to the mandates of the United States Family Educational Rights and Privacy Act (FERPA):

1. The student has the right to inspect and review his or her educational record within 45 days of the University receiving a written request for access. Students must submit this written request to the appropriate Dean identifying the records they wish to inspect, who will then notify the students of the time and place where the record may be inspected.
2. Students have the right to request an amendment to his/her educational records. Students may write to the Appropriate Dean to identify the part of the record they wish to have corrected and specify why it is inaccurate.
3. If the University decides not to make the requested amendment, it notifies the student and advises the student of his/her right to a hearing. The University provides additional information about the hearing with the notification.
4. The student has the right to consent to disclosures of personally identifiable information contained in his/her educational record, except to the extent that FERPA authorizes disclosure without consent.
5. One exception is disclosure to school officials with legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support position (including law enforcement personnel and health staff); a person or company with whom the
6. University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Professional Standards or Grievance Committee, or assisting another school official in performing his/her tasks.
7. A school official has a legitimate educational interest if she/he needs to review an educational record to fulfill his/her professional responsibility. Upon request, the University may disclose directory information from educational records without consent to officials of another school in which a student seeks to enroll or attend.

Information to be Disclosed

- The University may disclose the following "directory" information without prior approval from the student: Name, address and telephone number; date and place of birth; dates of attendance and honors and awards.
- A student who does not wish to have the above information released must advise the school in writing accordingly. A FERPA form must be filed with the Registrar's Office.

Scope

This policy applies to:

- Nursing students
- Deans

- Dean for Student Affairs
- Registrar
- System chairs
- Faculty

Policy contacts: Dean of Student Affairs

Transcripts

Xavier University School of Nursing will provide transcripts upon formal request for all students who are currently or have previously been registered and have met all financial obligations to Xavier. Transcripts represent the official record of a student's performance while at the school.

Transcripts contain the following information

- Date transcript issued
- Student name
- Student date of birth
- Initial matriculation date
- Courses taken and grades achieved
- Date of Conferral of Degree
- Record of Transfer Credit & Institution
- Degree Awarded
- US Registrar's Signature & Seal of Xavier University School of Nursing, Aruba

The transcript grades

- H – Honors
- P - Pass
- F - Fail
- TC - Transfer Credit
- I - Incomplete
- W - Official Withdrawal
- CR - Credit by Examination
- CPR - Failed Course Credit by Re-Examination
- IP - In Progress

Transcript distribution

- Students may request official copies of their transcript to be sent to other educational establishments, as required. Students should refer to the Annual Prospectus for updated information regarding transcript fees. Students in good financial standing may view their unofficial transcripts on the Student Management System.
- Students must complete a Student Transcript Request Form, which is available through the Student Management System. If all obligations are met by the student, the Official Student Transcripts will be issued no later than 2 weeks after receipt of a completed request form and payment.
- For student confidentiality purposes, a student must submit a Transcript Request Form and payment of $100 USD by any of the accepted payment methods made to Xavier Admissions LLC. Additional charges may apply for verification, all records requests, or expedited services.
- A request for an official transcript release cannot be honored if administrative documents are missing or if a student is in financial arrears.
- Upon receipt of the Transcript Request form and payment, the Registrar in New York will process the request accordingly and within the business week.

- For transcript requests to institutions overseas, a student will be notified of the appropriate overseas postal costs, which are to be incurred by the student.
- Students can receive a student (unofficial) copy of his/her transcript from SMS.
- Institutions will not accept incomplete transcripts. If required, students have to pay and complete the missing courses at XUSON, Aruba. This decision of the "Promotions and Grievances Committee" of XUSON, Aruba will be final in this regard.
- Any misrepresentation of facts falsifying documents will be dealt with as per the guidelines and existing policies at XUSON, Aruba.
- Please note that your acceptance into Xavier is provisional, based upon the completion of your student file. These outstanding documents being listed below are to be submitted to the Admissions Department in New York.

Note

Xavier will provide transcripts of the rotations completed and the name of the facility they have completed, along with the name of the preceptor. It is the student's responsibility to obtain hospital or program rotation approval with the hospital seal and stamp from the responsible entity. Xavier will not be responsible or liable for obtaining source certification for individual students. In case of licensing or other agencies requiring specific verification other than transcripts, it remains the sole responsibility of the student to obtain such documents.

Specific Student Conduct, Health and Other Policies

Specific Student Conduct, Health and Other Policies

Student policy on AIDS, HIV, HBV, HCV

All students will be issued a copy of Xavier University School of Nursing, Aruba's official policy on AIDS, HIV, HBV, and HCV. Xavier University School of Nursing (XUSON) recognizes blood-borne pathogens and, in particular, Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) as serious public health threats and is committed to encouraging an informed and educated response to issues and questions concerning HIV/AIDS, HBV, and HCV.

In furtherance of its commitment, XUSON has adopted a policy and procedural steps to both prevent the spread of infection and to protect the rights and well-being of those students, employees, and patients who may be infected with HIV, HCV, or HBV.

Any work done at XUSON which exposes students or employees to bloodborne pathogens is performed in accordance with the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard (29 CFR 1910.1030, http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=stan-dards&p_id=10051).

OSHA Standard requires that XUSON develop an Exposure Control Plan to protect employees from bloodborne pathogens by reducing occupational exposure and providing appropriate treatment and counseling for employees potentially exposed to these pathogens. The plan covers all students and employees who could reasonably anticipate contact with blood and other potentially infectious materials during the course of their work or studies. These infectious materials include body fluids, such as semen, vaginal secretions, cerebrospinal fluid, synovial, pleural, peritoneal, pericardial, and amniotic fluid; any body fluid where blood is apparent; saliva from dental procedures; body fluid where it is difficult to differentiate body fluids; unfixed human tissues and organs other than intact skin and human cell lines.

XUSON recognizes the US Federal guidelines that discuss the interpretation of the Americans with Disabilities Act (ADA) particularly as amended in 2008 (ADA Amendments Act of 2008, Pub. L. No. 110- 325, 110th

Congress, Second Session), and the Rehabilitation Act of 1973 as it concerns coverage for people with HIV/AIDS and make a note of the fact that a disability, including those such as early HIV disease with no visible manifestations, is the basis for protection from discrimination against those who, while living with a disability, are otherwise able to work or participate in programs and services.

Policy on Service Animals

Service animals are not permitted within campus facilities, student housing, or any other premises of Xavier University School of Nursing.

Drugs and Alcohol Policy and Procedures for XAVIER University School of Nursing

Drugs and Alcohol Policy and Procedures for XAVIER University School of Nursing

Purpose

The purpose of this policy is to establish procedures to support a safe, healthy, and productive work environment for all XUSON students, free from the effects of substance abuse.

The reasoning

1. The use of controlled substances is against the law [Landsverordening verdovende middelen (AB 1990 no. GT7)].
2. The use of controlled substances and the misuse of alcohol increase the risk of accidents, jeopardizes the safe learning environment, and cause harm to an individual's health and personal life
3. The abuse of alcohol and controlled substances impairs the student's judgment, resulting in increased safety risks, injuries, and faulty decision-making.
4. The abuse of these substances also imposes an integrity risk on the student. Scope
5. This policy applies to all XUSON students.
6. For the execution of this policy, XUSON has contracted Medwork Caribbean N.V. and/or Laboratorio Familiar.
7. For these procedures, "Donor" or "Student" shall be considered any of the persons as described under 2 above.
8. For these procedures, a Donor's sample of saliva, urine, blood or hair will be referred to as "Specimen".
9. Students may be subject to testing throughout the year at any time XUSON's Administrators deem it necessary.
10. A controlled substance can be defined as any substance of which the use or possession is prohibited pursuant to the Landsverordening verdovende middelen (AB 1990 no. GT7).
11. Evidence of the presence of a controlled substance will be determined by analysis of the Donor's sample of saliva, urine, blood or hair, and confirmed by gas chromatography/mass spectrometry by the designated laboratory
12. Evidence of the presence of alcohol will be from a breath test and/or analysis of the Donor's urine and/or saliva and/or confirmation by a blood analysis.
13. The student shall, when drugs are prescribed by a Nursing professional, inquire at the prescribing professional whether the drug prescribed has any side effects which may impair the student's physical and mental abilities. If the answer from the Nursing professional is affirmative, the student shall obtain a written statement from the Nursing professional indicating any restrictions and their duration. For privacy reasons, the statement does not have to contain the name or type of medication used. However, the student will give the MRO permission to contact the prescribing professional and gain necessary information.

14. The student shall present the statement to the Dean of Basic Sciences, and it will be forwarded to the Dean of Student Affairs.

Types of testing

XUSON may execute the following 5 types of testing:

1. *Pre-admission testing*

XUSON may include testing before admission or as part of the admission process. The pre-admission testing is part of the Nursing examination before admission. Pre-admission testing will include controlled substances only.

2. *Post-accident testing*

This testing may be performed on a Donor involved in an accident. The Donor at hand shall not consume a controlled substance or alcohol after the accident, unless 8 hours have expired, the Donor has been, or has determined that the Donor's performance could not have contributed to the accident, whichever comes first. Post-accident testing may include both controlled substance and alcohol use.

3. *Random testing*

Students may be subject to testing at any time on a random basis. Upon being notified of selection, the student must follow the applicable instructions and immediately proceed to the testing facility. Random testing will be spread reasonably throughout the year. Donors are selected at random by a software application which uses the Student Numbers. Random testing may include controlled substance and alcohol use.

4. *Reasonable suspicion / Reasonable cause testing*

A Student may be required to submit to testing upon reasonable suspicion. Reasonable suspicion means that the actions, appearance, or conduct of the student are indicative of the use and/or presence in the student's body of a controlled substance or alcohol. Reasonable suspicion is based on specific, contemporaneous observations concerning the appearance, behavior, speech, or body odors of the student.

5. *Integral testing*

As often as XUSON's management deems necessary, all Students will be tested; integral testing may include controlled substance and alcohol use.

Testing procedures

1. General

All testing will be conducted by a Medical Review Officer (the MRO) or a Sample Collector (the SC) designated by Medwork/Laboratorio Familiar and, in the event the testing by the MRO/SC turns out to be positive, by the Laboratory, unless indicated otherwise by XUSON at the time of testing.

The testing will be executed under strict privacy, confidentiality, and accuracy standards. Donors will be tested only for alcohol and controlled substances (e.g., marijuana, Cocaine, Opiates, amphetamines, and Phencyclidine (PCP). The testing will not disclose private medical facts about the Donor, such as pregnancy or disability. The MRO will only provide XUSON with a positive or negative test result (for drugs and/or alcohol)

2. Controlled substance

The following materials will be used to perform the test:

- Specimen containers
- Test kit with relevant accessories
- Material for sealing of containers
- Name and numerical list of those to be tested
- Release form for use of prescription medication and consent to being tested and approval for disclosing outcome of test to XUSON (Exhibit 1 hereto).

The students to be tested are called in as scheduled and instructed to be present at the designated testing facility with prior notice of one hour. In the event of post-accident testing, the student will be called in immediately after the accident. When the Donor arrives, he/she will be informed of the reasons for the testing and the testing procedures that will be followed.

3. The Donor shall bring proper identification when presenting him or herself at the testing facility:

- Before the testing, the Donor will sign the top part of Exhibit 1 hereto, stating whether or not he/she is using prescription medication that could influence the outcome of the test to be performed.
- The MRO/SC will inform the Donor which test will be performed (e.g., urine, saliva or any other test).
- Donor will be asked to confirm that the numbers on the labels to be used to seal the containers are identical to the number noted on Exhibit 1. Donor will be asked to sign both labels for confirmation.
- The Donor is not allowed to take purses, bags, or containers with him/her into the collection site and will be requested to empty his/her pockets. The MRO/SC will take any other reasonable measures as he/she deems necessary to prevent adulteration or tampering of the specimen.
- The donor will be requested to wash his/her hands under observation. Donor will select the containers and test kits to be used for the testing.
- The Donor will be invited to enter the appointed collection site at the designated testing facility. A collection site may include a single-toilet room. The door to the toilet will be left slightly ajar, allowing the MRO/SC to supervise the adequate obtaining of a urine specimen from the Donor.
- Immediately after having obtained the urine specimen, the Donor will hand the specimen (Container 1) over to the MRO/SC. MRO/SC will pour part of the contents of Container 1 into a second container (Container 2) and will seal this second container with one of the numbered labels.
- If applicable, the MRO/SC will read and record the temperature of the provided specimen within four (4) minutes of collection and will look for evidence of tampering or adulteration.
- MRO/SC will collect some urine from Container 1 and apply this to the test kits that Donor has selected. After having performed the tests, MRO/SC will seal Container 1 with the second numbered label.
- Donor is asked to read and sign the bottom part of Exhibit 1 hereto, to confirm that procedures were executed correctly, that Donor did not tamper with or adulterate the specimen and that Donor consents to MRO informing the HRM unit of the outcome of the test performed. After this, the Donor is allowed to leave the testing facility.
- At no time during the entire procedure is the Donor allowed to leave the testing facility without permission of MRO/SC to do so.
- If tampering or adulteration of the specimen is suspected or if the temperature of the specimen is outside of the acceptable range, the MRO/SC will immediately request the Donor to provide a new specimen. A second suspected tampered specimen will be considered a refusal to test.
- The MRO/SC can require collection under direct observation (“monitored collection”) whereas the Donor must allow the MRO/SC to establish that the urine flows from the body into the collection container.
- If a Donor is not able to produce a urine specimen, he/she may drink water and wait until he/she can provide the urine specimen. Donor will remain in the waiting area under observation and is at no time allowed to leave the testing facility. If the Donor leaves the facility without having provided the MRO/SC with a urine specimen, this will be considered a refusal to test, and the MRO will inform the HRM unit that the Donor has failed to provide a urine sample

4. Alcohol testing

- Evidence of alcohol can be determined by breath, urine, saliva, and blood analysis. The laboratory technician may conduct a breath, saliva, or urine test.
- If a test kit for saliva is used, the specimen shall be given in the presence of the MRO/SC and a witness.
- If a breath analyzer is used for detection of alcohol, the Donor shall exhale into the breath analyzer in the presence of the MRO/SC and a witness.
- Immediately after the specimen is obtained by the MRO/SC, he/she will proceed with the actual testing in the presence of the witness.

5. Refusal to test

The following behaviors by the Donor constitute a refusal

- Refusal to appear for testing.
- Failure to remain at the testing site until the testing process is complete.
- Failure to provide urine, saliva, blood and/or any other specimen and/or failure to take a breath and/or any other alcohol test.
- In case of Monitored Collection, refusal to allow the direct observation.
- Refusal to sign the forms that are part of testing procedures. (f) Failure to take a second test as instructed.
- Otherwise fail to cooperate in the testing process.
- Perform any actions which prevent the completion of the test.
- A test reported by the MRO as a verified adulterated or substituted specimen
- Inability to provide sufficient quantities of urine to be tested without a valid Nursing explanation.
- Tampering with, attempting to adulterate or substitute the specimen, or interference with the collection procedure.
- Not reporting to the testing facility in the time allotted.

Results

1. General

The first result of a test will be read by the MRO/SC and confirmed by the MRO. The MRO, based on the result, will certify the first result as positive or negative. If the first result is negative, the specimen will be disposed of, as well as the specimen containers and test kits used for the testing. Notwithstanding the previous, XUSON may decide, at its sole discretion, to send the specimen to the Laboratory if the first result is negative.

2. Controlled substances

If the first result is negative and Article 4.2 (p) does not apply, the specimen will be disposed of immediately. If the test kit used for the testing signals a positive outcome, the first test result is considered positive. In case of a positive first test result, the specimen will be sent to the Laboratory for Gas Chromatography - Mass Spectrometry (GC-MS) confirmation, or perform any other relevant tests for further verification and confirmation.

The specimen in Container 2 will be kept for contra-expertise.

In case of a positive first result for controlled substances, the Donor can request a re-test (contra-expertise) on the provided specimen, kept in Container 2, within two weeks after the first testing by the MRO/SC was executed, at his/her own expense. The laboratory engaged to perform the re-test must be approved by XUSON.

Upon written request within seven (7) days after being notified of a positive test, confirmed by the Laboratory, the Donor may obtain copies of any records about his or her test. If the first test result was positive, but could not be confirmed by the Laboratory, the specimen will be disposed of immediately after the Laboratory has notified XUSON of the negative final result. If the Laboratory has confirmed the positive test result, the specimen will be disposed of sixty (60) days after the Donor has been notified of the confirmation by the Laboratory of his/her positive test.

Alcohol concentration

Article 6. A applies

A result will be considered positive if a Donor's alcohol concentration is greater than 0.02%w/v (20g/dl weight/ volume ration. If the first test result is positive for alcohol, the Donor will be requested by the MRO to immediately submit him/herself to the collection of a specimen of his/her blood or any other required specimen to be performed by the MRO or other designated nurse. The specimen will be sent to the Laboratory for GC-MS verification or any other relevant test method to confirm the test result.

Positive results

For this XUSON policy and procedures, a refusal to test will be considered a positive test result.

Students presenting to Xavier Faculty or Administration acknowledging a dependency on drugs and/or alcohol are allowed to withdraw from the academic curriculum without penalty. They are referred to the private Rehabilitation Program of their choice at their expense. The school is to be advised as to the name of the Program, its location, the Nursing Director, and the projected length of stay. Periodic updates as to progress are to be forwarded to the Dean of Student Affairs.

Upon completion of the Program and at the recommendation of the Nursing Director, the student may resume the academic curriculum but must submit to random chemical testing by the Dean of Student Affairs. Positive screens will result in expulsion from the school.

Students found to have used either of the substances to excess are subject to the disciplinary actions as stated in the Student Handbook under those headings.

Undisclosed drug/alcohol use offense or suspension/expulsion from any institutions before admission will be automatic dismissal from XUSON, Aruba. If a student has gone through counselling or rehabilitation, the student must inform and submit necessary documents before admission.

Policies for preparing for and dealing with emergencies or diseases.

The school's policies to deal with emergencies and infectious diseases are summarized below.

First aid and Emergency treatment

- First aid will be provided to students, faculty, staff, and visitors. At least 2 faculty members are available at all times and are trained in cardiopulmonary resuscitation and first aid by competent authorities like the American Heart Association or American Red Cross.
- Faculty are trained in the appropriate procedures to handle emergencies such as asthma attacks and epileptic seizures.
- Faculty, staff, and students are also provided with hospital and police contact information in case of emergencies as indicated below:

Fire department, ambulance, and Police: 911; hospital: 5274000, XUSON telephone number: 588-7766

- The school building has first aid kits, a defibrillator kit, epinephrine auto-injector, and asthma inhalers at various places to be used for the appropriate Nursing emergencies.
- In case students suspect an infectious disease, they inform the dean of student affairs, and then he will inform the dean of the institution. The dean will then notify the same to the local health bodies.
- The school has a dedicated quarantine room to isolate suspected or confirmed cases of infectious disease before handing over to the respective health authorities.
- The school has a trained microbiologist and an epidemiologist service all times to train the faculty, staff, and students about the appropriate precautions to be followed during an outbreak of an infectious disease.
- During Major Natural disasters like a Hurricane or flood, all academic activities will be suspended. The school has a dedicated vehicle to transfer all the students and the faculty to a secure location and provide them with necessary medical care, food, and water till the situation comes under control.

Section IV: Financial Requirements and Services

Payment Methods & Guidelines



Payment Methods & Guidelines

The main requirement is that the registration fee must be paid within a few weeks after a student has been accepted.

Acceptable Methods of Payment

- Wire Transfer Payment Info: https://XUSON.com/wire-transfer/ (Subject to change, please confirm before sending.)
- Make a personal check, bank draft, or money order payable to: Xavier Admissions LLC.

Mail to: Xavier Admissions LLC

1000 Woodbury Road, Suite 109, Woodbury, New York 11797

All credit card payments must be made online. No phone payments are accepted. Students can make payments directly through their SMS system.

Credit card payments are subject to a 4% surcharge fee. Students waive the right to dispute any payments. Any disputed payments may result in student dismissal.

Students who previously disputed a charge will not be allowed to make payment by credit card for any future payments.

NO CREDIT CARD PAYMENTS OR PERSONAL CHECKS WILL BE ACCEPTED FROM WITHDRAWN OR DISMISSED STUDENTS. ONLY WIRE TRANSFER OR CERTIFIED CHECKS WILL BE ACCEPTED AS PAYMENT FROM WITHDRAWN OR DISMISSED STUDENTS.

Payment Plan Policy

Payment Plan Policy

Payment plans can be tailored to each student's or parent's financial situation. The number of installments and the payment due dates may vary depending on the individual circumstances and salary schedule.

Application Process

Payment plans are available in consultation with the Student Finance Office to work with each student to arrange a payment plan that best suits their individual financial circumstances

- Students wishing to enter into a payment plan must apply to the Finance Department and provide all required documentation.
- Payment plans are awarded based on:
  - Demonstrated financial need
  - Determination of the student’s ability to meet payment obligations

Note: Approval is at the sole discretion of the Finance Department and is not guaranteed.

Semester-Based Approval

- Payment plans are approved on a semester-by-semester basis.
- Students must reapply each semester at least 45 days before the start of the semester. Prior approval does not guarantee future approvals.

Eligibility and Coverage

Payment plans are available only for:

- Tuition
- Housing

Not eligible for payment plans - Any other fees outside of tuition and housing

Excluded Fees - The following fees must be paid in full at the beginning of each semester and are not eligible for inclusion in any payment plan:

- Administrative & Facility Fee
- Student Permit Servicing Fee
- Insurance Fee

All other semester fees not specifically listed as eligible for the Payment Plan Structure:

- Enrollment Plan Fee: $500 (in addition to the regular invoice)
- Final Payment Due: By the end of the first month of the semester
- 30-Day Extension: Additional $500
- 60-Day Extension: Additional $1,000

Missed Payment Plan Fees:

If a scheduled payment is late, the following late fees will apply

- 1–10 days late: $150
- 11–20 days late: $300
- 21–30 days late: $500

Non-Compliance Consequences

Students who fail to fulfill their payment plan obligations or carry a balance will be

- Ineligible to enroll in future semesters
- Ineligible to apply for a new payment plan

Student Loans

Payment procedures and deadlines depend on the student's payment plan or Aruba Loan. For students receiving an Aruba Loan, the loan is paid directly to the student, who is then responsible for making the tuition payments to Xavier. As a result, payment deadlines generally follow the Aruba Loan disbursement schedule.

The Aruba Loan process is handled directly between the student and Aruba Loan. Xavier is only contacted if there is a discrepancy or if Aruba Loan needs clarification regarding a student's information.

Xavier is not responsible for loans not being available or withdrawal of previously approved loans, and students are responsible for paying their tuition in full. Xavier provides debt counseling to all students during all normal working days and can be reached at 516-333-2224 or by email at studentfinance@XUSON.com.

Students must remain in good academic standing and maintain satisfactory academic progress each semester to remain eligible for the student loan program

Students are obligated to repay all debt regardless of their Enrollment Status, Working Status, graduation status, or residency match status.

Pre-nursing program

For the PNP, there is currently no loan possibility available. The fee is AWG 2,500 and is to be paid in full or in parts via a payment plan.

Geriatric Care Assistant Program

Tuition is generously provided for free of charge to 20 potential students. The only cost is $50 USD per exam (total of 6 exams in the year) for a total of $300 USD. The deposit to hold a spot in the class is the first $150, and the second payment is due before November 30th. All exams are completed in English on a computer.

Bachelor of Science in Nursing

For the BScN, the annual tuition is USD 5,500.00 (approximately AWG 9,790.00).

This amount consists of:

- USD 500.00 – Registration fee
- USD 5,000.00 – Tuition fee

Once a student is accepted into the program, the registration fee must be paid to secure their seat. Students may either apply for the Aruba Study Loan or pay out of pocket. For those paying out of pocket, a payment plan is automatically provided unless they indicate a preference to pay the full tuition amount at once.

Regarding the Aruba Study Loan:

- First-time applicants must register and upload their acceptance letter through the Aruba Study Loan portal (https://www.ea.aw/pages/studia/arubalening-portal/), official transcript (cijferlijst), and previous school diploma.
- Returning loan applicants must submit an updated official transcript (cijferlijst) and an enrollment letter from Xavier University School of Medicine.

Financial obligation

Students acknowledge and agree to the following financial obligation terms statement

- I understand and agree to make full payment for all amounts owed to Xavier University School of Nursing (XUSON) pursuant to the completion of the Doctor of Nursing program, including but not limited to tuition, fees, insurance, and other miscellaneous charges that may become due. I understand that student loans are not guaranteed by Xavier University School of Nursing and can be cancelled or suspended at any time without prior notice.
- I understand that failure to make full payment will jeopardize my ability to continue to attend classes and may result in late payment fees being added to my account. I further understand and agree that if I withdraw from XUSON, I am still responsible for any unpaid balance, and that continued non-payment will result in my account being placed in collections with all reasonable collections costs, including attorney fees and other charges, becoming due and payable. XUSON will not release any transcripts to students with unpaid balances. All disputes will be under the jurisdiction of the Aruba campus.
- I understand that by bouncing a check, providing a credit card that is not valid, or disputing a credit card charge, I will forfeit any scholarships I have and not be eligible for any scholarships in the future. I understand that until I have paid my balance in full or have been granted a payment plan by the Controller and have made necessary payments, I will not have health insurance. I will be responsible for all Nursing bills I may incur because of this. Once I make payment, I will be enrolled in health insurance on that day.

Refund Policy

Eligibility:

- Refunds apply only to BSN when officially withdrawn
- Students who withdraw on Leave of Absence (LOA) are not eligible for refunds.

Refund Process

A withdrawal form must be completed and submitted to the Registrar's Office for Pre-Health and Basic Science students.

Tuition Refund Amounts

Housing Refund Policy

Students who do not move into their assigned room at all:

- Charged a $1,000 housing termination fee
- Charged storage fees of $1,500
- Remaining housing fees may be refunded

Students who move into housing:

- Once a student has used their assigned key card to access their housing unit, they are considered to have officially moved in. From that point forward, no refunds will be issued for housing fees, regardless of the duration of stay or circumstances surrounding early departure.
- Definition of Move-In:
- A student is considered to have moved in upon their first recorded use of their assigned key card to access their room or housing unit.

Students are encouraged to carefully review their housing agreement and ensure all questions are addressed before activating their key card.

Student housing storage fees during breaks:

Students who leave personal contents in their room during a semester break will be charged storage fees of $1,500

Non-Refundable Items

- Semester seat deposit ($1,000 USD)
- Immigration and permit servicing fees
- Registration fees
- Insurance fees
- Exam fees
- Leave of absence fees
- Facility fees
- Lab fees
- Meal plan fees
- Academic supplies (unless student withdraws before the first day of registration)
- Housing fees (if student has moved into housing)
- Administrative fee
- Leave of Absence
- Clinical Nursing tuition
- Academic Support Program (ASP) tuition
- All other fees not mentioned here are non-refundable unless otherwise mentioned as refundable

Any specific written agreement regarding tuition or refunds entered into between the student and the University shall govern and take precedence over this general refund policy.

Processing Fee

All refunds due to students will be subject to a 15% processing fee.

Refund Timeline & Application

- Refunds will be issued within 45 days from the official date of withdrawal.
- Any refundable amount remaining after deduction of the 15% processing fee will first be applied to any open invoice balances owed by the student. Only the remaining credit, if any, will be disbursed to the student.
- If a student paid using a student loan, any refund due will be returned directly to the loan company.

Jurisdiction of Financial Matters

All disputes and legal issues relating to payments are under the jurisdiction of Aruba and Xavier University School of Nursing Aruba.

Student Record and Privacy Disclosure

Xavier University School of Nursing (the "University") maintains the confidentiality of student records in accordance with Aruban law and internal policies that mimic U.S.-style privacy standards. The University will not share academic, financial, or disciplinary records with third parties—including parents, guardians, or sponsors—without the student's written consent, except as needed for internal academic, administrative, or legal purposes.

To authorize disclosure, students must submit a Voluntary Record Release Form to the Registrar's Office, specifying:

- What information may be shared
- With whom it may be shared
- How long the authorization remains in effect

This authorization is optional and may be revoked in writing at any time.

Administrative and Financial Management Disclosure

Xavier Admissions LLC is the designated and authorized management company for Xavier University School of Nursing (the "University") in Aruba. Xavier Admissions LLC operates solely as the administrative and financial processing entity on behalf of the University, including but not limited to admissions, billing, and student account management. While affiliated for operational purposes, Xavier Admissions LLC is a separate legal entity and does not confer academic degrees or hold educational authority. All academic governance, curriculum, and accreditation remain solely under the jurisdiction of Xavier University School of Nursing in Aruba.

Student Financial Services Contact Info- Email: studentfinance@XUSON.com Phone: 516-333-2224

Section V: Student Resources

Nursing Student Support Strategy



Nursing Student Support Strategy

The XUSON Nursing Program seeks to deliver impactful student support which is fully aligned with program delivery. It aspires to assist students in times of need, and also to inspire and motivate Nursing students during their time at XUSON. From a broader perspective, it is anticipated that student support initiatives will leave a lasting legacy for graduates as they progress into the Nursing workforce.

The mission of the Office of Student Affairs is to help students with academic and non-academic needs. We are a source of information, support, and guidance. We are committed to helping the students make the most of their time while they are in XUSON. We also emphasize students maintaining a good study/life balance to maintain their overall well-being.

The supports provided by the Office of Student Affairs are

1. Care and support

Personal mentoring: Every student is allocated a faculty mentor who takes care of both the student's academic and non-academic needs.

Acclimatization to the island life: As an effort to help students acclimatize to the island, we support the students from the time they land on the island.

Accommodation: Xavier has built dorms with modern amenities and provides students with all the help they require about living on the island. Additionally, if the students wish to stay independently, the University helps to find an apartment.

Student Wellbeing: XUSON strives to help students maintain overall well-being. Further information can be found under the section Student Wellbeing.

Dean's Alpha Omega Student Mentor Program: The 4th year students in good academic standing, who have gathered the knowledge to share with incoming clinical students who are preparing to start their clinical rotations, are selected to be part of the Dean's Alpha Omega Student Mentor Program. As an Alpha Omega Mentor, students will guide and advise the incoming 3rd year clinical students assigned to them.

2. Academic support

The Office of Student Affairs strives to work collaboratively with system chairs and faculty, who are responsible for providing course-specific advice, identifying students at risk, and providing any remedial academic or clinical training. To safeguard student confidentiality and remove perceived barriers to seeking help, the Office of Student Affairs will not play any role in academic progression decision-making.

For more details, can be found under the Academic Support section

Community

XUSON seeks to build strong alliances with the local community to deliver integrated and transformative support to our Aruban students. Several scholarships are provided to the local students in this regard.

Values

The nursing student support strategy exemplifies the values of XUSON:

- The pursuit of excellence through applying a comprehensive suite of student support services which is evidence-based and world standard.
- Creativity and independent thinking through supporting students to create their own aspirations and strategies for success, and welcoming the expertise of support staff.
- Honesty and accountability through authentic conversations regarding student support needs, and a determination to address these and evaluate their success.
- Mutual respect and diversity through robust initiatives to embed a culture of student support, and a respect for the diversity in the needs of XUSON Nursing Students.
- Supporting our people through providing student support infrastructure and staff educational opportunities.

Xavier students academic support policies

The programs at XUSON strive to be renowned for excellent quality of education and outcomes of the graduates. We aim to provide exemplary academic support that enables the students to become effective practitioners and life-long learners committed to improving patient and public health. We recognize that the enormity and pace of the Nursing curriculum can present difficulties for many students.

The intensity of the program requires changes in long-held habits of the students, and academic success in Nursing school is determined by the adaptability of the student to efficient ways of learning. For students to reach their full potential, XUSON acknowledges the importance of supporting students throughout their studies. This support enables students to achieve their best, enjoy their program experience, and complements their academic journey to becoming a Nursing practitioner.

The academic support is provided under the purview of the Office of Student Affairs

A. Support to students on-campus

1. Academic counselling and advising

XUSON has taken a proactive approach to provide counseling to the students enrolled in the Aruba campus via the Academic Counseling (Mentoring) program.

The key features of this program are as follows:

- Each student is assigned a faculty mentor at the beginning of the semester who will guide them and be their support throughout the semester.
- The mentors are subject to change every semester.
- The students are required to meet their mentors for a minimum of 2 times per month, once before the Quiz and once after the Quiz.
- During the meeting, the students can discuss various issues ranging from work-life balance in Nursing school, keeping good health, time management, attendance, approach towards exams, learning the material, resources, improvement of grades, maintaining consistency, career guidance, etc.
- Students are required to report/address issues related to living and studying in XUSON that may directly or indirectly affect their education at XUSON.
- All the issues, highlights of the conversations of the meeting, attendance, grades, outcomes, and assessments will be documented in a formal way.
- If a student wishes to discuss matters with someone other than their mentor, he or she may approach the Dean of Basic Sciences or Dean of Student Affairs.

2. Academic Enhancement Program (AEP/Peer-Tutoring)

Tutoring is offered to students in the form of Peer Tutoring / AEP. The following are the key features of this program:

- Peer tutors are nursing students who have already completed a course of study and have demonstrated their mastery of the material by obtaining Honors or Near Honors grade distinction for that course.
- The peer tutors assist the students in the respective subjects they have been assigned.
- The assistance could be in the form of mentoring, conceptual learning, time management, monitoring studies, conducting a group discussion, etc.
- The duration of mentoring hours and type of mentoring will be recorded for each session. Students can avail additional tutoring from their peers.
- Prospective peer tutors have to submit their application form to the Office of Student Affairs.
- The position for peer tutoring will be filled based on the competency of the applicants. The positions will be awarded to the meritorious applicants.

3. Academic probation program

The students who have performed poorly and have failed academically are put under the academic probation program. The students under academic probation are required to follow the instructions as stated below

- Meet with Academic Advisor/Mentor at least twice a month.
- Submit a written remediation plan, detailing how you will improve your performance. Meet with individual professors once per week.
- Submit to the Promotions Committee at the conclusion of the semester a written request that the academic probation be terminated, detailing the reasons for such.
- Maintain a minimum of 95% attendance.
- The progress of any student on academic probation is strictly monitored, and the steps taken are reviewed at regular intervals to remediate if found inappropriate.

4. Personal counselling

A licensed psychologist provides confidential, personal counseling. Counseling is provided without cost to nursing students and offers both short- and long-term therapy to manage and cope with the challenges in their lives and support their personal and professional success. In addition, nursing students can be referred to, and meet with, the local psychiatrist free of charge (in conjunction with insurance / AZV coverage), if it appears that medication may be an appropriate course of treatment. Strict discretion is maintained regarding all matters related to the personal counselling and no data is sought by the school or shared by the counsellors.

(Please refer to Student Wellness Section for further information)

5. Policy on separation of student health services and academic evaluation

Xavier University School of Nursing (XUSON) is committed to ensuring that all Nursing students have access to confidential health, psychiatric, and psychological services without risk of academic conflict or compromise.

All sensitive health services, including but not limited to psychological counseling, psychiatric care, substance use support, and management of personal health concerns, are provided by licensed healthcare professionals who are independent of the Nursing school's academic and administrative structure. These providers are not employees of XUSON in any academic, evaluative, or decision-making capacity.

To maintain strict confidentiality and prevent conflicts of interest

- Healthcare providers delivering sensitive services to students shall not participate in any aspect of student assessment, including academic evaluation, grading, clinical performance reviews, or competency assessments.
- Such providers shall not serve on committees or bodies responsible for student promotion, remediation, disciplinary action, or graduation decisions (including but not limited to Promotions and Progress Committees or equivalent bodies).
- XUSON faculty members and evaluators shall not have access to any individual student health records or counseling information, except where disclosure is required by law or authorized in writing by the student.
- All personal health information, including the identity of students utilizing such services, shall remain strictly confidential and maintained solely by the external provider in accordance with applicable professional and legal standards.
- Students may access these services directly or through referral mechanisms facilitated by the Office of Student Affairs. At no time will seeking or receiving health or counseling services have any impact on a student's academic standing, evaluation, or progression within the program.

B. Support to students off-campus: Support to Leave of Absence (LOA) students

We recognize that learning a vast amount of material can present difficulties for many students, particularly when they finish their program and go back home. XUSON therefore seeks to support the students proactively. Each student is assigned to a faculty mentor. Mentors serve as a point of contact for discussion of all academic matters related to the student. Mentors are subject experts and can help students either by organizing a webinar or by setting up a one-on-one review session with the subject experts. Mentors also follow up with the students on a regular basis, and the students are required to reciprocate to all the communications made.

The support offered to the students off-campus is as follows:

1. Learning strategies

- Appropriate resources
- Effective use of question banks
- Active learning strategies

2. Time management

- Creating realistic and individualized study plans
- Appropriate time allocation for active learning and review

3. Test-taking skills

- Practice exam strategies
- Feedback on practice exams

4. Maintaining wellness:

- Management of performance anxiety
- Stress management skills
- Concentration and motivation strategies
- Preventing burnout

Training is provided to the students via phone calls and facetime/skype. Areas of weakness are assessed based on their scores.

A student can request from the tutors or subject experts any of the following:

- One-on-one review sessions
- Group webinars
- Formulating an individualized study plan / preparatory schedule based on the scores, weaknesses, areas of improvement, and high-yield topics
- Assessment of exam preparedness

Following up with students off-campus:

- Any remote student is followed up regularly.
- The communication is done via e-mail.
- The e-mail is sent out to the students who are not in touch with the school at regular intervals.
- If the student does not respond to the email, then the faculty contacts the student via the phone.
- If the student does not respond to the phone calls, then the faculty will leave a voice message.
- The students are expected to respond to any such communications made by the school/faculty to reach out to them.

C. Support to Clinical students

XUSON clinical buddy program

This program is being set in place for the new students at Xavier University stepping into their clinical rotations. This is a "student helping students" type of program which will consist of mentors; students who have completed or are almost done with their clinical core rotations, and will be for students starting their clinical rotations.

How will this work?

Students will either choose their respective mentor OR can be assigned a mentor based on the rotations (location, hospital, preceptors) so the mentors can provide useful information to help the student excel in that particular rotation.

Criteria to become a mentor:

- Must have finished ALL core rotations.
- Must be willing to dedicate a minimum of 2 hrs. to a student during each core rotation. Must be in good academic standing and a student at XUSON
- Agree to provide honest, useful tips and tricks to help the student excel. Each mentor will be assigned up to a maximum of 3 students at a time.

Mentor Duties:

- Be an honest friend to the student
- Provide useful tips and tricks to help the student perform well during the rotation
- Provide information regarding study material to be used for the rotation
- Schedule 1 meeting per rotation: 1) before start of core rotation, 2) mid-rotation, 3) Near end of rotation. 4) When the student requires assistance.
- Can host more meetings based on availability and need of student/availability of mentor.

Criteria for students:

New clinical students; Mentors will be picked/assigned either before or during rotation, once the student has a tentative schedule.

Please understand that the mentors are put in place to guide you and answer your questions, as they have recently gone through the same process. Keep in mind that each student's experience is different; each student's study habits are different; however, the material is the same. The mentors will provide you with information so you do not have to go searching on Google and ask other students for help. Please be respectful to one another and of each other's time.

Setting up appointments

- Appointments will be set up through the email address on Google Calendar.
- Each student and Mentor is responsible for coordinating the best time suitable for both.
- Contact through WhatsApp, Skype, or FaceTime- the preferred method can be decided once assigned a mentor.

Contact:

Office of Student Affairs:

Dr. Sabin Kumar Ranabhat, Dean of Student Affairs: Sabinmd@XUSON.com

For students off campus:

Dr. Sabin Kumar Ranabhat, Dean of Student Affairs: Sabinmd@XUSON.com

Ms. Yvette Aal, Registrar, XUSON, Aruba: yaal@XUSON.com

For students in clinical rotations:

Howard Maxwell, Associate Professor of Clinical Rotations, hmaxwell@xusom.com

Academic Support Program for LOA students

Academic Support Program

Academic Support Program

Introduction

The Academic Support Program is an integrated organ system-based interdisciplinary course organized by the XUSON faculty solely for the purpose of helping our students with challenges in passing the exams. It is designed to prepare and enhance the student's knowledge of the fundamental concepts of the Basic Nursing Sciences in order to succeed in the program.

We recognize that the amount of material can present difficulties for students. Therefore, the Academic Support Program was carefully designed to provide academic assistance to the students who have fallen behind in their progress and help them prepare.

Components

The Academic Support Program offers support to the students in the following areas:

- Learning strategies
- Appropriate resources
- Effective use of question banks
- Active learning strategies
- Time management
- Creating realistic and individualized study plans
- Appropriate time allocation for active learning and review
- Test-taking skills
- Practice exam strategies
- Feedback on practice exams
- Maintaining wellness:
- Management of performance anxiety
- Stress management skills
- Concentration and motivation strategies

Preventing burnout CONTACT:

1. Ms. Yvette Aal, Registrar, XUSON, Aruba: yaal@XUSON.com

Student wellness

Our mission at the Office of Nursing Student Affairs is to provide comprehensive and integrated support services to Nursing students through partnerships with the local fitness clubs, organizations, Nurses, clinics, and hospitals. We are an effective and responsive team who work collaboratively to ensure our students' wellness and personal success.

Health Insurance

Students should have a health insurance plan separate from the AZV, which is the plan provided by the Aruban Government after the student's residency permit is received. As part of the curriculum, the students will be required to attend clinical and hospital visits wherein students will be exposed to patients with infectious diseases. Health insurance covers any such hospital-acquired infections or any other uneventful incident.

AZV: Aruba has universal health coverage for its inhabitants since 2001 and was the first country in the Kingdom of the Netherlands to have so. AZV offers everybody who lives legally in Aruba access to quality health care.

When you live in Aruba and are registered in the Population Registration (Census), you are entitled to AZV. Although the AZV is mandatory insurance, it still requires you to register personally at the AZV to get your proof of insurance, choose your (family) doctor, pharmacy, and dentist.

For further details, you can log into https://www.azv.aw/index.php/en

Nursing Disability Insurance

The school does not require Nursing students to purchase disability insurance policies, but we highly recommend such policies, particularly for those students who have a family. We are required to provide access to sources of such coverage for students. The list below is a compilation of insurers who will provide individual or group disability policies to Nursing students. Each policy has slightly different coverage parameters, restrictions, and costs, so please evaluate these carefully to select the best policy for your individual situation. If you have questions about such policies, please see the financial controller.

American Nursing Association Student Disability Income Insurance

http://www.amainsure.com/products/disability-protection/student-disability-income-insurance.html

1-888-627-5883

AMA Med Plus Advantage Disability Income Insurance for Nursing Students http://medplusadvantage.com

1-888-627-6618

Doctor Disability http://www.doctordisability.com/insurance/Nursing-student

Student fitness center

XUSON has state-of-the-art dormitories with a basketball court, swimming pool, tennis court, volleyball court, and gymnasium.

XUSON is also affiliated with a Private Gym in Aruba, which is accessible to students at discounted prices. The gym also has an inbuilt Basketball court, Zumba center, Boxing and CrossFit centers. The students can choose to indulge in a fitness program based on their preferences.

Yoga Club

Yoga Club is a student club run by the SGA to support students interested in learning and practicing Yoga.

Others

Aruba being an island with scenic beauty, the students, based on their interests, can also choose to involve themselves in several water sports. Based on their expertise and interests, the students can take up snorkeling, scuba diving, swimming, etc.

Aruba also has a jogging track which is on the beachfront and in proximity to the school.

Sports competition

XUSON hosts a football match annually in order to promote fitness amongst the students and faculty.

Personal /Psychological counseling

- Licensed psychologists provide confidential and personal counseling.
- Counseling is provided to students without any additional cost and offers both short- and long-term therapy to manage and cope with the challenges in their lives and support their personal and professional success.
- Counseling is provided for general as well as social and personal issues. Issues regarding to living and adjustment to island life, personal matters, stress management, etc are discussed with the students.
- In addition, nursing students can be referred to, and meet with, the local psychiatrist free of charge (in conjunction with insurance / AZV coverage), if it appears that medication may be an appropriate course of treatment.
- Strict discretion is maintained regarding all matters related to the personal counseling and psychiatric consultation, and no data is sought by the school or shared by the counselors.
- The counselors visit the campus for a minimum of 2 days per week between 3 PM and 5 PM. In addition, the students can request an appointment on a need basis. Students can meet the counselors in their office during these times.

Contact:

Office of Student Affairs:

Dr. Sabin Ranabhat, Dean of Student Affairs: sabinmd@XUSON.com

For personal psychological counseling:

Ms. Diana C. Wever-Salcedo: d.salcedo@XUSON.com, d.salcedo@mindplus.aw

Library Resources

Library Resources

As students of XUSON, you will have access to Library Resources via the Student Portal, IP range, and other methods. All these resources are only available to you as a student. They are not allowed to be shared with anyone, including other students. Students who do not adhere to these rules will be dismissed from the University immediately.

Library Policy for Borrowing Books

- All students in good standing may borrow books from the library.
- Books can be borrowed for a two (2) week initial loan period.

- Books may be renewed up to two (2) times, a total of 4 weeks, if no other patrons want the book.
- If a student requests a book currently checked out to another, the book can be recalled only during the "Renewal Period." This means the student with the book has 3 days to return the item.
- Books checked out in the initial "Loan Period" cannot be recalled.
- All students are responsible for the items checked out to them. If an item is overdue, not returned, or returned damaged, students bear the financial responsibility.

Library Policy for Overdue Books

The process for dealing with students with overdue (or lost) books will be as follows:

- Students have a 3-day grace period to return books.
- On the 4th day, students will be charged $5 a day until the book is returned.
- Students who have lost a book will be charged the full price of the book plus shipping.
- After a month overdue, the book will be considered 'lost' and students will be charged the full price of the book plus shipping.
- Students who have books a month overdue will be banned from borrowing books for the rest of the semester and/or the following semester.
- At the end of the semester, unreturned books on a student account that have not been checked in on the last day of finals by 10 am will be charged the full price of the book plus shipping to the student's account, regardless of being slightly or grossly overdue.

XUSON Network Domain Policies

XUSON Network Domain Policies

1. Information Technology

Mr. Jason Croes has been the Director of Information Systems & Operations since 2022. I.T. resources include free internet services to all the faculty, students, test centers, and classrooms. Each classroom has interactive smartboards. Students have access to a cloud-based "student portal" to access class notes, PowerPoint presentations, and library resources. The www.xavierstudent.com domain allows basic science and clinical students access to all information no matter where they are located. This will allow the clinical students to always have access no matter which institute they are stationed at for rotations.

XUSOM Campus Internet Connection is delivered via:

- Fiber Optic Internet Connection
- Download bandwidth: 750Mbps
- Upload bandwidth: 150Mbps

2. Library

The library supports the education of Xavier students by providing a safe and comfortable space for students to study. The library provides physical textbooks and supplemental texts to support the education received in class and students' self-directed learning. The library and IT department also provide electronic resources to preclinical and clinical sciences off-campus students. We offer them databases that include practical exercises with case files and simulation cases.

The library offers eight terminals for public access, where students have access to all of our databases and the internet. Students can download lectures, watch video lectures, and use the public access stations in various ways. Students can print from their personal computers anytime the library is open. Students can print as long as they are connected to Wi-Fi while in the library or still in class.

The library and librarian stay involved on campus by interacting with all aspects of the university. The librarian is a member of the faculty development committee. These roles allow the department to give input and ideas to support student education. It also allows the library to stay updated on changes to programs to ensure the department can provide relevant services.

Intentionally interfering with normal operation of the network, including the propagation of computer viruses, or sustained high-volume network traffic which substantially hinders others in their use of the network is strictly prohibited.

Examples would be:

- Downloading movies / Uploading to an external server
- Downloading music / Uploading to an external server
- Downloading any software or electronic files
- Uploading, downloading, or otherwise transmitting commercial software or copyrighted material in violation of its copyright
- Using the Internet for gambling or illegal activities
- Using the Internet for online games
- Using the Intranet [LAN] for online games
- Video streaming / Torrent usage etc

If you are aware of a potentially inappropriate use, please direct the information to itsupport@XUSON.com. Management will carefully investigate potential violations before taking action.

Depending upon the severity of the violation and the history of the account involved, management may take any reasonable disciplinary action, including, but not limited to, one or more of the following actions:

- Issuance of a verbal or written warning
- Suspension of the offending account

The University reserves the right to take any disciplinary action against any violators.

Warning: If you are "caught" in the act of violating the above procedure, your Internet access will automatically be suspended; notification will be sent to the administration and the Dean of Student Affairs. If, after a one-semester suspension, a violation once again occurs, suspension will be permanent for the remainder of the time in Aruba.

General rules regarding acceptable network use

University-provided Internet/Intranet and e-Mail privileges, like computer systems and networks, are considered university resources, and are intended to be used for educational purposes only. Students should be aware that usage is monitored for unusual activity.

Data waiver form

The student hereby grants permission to Xavier University School of Nursing to store and process personal data and sensitive personal data in a manner appropriate to the continuance and progression of my Nursing education. The student accepts that Xavier University School of Nursing will not abuse this information. The student accepts that Xavier University School of Nursing will not transfer this information to any third parties without their written permission.

The student accepts that by requesting copies of their student transcript to be sent to third parties, such as other Nursing education establishments, the student grants permission for Xavier University School of Nursing to transfer data relating to them to third parties.

The student accepts that Xavier University School of Nursing will store personal and sensitive personal data for a reasonable period of time following their departure from the school and that their photographs may be used for continued advancement of the University.

Facilities (Labs)

Facilities (Labs)

On campus, we have an Anatomy lab, a histology lab, and a biochemistry lab available to the students for practicals. The anatomy lab has all the necessary samples, a plasticated full cadaver, prosected plasticated specimens, and an Anatomage table to provide a state-of-the-art facility.

The Anatomy department also has several cadavers available at the hospital morgue for dissection. The Histology lab is actively used by both premed and Nursing students for histology and microbiology classes. We have 35 microscopes, an extensive collection of slides available to the students, and also use the large collection of slides that are available on the Anatomage table. There is also a camera and projector available for demonstration purposes.

The university also just recently updated the Biochemistry lab, which is sectioned as a wet lab area, virtual lab area, microbiology, and sterile section. The Microbiology and sterile sections are for those Microbiology sessions which require biochemical equipment and autoclaving and hence need to be conducted in the Biochemistry lab.

Rules and regulations for the laboratory

- Never work alone in the laboratory without permission and prior knowledge of the instructor.
- Do not engage in rowdy, playful, or unprofessional activities in the laboratory. This includes not being disrespectful of your instructor or classmates.
- Students should wash hands thoroughly after first entering the lab and before leaving the lab.
- Never eat, chew gum, or drink anything in the laboratory without explicit permission from the instructor.
- When doing body fluid labs, work surfaces must be disinfected at the beginning and end of the lab period. Following dissections, work surfaces must be cleaned with alcohol.
- Wear appropriate clothing at all times in the laboratory, including gloves and safety glasses as advised by your instructor.
- Scrubs are required for all anatomy labs
- During dissections, when handling cadavers, or during body fluid labs, students will be required to wear examination gloves, safety glasses, and closed-toe shoes that cover the top of the foot.
- Keep hands away from your face, eyes, and mouth when working with cadavers, chemicals, preserved specimens, or body fluids. This includes not applying cosmetics, not adjusting contact lenses, and not biting your finger nails.
- If any chemicals or other agents splash into your eyes, immediately go to the nearest sink and flush your eyes with water.
- Report any accidents, spills, BREAKAGES, or injuries to the instructor, no matter how trivial they appear.
- Scalpels and other sharp objects can be used only if authorized by the instructor and only after being given proper handling instructions. Use small trays to carry all sharp objects. When handling sharp objects, point their tips down and away from other people.
- While wearing examination gloves, students must not leave the laboratory and must not touch any equipment such as microscopes, writing utensils, any personal items such as cell phones, or any door knobs.

- Do not use any lab equipment without instruction and authorization from the instructor. Report any damaged or broken equipment to your instructor immediately.

Parking policy and restricted areas

Parking of personal motor vehicles is a privilege granted by the University. In order to maintain safe and clear means of movement, parking slots are provided to the students. Students are not allowed to park in areas designated for faculty and staff. Students are not allowed to enter administrative and faculty offices without permission.

Doctors and pharmacies

Every XUSON student arrives in Aruba with travel insurance and, after he/she receives the student's residency permit, gets an AZV health insurance card. This card allows students access to a family physician, Dentist, ER, and other care services.

In addition, Dr. J. Croes, MD, and Dr. Mrs. Alvarez, MD, are part-time faculty who run family clinics within 5-10 minutes from the campus and have facilities for consultation and psychotherapy. The Family Physicians also provide referral services for specialty care.

Most of the prescription drugs and consultations are provided at no additional cost to the students who have AZV cards. The IMG Insurance of the students provides facilities for reimbursement.

Student organizations

Student organizations

SGA (Student Government Association)

The purpose of this body is to provide a forum for student concerns and opinions, and to increase communication between the student body and the rest of the Xavier University School of Nursing community.

SAO (Student Ambassador Organization)

As prospective Nurses, SAO feels that Nursing students should develop expertise beyond Nursing to compete in a dynamic health care market. Our goal is to promote dual degrees in the XUSON Nursing student population and expand student community outreach. To enhance personal and professional integrity by building stronger community ties while enriching professional experiences.

AEP (Academic Enhancement Program)

The Academic Enhancement Program (AEP) offered at XUSON is a service available to students, led by students. It is a tutoring program where students can assist their peers and juniors in areas they might find more challenging. Through AEP, the tutor will help their tutee better understand the course material by taking extra time to explain concepts to them. This is a free service offered to all XUSON students.

SNMA (Student National Nursing Association)

The SNMA has a special consultative status supporting the local national nursing body representing the nursing workforce on Aruba. The SNMA's activities range from raising awareness on public health, human rights, and reproductive health issues to involving students actively in Nursing curricula reforms and Nursing education.

Section VI: University Committees, Policies Affecting Students and Related Procedures

Admissions Committee



Admissions Committee

Description and Charge

- The charge of the Admissions Committee is to select a sufficient number of well-qualified students that best represent the mission of XUSON, Aruba
- The Committee has the complete and final authority to evaluate and admit Nursing students.
- The selection of students will be unbiased and not be influenced by political or financial factors.
- The Committee reports to the Deans (Basic Sciences and Clinical Sciences) and the Chief Academic Officer

Membership

- The admission committee is a standing committee. Members are recommended by the Deans and the Chief Academic Officer makes the appointment.
- Committee members serve one-year terms and may be reelected with no maximum term of service.
- The committee consists of the Chair, Secretary, Admissions Coordinators, Faculty, and general members

Duties

1. The Chair will have authority over the committee and designate assignments as needed. The Chair will be the signatory on all acceptance letters and welcome the students to the University.

2. The secretary will take the minutes for the meeting and distribute the minutes to the committee before the next scheduled meeting. They will review applications and move forward with those students that meet our qualifications for the interview process. The Secretary will review all acceptance and rejection recommendations from the faculty and make their recommendation to the Chair.
3. The admissions coordinators will be required to attend all meetings. They will review applications and move forward with those students that meet our qualifications for the interview process. They will keep the committee aware of trends in applications, issues with applications, common questions from applicants, and general questions from prospective students.
4. Faculty members, including the Chair, are required to attend all committee meetings. Faculty members will be responsible for interviewing prospective students who have been recommended for interview by the Secretary and the Admissions Coordinators. Faculty members will complete a prospective student interview assessment and make their recommendation to the committee of acceptance, rejection, or deferral. Faculty members will report back to the committee trends in interviews, issues, or areas of improvement to the interview process, and recommend changes that will benefit the students and the University.
5. General members will be responsible for making recommendations to the committee, updating the committee on possible improvements based on feedback.

Actions

1. The faculty members of the committee are responsible for interviewing each applicant, evaluating each interviewed applicant, completing the file, and sending a recommendation for admission or rejection.
2. The committee is responsible for periodic evaluation of the policies and procedures of admission and suggests changes

Procedures

1. All applicants whose primary application has been verified by the admission staff in the Aruba office, are invited to complete the application file.
2. Applicants are assigned to a member of the admission committee for an interview.
3. The interviews may be by telephone, Skype, Zoom, or in person at the office in Woodbury, NY, or in Aruba.
4. The faculty members use a standardized form to give a rating to each student. The scoring considers the academic qualifications, attributes, and personal experience along with evaluation of personal statements and LOR.
5. The members, each independently, review and render their decisions (accept, defer, or reject) and provide supporting comments.
6. With a combination of acceptable GPA and acceptable interviews, the applicant is offered conditional acceptance
7. Once accepted, the student is informed of the process of registration and travel to Aruba for the Basic Sciences
8. Details of admission policies and procedures are published on the school website and included in the faculty handbook.

Meeting procedures

Frequency and Duration of Meetings

Meetings will be held at least once every semester. Additional meetings may be convened in a semester at the call of the Chair.

Quorum

A simple majority of the total membership of the committee shall constitute a quorum. A quorum shall be required to take any action.

Conflict of Interest

Members are expected to declare a conflict of interest if their real or perceived personal interests might be seen to influence their ability to assess any matter before the committee objectively. A declaration may be made at a meeting or in writing to the Chair. If the declaration is accepted by the Chair, the concerned member/s will be excused from the respective meetings, and excuses will be recorded in the minutes.

Lines of accountability

- The Admissions Committee is accountable to the Deans and the Chief Academic Officer. Minutes and Reports
- Minutes of all meetings are kept with the Chair of Admissions. Minutes are circulated to all members.

Revision

- By-laws will be reviewed and revised by the Admissions Committee annually, and presented to the Faculty Senate for approval.

Curriculum Committee and Responsibilities

Curriculum Committee and Responsibilities

The Curriculum Committee is responsible for identifying the curricular content, integration, and implementation of all components in both Basic and Clinical science programs. Along with this, the committee sets up the educational objectives required in each course, method of instruction, and assessment methods to measure the achievement of these objectives. The mandate of the Curriculum Committee is to coordinate the design, management, approval, integration, evaluation, and enhancement of a dynamic curriculum that ensures students are equipped with the necessary knowledge, skills, attitude, and behavior to get into the residency program.

Organization of the Committee

Responsibilities:

The functions/ responsibilities of the curriculum committee are formed in alignment with the Accreditation Commission for Education in Nursing (ACEN).

For ACEN, curriculum guidelines are formally defined under Standard 4. Curriculum committees in ACEN-accredited programs are evaluated on:

- Evidence-Based Development: Curricula must be developed, implemented, and revised by faculty to align with contemporary professional standards, guidelines, and the needs of the community of interest.
- Credit and Clock Hours: Course credits and clock hours must strictly comply with the governing organization, regulatory agencies, and certifying bodies.
- Student Evaluation: Utilizing formative and summative evaluation methods that are appropriate to the method of delivery and align directly with the progression of course outcomes

Curriculum Designing: The Curriculum Committee is responsible for structuring the curriculum in a manner that addresses the established goals, competencies, and educational objectives of the Nursing school. The

curriculum committee designs the academic program for the semester and approves the academic calendar, which will guide the system chairs to coordinate the activities of the organ system. The committee will ensure that the curriculum complies with the accreditation standards and provide evidence for such compliance.

Curriculum Review: The committee will constantly review, evaluate and periodically update the curriculum, ensuring that there is comprehensive coverage of all the content/competencies throughout the curriculum. An efficient way of reviewing the curriculum is by mapping the learning objectives of each organ system to educational objectives, educational objectives to competencies, and competencies to the school's mission. The committee works closely with all the system chairs and discusses whether the content or competencies distribution in the organ system is logical and coherent.

Curricular Integration: The committee will ensure that there is adequate vertical and horizontal integration of the curriculum. This integration will ensure that the students are taught everything from a clinical perspective. This two-way integration will also help students understand the content better, as correlation and interpretation are better.

Curriculum Delivery and Monitoring

- *Scheduling:* The curriculum committee is responsible for preparing and dynamically revising checklists that define action plans/expectations for system chairs for the smooth running of the system. The curriculum committee, in liaison with the sub-committee, will prepare a schedule for 2 weeks. This schedule is discussed in the bi-monthly integration meeting for any conflicts, to identify lacunae of topics and prevent unwanted redundancy.
- *Timely Assessment:* The curriculum committee creates, approves, and shares the Academic Calendar with the system chairs and the faculty. This calendar will guide the system chairs and the faculty on the conduct of Assessment. Students are assessed by both formative and summative assessments, but the academic outcome is decided by the summative assessment.
- *Monitoring:* The committee closely monitors the content of the syllabi of individual systems. These syllabi specify the content and workload of the respective system. The syllabi will clearly state the standard for the content depth and content relevance dynamically and temporally.

Curriculum Evaluation

The curriculum committee works and provides relevant evidence towards the school's compliance with those accreditation standards that are directly or indirectly relevant to the curriculum. Timely Evaluation of the curriculum is one of the major standards set by most of the accrediting agencies, and hence this component becomes a very important responsibility of the curriculum committee.

Curriculum Evaluation is Done Under 4 Subheadings

1. Process Evaluation: Student feedback at the end of every clerkship or at the end of every organ system is used to prepare a report on the process.
2. Block Evaluation report for every organ system (in Basic Sciences) and Clinical Clerkship Data report at the end of a specific clerkship (in Clinical Sciences) are the tools to review the educational process. These reports are used by the curriculum committee to find the lacunae in the process and address them subsequently.
3. Outcome Evaluation: Student summative scores in the assessments form the basis for outcome evaluation. The following assessment scores are used by the committee for its outcome evaluation.
4. Need Evaluation: Any deficiencies/shortcomings noted either in process evaluation or outcome evaluations are noted, discussed, and addressed under "Need Evaluation.

Policy Development and Communication

- Defining and implementation of policies: The Curriculum Committee defines and implements policies for Curriculum design, Curriculum content, Methods of delivery of the curriculum, Duration of delivery of the curriculum, Review of the curriculum and recommends them to the Deans, for perusal and approval.
- Directing the functioning of the sub-committees: The curriculum committee is authorized to direct the functioning of the basic science and clinical science sub-committees and to request the sub-committees to convene meetings when required.
- Liaising with teaching faculty: Establishing a faculty leadership structure that functions towards the achievement of curricular goals and compliance with accreditation standards
- Timely communication to all teaching faculty either directly or through the established faculty leadership, about revisions, if any, to the curricular structure and content.

Leadership & Membership

- Appointment: The members and the chair of the committee are appointed by the Chief Academic Officer based on their academic qualifications, academic rank in the institution, and experience in Nursing education.
- Leadership: The Curriculum Committee is led by the Chair. Where the Chair is absent for any reason, an Acting Chair may be appointed by the Chair.
- Responsibilities of Members: All members will participate actively in the committee by reviewing all pre-circulated material. The members will ensure to attend at least 70% of the meetings and also participate in working groups as requested by the Chair.
- Term of Membership: Appointed members will normally serve a three-year term following which their membership can be renewed.

Meeting Procedures

- Frequency and Duration of Meetings: Meetings will be held at least once every semester. Additional meetings may be convened in a semester at the call of the Chair.
- Conflict of Interest: Members are expected to declare a conflict of interest if their real or perceived personal interests might be seen to influence their ability to assess any matter before the committee objectively. The declaration may be made at a meeting or in writing to the Chair. If the declaration is accepted by the Chair, the concerned member/s will be excused from the respective meetings and excuses will be recorded in the minutes.

Decision-Making

1. Decisions that establish modifications to the curriculum/ curriculum committee policies, directions to subcommittees, or directions to faculty members will be discussed in the context of specific motions.
2. Motions shall be passed by a majority vote of members and recorded in the minutes.
3. Where consensus-based decision-making is required, everyone involved in the decision must agree on the individual points discussed before they become part of the decision. The following principles apply during consensus-based decision-making:
4. Not every point will meet with everyone's complete approval. Unanimity is not the goal, although it may be reached unintentionally.
5. Everyone may not be satisfied with consensus-based decisions but everyone's ideas should be reviewed thoroughly. The goal is for individuals to understand the relevant data, and if need be, accept the logic of differing points of view.
6. Arguments over individual ranking or position will be avoided. However, a position will be presented as lucidly as possible, respecting the feelings of all groups
7. A 'win-win' approach will be adopted. When an impasse occurs, the next most acceptable alternative for both parties will be looked at.
8. Views that have no basis in logic or the supporting data shall not be entertained.

9. Holding of different views by group members shall be considered natural and healthy.

Communication

Agenda and minutes of committee meetings are to be distributed to the committee members by the Secretary. Minutes are normally distributed electronically to all members within one week of meetings.

Evaluation

Terms of reference will be reviewed by the Curriculum Committee periodically

Responsibilities of Sub-Committees

Basic Science Sub-Committee

- All system chairs are members of the basic science sub-committee by default.
- System chairs are appointed every semester by the Dean, Basic Science, in consultation with the Chair, Curriculum Committee.
- The Secretary of the main curriculum committee will chair the sub-curriculum committee by default.
- Student representatives of Years 1 and 2 are appointed by the CAO based on the academic performance of the student.
- The basic science sub-committee will support the main curriculum committee by convening meetings as requested by the latter.
- The basic science sub-committee will support the main curriculum committee by proposing suggestions for dynamic modifications of the basic science curriculum.
- A consensus reached during the sub-committee meetings will be passed to the main committee for final approval.

Clinical Science Sub-Committee

1. All Clinical chairs are members of the clinical science sub-committee by default.
2. Clinical science chairs are appointed by the Dean, Clinical Science, in consultation with the Dean, Basic Science, the Dean of Nursing and the Chief Academic Officer. The term of clinical chair-ship will continue for as long as deemed necessary by the Dean, Clinical Science.
3. The Chair and the Secretary of the clinical sub-committee are appointed by the Dean, Clinical Science, in consultation with the Dean, Basic Science, and Chief Academic Officer on an annual basis.
4. Student representatives of Years 3 and 4 are appointed by the CAO based on the academic performance of the student.
5. The Clinical Science sub-committee will support the main curriculum committee by convening meetings as requested by the latter.
6. The Clinical Science sub-committee will support the main curriculum committee by proposing suggestions for dynamic modifications of the clinical science curriculum.
7. A consensus reached during the sub-committee meetings will be passed to the main committee for final approval.

Grievances Committee

Grievances Committee

The Grievances Committee holds the responsibility of addressing all the student grievances related to academic, non-academic, and disciplinary issues, and violations of professionalism, teacher-learner environment, code of conduct, and non-compliance with Accreditation Commission for Education in Nursing

(ACEN) accreditation standards. It is of utmost importance to maintain the learning environment free of harassment and discrimination and provide fair and equal opportunities to all students by providing them a forum to express their grievances and seek redressal.

The Grievance Committee shall abide by the University statement on Academic Freedom, Responsibilities and Policies that govern the School of Nursing.

Xavier University maintains an ongoing Grievances Committee. The Committee shall consist of three to five (3-5) members of the Faculty Senate:

- Dean of Student Affairs is an ex officio member and chair of the Committee
- Two Faculty members from the Basic Sciences Program
- Two Faculty members from the Clinical Sciences Program

Where required, Deans of Basic and Clinical Sciences shall be requested to act as an ex officio, non-voting member.

In addition, the Clinical Chairs Committee shall serve as a subcommittee of the Grievances Committee and shall provide a recommendation for appeals involving any student in the Clinical Sciences.

Responsibility: Matters appropriate for consideration by the Grievance Committee include, but are not limited to, matters relating to:

1. Discrimination, harassment, improper treatment related to gender, race, religion, sexual orientation, or disability.
2. Non-compliance with accreditation standards
3. Alleged unethical behavior within or outside the classroom and the school premises
4. Violation of established academic policies and regulations (e.g., examination policies, advisory policies, registration policies, probation, dismissal, etc.);
5. Violation of student's academic freedom;
6. Failure to meet obligations;
7. Arbitrary and capricious grading practices;
8. Grievance related to ethical or behavioral violations or Sexual harassment;
9. The appeal of being placed on Academic Probation or dismissal from the program.
10. Disciplinary matters on and off-campus
11. Violation of policies mentioned in the Student and Faculty Handbooks
12. Non-compliance with ACEN standards

Financial and procedural matters may not be appealed to the Grievances Committee.

Procedures of the Committee.

It is a recognized right of the student to be granted due process following any disciplinary action. Students have a right to appeal any adverse action.

Referral/Appeal to the Grievances Committee

1. All matters to be addressed to the Committee must be submitted in writing to the Chair of the Committee (appeals@XUSON.com), and all materials must be fully documented.
2. The statement must include a summary of not more than one typewritten page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.

Informal Resolution

Before submission of a written complaint, the student/faculty member should attempt to resolve the matter through negotiation with the appropriate party or immediate superior (e.g., Faculty, Clinical Preceptors, Chairs). If negotiation is unsuccessful, the student/faculty member may take the matter to the next in authority (e.g., Deans or the CAO).

Formal Complaint

The student shall discuss the grievance with the faculty member involved, who shall attempt to resolve the grievance and shall render a written decision to the student promptly after receipt of the grievance. Copies of the grievance shall also be forwarded to the Deans and the Grievances Committee. The grievance should be presented to the faculty member involved as soon as possible after the grievant feels that an abridgment of the grievant's rights has occurred, but in no case shall it be later than (5) working days following the grievant's knowledge of the act, event, or commencement of the conditions which is the basis for the grievance, except in the case of final grades then no later than the fifth (5) day of the next semester.

If the grievance is not resolved, the student may submit the grievance in writing, within five (5) working days of the grievant's receipt of the decision of the faculty member involved, to the Grievances Committee. Within five (5) working days of receipt of the appeal, the Grievances Committee will schedule a hearing, notifying the student and the faculty member(s) of the time and place of the hearing (see Hearing Procedure). In the case of a dismissal, the student must submit a written appeal outlining the reasons for the appeal to the Chair of the Grievances Committee within five (5) days of receiving the dismissal letter.

Within five (5) working days of receipt of the appeal, the Grievances Committee will schedule a hearing, notifying the student and the faculty member(s) of the time and place of the hearing through emails and telephone calls (see Hearing procedure). Students awaiting action on their dismissal appeal to the Grievances Committee may attend classes; however, academic credit will only be granted if the appeal is granted.

Hearing Procedures

1. Before the hearing, the Chair of the committee shall notify the affected parties in writing, outlining the concerns before the committee. All written materials must be available to the committee members and affected parties forty-eight (48) hours before the hearing. The student shall notify the chair forty-eight (48) hours before the hearing who his/her advocate(s) will be.
2. The Chair of the Grievances Committee has the right to question all participants on pertinent matters.
3. The student has the right to be present throughout the entire hearing, except during the deliberation and final recommendations of the committee. She/he has the right not to testify or appear, though the committee shall proceed with its deliberations and recommendations. However, at any time any of the committee members may request an executive session, in which case all non-committee members will be asked to leave.
4. Students may select an advocate to appear with the student at the hearing; the advocate may be a faculty member, staff member, or student. The advocate does not have deliberation privileges. Under no circumstances will legal counsel be permitted.
5. Witnesses may elect not to make verbal presentations, but rather submit a written statement that must be submitted to the chair seventy-two hours before the hearing, giving the chair time to distribute to all concerned.
6. Once people are finished presenting collateral information, they will leave the hearing room.

Documentation

1. Before the hearing, the student and involved parties have the right to access information that will be used by the committee in the hearing.

2. All material(s) distributed at the hearing shall be returned to the chair of the committee at the conclusion of the inquiry. These materials will be stamped confidential and are not for distribution. The materials will be placed in a file in the office of the Dean of Basic Science or his/her Appointee.
3. The Chair of the Grievances Committee will ensure that all necessary packets of pertinent information are filed.
4. This is not a legal process, and the rules of evidence and discovery do not apply. The process will be guided, at the Chair's direction, by notions of fairness and reason.

Voting/Report

The Grievances Committee shall decide the merits of the complaint and, where appropriate, recommend remedial actions or sanctions. All findings and recommendations by the Grievances Committee shall be decided by a vote of two-thirds of the members of the Grievance Committee. The Chair of the Grievance Committee or his or her designee shall reduce to writing the findings and recommendations of the Grievance Committee and send the report to the Dean.

The report should include the facts upon which the Committee's decision is based. The report should be signed by the Grievance Committee members. If two-thirds consensus cannot be reached, the grievance will be referred to the Deans and/or Chief Academic Officer for decision. All deliberations of the committee are, by nature, confidential.

Notice of Grievance Committee Findings

The chair will send the student written notification within five (5) working days. A copy of the decision will be forwarded to the faculty advisor and Chief Academic Officer.

Appeals against the recommendations

1. Decisions made by the Grievances Committee can be appealed.
2. Appeals of the recommendation(s) made by the Grievances Committee must be instituted in writing within ten (10) working days of receipt of the Committee's recommendation to the Deans.
3. The appeal of the Committee's decision to the Dean must be in writing and must explicitly identify the basis for appeal
4. The decision of the Dean may also be appealed to the Chief Academic Officer whose decision is final.
5. If a student is dismissed from the program, he/she cannot enroll in or attend classes pending resolution of the appeal process.

Confidentiality

All deliberations of the Grievances Committee are, by nature, confidential. Conflict of Interest:

Members are expected to declare a conflict of interest if their real or perceived personal interests might be seen to influence their ability to assess any matter before the committee objectively. A declaration may be made at a meeting or in writing to the Chair. If the declaration is accepted by the Chair, the concerned member/s will be excused from the respective meetings, and excuses will be recorded in the minutes.

Revision of By-laws

By-laws will be reviewed and, if necessary, revised by the Committee periodically, and presented in the Faculty Senate for approval.

Non-Compliance with ACEN standards

Issues related to non-compliance with ACEN standards can also be directly reported to ACEN via https://acenursing.atlassian.net/helpcenter/Support/

Research Committee

Research Committee

Mandate

The Research Committee of Xavier University School of Nursing has the mandate to promote research in the institution, especially research that can improve teaching-learning activities in the institution and which can benefit the local Aruban community. The committee actively seeks the cooperation of other organizations on the island and abroad to develop research skills and aptitude.

Composition

- Chair: The chair of the Committee is appointed by the Chief Academic Officer.
- 3-5 faculty members: The Chair, in consultation with the deans, appoints the other members to the committee.
- Students.

Responsibilities

1. The committee works closely with the institutional review board to promote ethical research in the institution.
2. To monitor research activities.
3. The committee requests the school administration to support research by providing modest requirements, such as software and other support. Authors may also be supported by the publication charges.
4. The committee has student members to encourage research among students.
5. The committee works closely with the student-run Society for Research to encourage research events.
6. One of the members is in charge of sessions on Critical Appraisal of Scientific Literature which is important in inculcating a critical attitude of scientific inquiry among students.
7. The committee in association with the Society for Research, organized a XUSON Research Day. After an introductory session about a research topic, faculty and students present their posters in the school auditorium. The posters are judged by invited judges from outside the institution and prizes are awarded to the best poster in the faculty and the student section.
8. The committee works closely with the editorial team of Xavier Times, the school newsletter and the Dean of Student Affairs to disseminate information about research events and research projects conducted in the institution and published in various journals.

Meeting Procedures Frequency of Meetings

Meetings will be held at least once every semester. Additional meetings may be convened in a semester at the call of the Chair. The Chair will send out the agenda before each meeting.

Quorum

A simple majority of the total membership of the committee shall constitute a quorum. A quorum shall be required to take any action. The members from remote locations will partake in the committee proceedings via web conferencing.

Conflict of Interest

Members are expected to declare a conflict of interest if their real or perceived personal interests might be seen to influence their ability to assess any matter before the committee objectively. A declaration may be made at a meeting or in writing to the Chair. If the declaration is accepted by the Chair, the concerned member/s will be excused from the respective meetings, and excuses will be recorded in the minutes.

Lines of Accountability

- The Research Committee is accountable to the Deans and the Chief Academic Officer. Minutes and Reports
- The secretary will take minutes to summarize each meeting and distribute the minutes electronically to all Committee members.

Revision

By-laws will be reviewed and revised by the Research Committee annually, and presented in Faculty Senate for approval.

Institutional Review Board Mandate

The Institutional Review Board (IRB) of Xavier University School of Nursing has the mandate to ensure that all approved research proposals meet internationally agreed standards for conducting research and that all research is conducted ethically and that no harm to the research subjects is ensured due to the conduct of the research.

Terms of Reference

The chair of the IRB is appointed by the Chief Academic Officer (CAO). The chair, in consultation with the CAO, appoints other IRB members. The IRB has designed a proposal submission form that researchers can use to submit research proposals. The researcher has to complete the form and submit to the IRB at xirb@XUSON.com. The IRB has also prepared a form that reviewers can use for reviewing proposals. The reviewer submits their reviews to the chair through email. Based on the recommendations of the members, a proposal may be either accepted or the authors may be asked to revise the same. All correspondence is electronic, and the IRB aims to provide a first decision within 2 weeks of proposal submission.

The IRB works in close co-operation with the research committee to promote ethical research in the institution. As the institution is small, there may be a certain degree of overlap of membership between the Research Committee and the IRB.

Policy for Consistency in Academic Progress

Policy for Consistency in Academic Progress

Students are required to successfully pass every class in XUSON. Transfer credit may be accepted if the credit adheres to the transfer credit policy. Transfer credit will be applied in accordance with the XUSON policy on transfer credits.

See transfer credit policy for further details

- Students who academically fail one system will be promoted to the next term provided the student passes a re-examination given within the first week of the subsequent semester. If the student completes the examination, the student will be promoted. A re-examination fee will be imposed regardless of pass/fail outcome and based upon re-examination attempts. The maximum final grade allowable for re-examination is 70% (Pass).

- A student failing a re-make exam will be required to repeat the entire course.
- Students failing 2 or more systems in a semester may not be promoted to the next term. The student will be placed on academic probation and will remediate the failed courses in the following semester.
- Students have to successfully pass the failed courses to be promoted to the higher term.
- A student placed on Academic Probation will be required to pass (P) all assigned classes the following semester.
- Students failing will be placed on academic probation and will be reviewed by the Promotions and Progress Review Committee. The outcome of this review can be placement on academic probation and/or other academic remedies, which may include academic dismissal.
- A class may not be attempted more than 3 times. If a student fails or withdraws from a class 3 times (including re- examination) the student is subject to dismissal.
- Students have the right to appeal academic dismissal to the Grievances Committee. (Please reference section “Grievances Committee”)
- All Students are required to successfully pass all the courses, the Comprehensive Basic Science Examination, and the Comprehensive OSCE administered by XUSON.

All Nursing students are required to complete the Basic Sciences within 3 years of admission to the BSN program. All Nursing students are required to complete the Clinical Sciences within 3 years of promotion or admission to the Clinical Sciences program.

The maximum duration to graduate from the Nursing school is 5 calendar years. Exceeding these limits in the duration of the Nursing education program may result in dismissal from the program, or the requirement to repeat some or all courses falling outside the specified limits of time.

Promotions and Progress Review Committee

Promotions and Progress Review Committee

Policy on Promotion and Progress Review of the Students

A student is considered to be achieving satisfactory academic progress as long as he or she passes the sequence of courses and clerkships established by the Curriculum Committee and meets the performance standards of the Curriculum Committee. The assessment of academic progress includes the domains of knowledge, skills, behaviors, and attitudes – as expressed in the form of XUSON’s Program Educational Objectives. Hence, professionalism is an integral component when considering academic progress.

Independent of the final grade, unprofessional behavior may be the sole criterion for which a student may be recommended for academic sanctions as described throughout this document.

The Promotions and Progress Review Committee monitors the progress of students during the BSN program and certifies that students are performing at an acceptable level to complete their present semester and advance to the next semester of the BSN program. In the process of these reviews, the Promotions and Progress Review Committee will make the final decision as to whether a student is allowed to advance with or without probation or if a student will be repeat a semester with an academic probation.

These decisions made by the Committee can be appealed to the Chief Academic Officer (CAO). The decision made by the CAO is final.

Student Participation in the Committee

One Appointee of the Student Government Association acts as a non-voting member of the Promotions and Progress Review Committee.

Academic Advancement

After each phase of the curriculum, the Registrar will provide the Chair of the Promotions and Progress Review Committee with a list of students who are scheduled to advance to the next phase of the academic curriculum. The Promotions and Progress Review Committee will then determine if the students meet criteria to advance to the next phase by considering all aspects of a student's performance, including course grades and adherence to the XUSON Conduct Code, Honor Code, and Nursing school student policies.

The students will not be allowed to progress to a higher class if they have any backlog courses to be completed. However, students failing a single course will have the opportunity to take a remake exam at the beginning of the following semester. They will be allowed to progress to the higher class if they pass the remake exam, failing which they must repeat the failed course with full attendance. For courses with a duration of 5 weeks or less, the students will be eligible for an extra attempt of the remake exam, failing which they may be academically dismissed. Students who fail 2 courses in a semester must repeat the failed courses in the coming semester, and they will not be allowed to take a remake exam.

During the semester, the Promotions and Progress Review Committee will regularly review the progress of all students to assess whether they are making adequate progress toward attaining the achievement levels required for promotion to the next semester. The Promotions and Progress Review Committee members will also determine during the semester if students are performing below standards, and may determine that a student should be placed on academic probation according to the criteria outlined below.

The Promotions and Progress Review Committee decides on individual students' promotion using the following criteria

1. Adequate Progress: Students with passing grades in all courses/clerkships.
2. Inadequate Progress (these students would not be promoted and/or be placed in academic probation):
3. Students with performance below expectations who did not complete the course requirements: These could be the students who did not meet the attendance requirements, missed quizzes/exams, failed quizzes/exams, passed theory but missed/failed OSCE's
4. Students placed on academic probation who did not satisfactorily complete the necessary remediation outlined in their probation, or;
5. Students who are on suspension.
6. Students who fail 2 courses in a semester.
7. Students will not be allowed to progress to MD6 (old curriculum before Summer 2026) / MD5 (new curriculum from Summer 2026) with any backlogs.

Guidelines for Consistency in Academic Progress

- A student is considered to be achieving satisfactory academic progress as long as he or she passes the sequence of courses and clerkships established by the Curriculum Committee and meets the performance standards.
- The academic progress of students is periodically reviewed by the Promotions and Progress Review Committee, which may impose upon students' academic sanctions if their academic progress is deemed insufficient. The academic sanctions are associated with terms and conditions.

Academic Sanctions

A letter of warning will be considered when the Promotions and Progress Review Committee has concerns about a student's performance, but feels that the concern is not indicative of a pattern of underperformance, or lapses in professional behavior.

The following is a list of reasons why a student would automatically be issued a letter of warning

1. Fail in a single course
2. Attendance shortage in the first course of the semester or during mid-semester review
3. Have a professionalism or ethical issue
4. When a student is noted to have a deficiency in their clinical skills over several clerkships or courses (e.g., difficulty synthesizing clinical information)
5. When students take more than 4 months of LOA after their Basic Sciences and/or Clinical Rotations

The entirety of the student's academic performance, ethical and professional behavior is factored into decisions by the Promotions and Progress Review Committee, and an academic warning may also be recommended if a student had difficulties in the Basic Sciences and continues to struggle academically in the Clinical Rotations. An academic warning is intended to alert the student that, without improvement, they are in danger of more serious academic sanctions such as probation.

Academic probation will be considered when the Promotions and Progress Review Committee is concerned about a student's performance and, without improvement, the student is in danger of being suspended or dismissed.

The following is a list of academic difficulties for which a student would automatically receive an academic probation:

- Students who have two or more backlogs at any stage in Basic Sciences shall be required to repeat a semester with academic probation.
- Attendance shortage for 2 or more courses in a semester
- Repeated ethical and professional misconduct as deemed by the Promotions and Progress Review Committee
- During clinical rotations, if they receive an F in a rotation or course. The student will not progress in the phase until they have completed remediation of the rotation or course. The period of probation will continue until they have completed the phase.
- Any student who repeats a phase will be recommended to be placed on academic probation while they are repeating the phase.

Academic Probation Serves the Following Functions

1. It is official documentation that the student is deficient in areas related to academic performance;
2. It provides a pathway and defines a timeline that the student must follow in order to regain good standing. This may include, but is not limited to, remediation, maintaining appropriate performance standards and/or adhering to professional expectations;
3. It describes the consequences that will result if a student does not meet stated expectations during the period of academic probation.
4. Self-reflection after discussion with the faculty mentors, Deans and/or Chair of Promotions Committee and submit an academic plan of remediation to the Promotions and Progress Review Committee in writing.

Repetition allows the student to repeat a phase of the curriculum. There are two primary reasons for repetition.

1. Students may voluntarily repeat a semester/course because of specific events (e.g., health, personal or family issues). This voluntary repetition should be approved by the Promotions and Progress Review Committee. In these cases, the student can be allowed to repeat the semester/course without any academic penalties at the discretion of the Promotions and Progress Review Committee.
2. Repetition of a semester/course as recommended by the Promotions and Progress Review Committee, due to a concern that the student has not mastered the academic skills of that semester/course.

The following is a list of actions for which the Promotions and Progress Review Committee would require a student to repeat a phase or course in the curriculum:

- Required remediation of two or more courses at any stage in Basic Sciences
- Grade of F during clinical rotations
- Failure in OSCE exams

Suspension is considered for serious academic issues when the Promotions and Progress Review Committee has information regarding the student's academic performance or professional behavior that would support the student benefiting from a period to manage external distractions or other concerns. The period of suspension is recommended by the Promotions and Progress Review Committee and will include the conditions for restarting the Nursing school curriculum. Students who are on academic suspension cannot proceed to the next phase and can only restart their program after the concerns that placed them on suspension have been resolved.

Dismissal is considered for either serious breaches in professional conduct or academic concerns, including repeated failure of a course and/or rotation.

The following is a list of actions that would automatically lead to dismissal

- Any student in the Basic Sciences who has repeated a course/semester consecutively 3 times.
- In the Clinical Rotation, any student who receives an F in any course 2 times consecutively.
- The Promotions and Progress Review Committee would recommend dismissal for a professionalism violation that the Promotions and Progress Review Committee members consider gross negligence, which could include negligence that, in the mind of the committee, could have led to the death or serious injury of a human, or behavior in the clinical setting that is grossly inappropriate by the standards of the profession.
- When students take more than the recommended "Time to complete" (as mentioned in the student handbook) for their Basic Sciences, Clinical Rotations, and/or OSCE.
- Failure of OSCE 3 times in a row
- A student who accrues 3 or more backlogs at any point in time during Basic Science.
- Any student who receives suspension from the rotation site
- Any student receiving a failing grade in multiple courses worth more than 2 semesters of course load.
- A student might be withdrawn from the program if there are serious concerns about the student's motivation of the student to pursue any nursing program and the student repeatedly demonstrates lack of attendance, readiness to take the exams, and pass the course promptly.

Student right to appeal promotions and progress review committee decisions

Students may appeal any academic sanction. If a student wishes to appeal an academic sanction, this request should be presented in writing to the Grievances Committee within 14 calendar days of receiving the academic sanction from the Promotions and Progress Review Committee. The appeal may be based on the following grounds:

1. To consider new information, sufficient to alter the decision, or other relevant facts that the person appealing the decision feels the Promotions and Progress Review Committee may not have known, but should have taken into account, in considering their academic sanction.
2. To allege a procedural error within the process that led to the Promotions and Progress Review Committee decision that may have substantially impacted the fairness of the decision.

After the decision is made by the Grievances Committee towards the student appeal against academic sanctions, if not agreeable, then the decision can be appealed to the CAO. All appeal decisions made by the CAO are final. It should be noted that any appeals should be conducted professionally by the student involved;

that is, demonstrating respectful disagreement with the perspective and judgment used by faculty members. Failure to exhibit appropriate professional attitudes may immediately terminate the appeal process and lead to an unprofessional conduct report.

Policy on the Time to Complete Degree

Policy on the Time to Complete Degree

- All Nursing students are required to complete the Basic Sciences within 3 years of matriculation into the Basic Sciences of the BSN program.
- All Nursing students are required to complete the Clinical Sciences within 3 years of promotion into clinical sciences or matriculation into the Clinical Sciences program
- The maximum duration to graduate from the Nursing school is 5 calendar years.

The standard BSN program at XUSON takes four years to complete. However, students may apply to postpone graduation for a year if they:

- Want to obtain another degree (e.g., MPH)
- Want to spend a year doing a scholarly project (or extended Discovery)
- Want to take an additional year of formal coursework

Students who need time off for extenuating Nursing/personal issues are advised to take a Leave of Absence (LOA) from Nursing school. Students may be eligible to be enrolled at XUSON for additional periods for purposes of remediation or completion of degree requirements.

Students who plan to obtain the BSN degree with no additional degrees or certificates must complete all academic requirements of the BSN degree within no more than seven academic years from the date of matriculation into Basic Sciences. The academic records of students who are approaching the deadline of "Time to Complete" for the BSN degree will be reviewed by the Registrar and the Promotions and Progress Review Committee, with enough notice to enable the student to complete the requirement by the end of "Time to Complete".

Exceeding these limits in the duration of the Nursing education program may result in dismissal from the program, or the requirement to repeat some or all courses falling outside the specified limits of time.

BScN Program Graduation Requirements Policy

The awarding of the Bachelor of Science in Nursing degree is contingent upon a student meeting the essential requirements, technical standards, and demonstrating the attitudes and behavior appropriate to a career in Nursing as established by the Faculty Senate.

The school has common standards for the graduation requirements of Nursing students, irrespective of the country of future practice. This standard includes the satisfactory completion of all pre-clinical coursework, clinical rotation, and assessment of the critical knowledge, skills, and professional attitudes expected by the academic community and society.

Various methods of assessment for graduation are used, including the summative evaluation of students during preclinical and clinical years, and alternative standardized exams. Methods of assessment of clinical competency are OSCEs. Standardized examinations and OSCEs are administered/overseen by external agencies/examiners who do not have a conflict of interest with, or appointment to, the school or any affiliated organization. The methods of assessment for graduation apply equally to all students.

No student with an unpremeditated professional behavior or conduct violation (or concern) will be granted the BSN degree.

Policy contacts: Chair, Promotions and Progress Review Committee.

Policy on Oversight and Approval of Extramural Electives

Policy on Oversight and Approval of Extramural Electives

Purpose

The XUSON, Aruba has the responsibility to screen all extramural electives to ensure student safety by assessing potential risks to the health and safety of patients, students, and the community; the availability of emergency care; the possibility of natural disasters, political instability, and exposure to disease; the need for additional preparation before, support during, and follow-up after the elective; the level and quality of supervision; and any potential challenges to the code of Nursing ethics adopted by the home institution.

To this end, the following policies and procedures will guide the oversight and approval of extramural electives.

Policies and Procedures

Students are permitted to take certain electives at non-XUSON Affiliated institutions. These electives may be completed during the clinical years of our curriculum. To receive credit, the school must provide oversight and final approval of these electives.

Applications for all extramural electives must be completed via the SMS

Extramural Electives

- Students must request permission for extramural electives at least 3 months before the first day of the elective. Students must provide a course description and Syllabus to the clinical dean to be considered for approval.
- The XUSON will only approve electives taking place in a safe, academic or clinical environment. The XUSON will not approve electives where the safety of students or patients is at risk, including if the area is usually prone to natural disasters, poor availability of emergency care, political instability, exposure to disease (more than the expected at any clinical site), the level or quality of supervision is inconclusive or if there seems to be any potential challenges to the code of Nursing ethics.

Student Safety

1. For extramural, the XUSON requires an affiliation letter or agreement stipulating that the host institution is expected to commit to and provide evidence of:
2. Mechanisms in place to ensure student and patient safety: The elective is not in an area prone to natural disaster, political instability or a highly infectious environment.
3. System for level supervision that is adequate and appropriate.
4. Availability of emergency care. The tenets of professional ethical conduct endorsed by the host institution and its clinical sites.

Student and Elective Assessment

1. Student evaluations by faculty must be filled out in the approved XUSON Student Evaluation Form and returned, directly from the host institution, in either hardcopy or electronic format, to the clinical dean's office. Evaluations handed in by the student will not be accepted.

2. Students will be required to fill out an Extramural Course Evaluation at the end of rotation. The School of Nursing uses evaluation data provided by participating students to assess elective experiences in an ongoing fashion.

Note: Extramural electives include both U.S. and international (non-U.S.) rotations. International electives are subject to additional institutional limitations, including a maximum of 8 weeks and up to two electives, and require prior approval by the Dean.

Policy on Authoring of Nursing Student Performance Evaluation

Policy on Authoring of Nursing Student Performance Evaluation

Purpose

Nursing students should be provided with an option for having an alternate person prepare their NSPE.

Policy and procedures

Each Nursing student's Nursing Student Performance Evaluation (NSPE) will be written by the Dean/ Assistant Dean during the summer beginning the final academic year of Nursing school. The Dean has no role in summative assessments during Nursing school.

If a Nursing student does not want their assigned Dean to write their NSPE, the student must notify the Dean for Student Affairs and the registrar of their request for a different NSPE author by May 1 of the year in which the NSPE is to be written.

To provide the student with someone who is experienced in writing an NSPE, the Assistant Dean of Student Affairs will assign a different Dean to author the student's letter. The student will be notified of the assignment and work with that Dean in the letter creation and review. A student has the right to review the NSPE and has the right to challenge and request correction of the NSPE.

To request a review or inquire about their MSPE, the student must contact the Dean of Student Affairs or Clinical Dean. A meeting is set between the student and one of the above designees. The CAO grants final approval of any challenges to information on the NSPE. All XUSON Students are required to review their NSPE before submission to ERAS.

Scope

This policy applies to:

- Nursing students
- Deans
- Dean for Student Affairs

Policy contacts: Dean of Student Affairs

References

Liaison Committee on Medical Education LCME Element 11.1 Academic Advising: A Nursing school has an effective system of academic advising in place for Nursing students that integrates the efforts of faculty

members, course and clerkship directors, and student affairs staff with its counseling and tutorial services and ensures that Nursing students can obtain academic counseling from individuals who have no role in making assessment or promotion decisions about them.

Approvals

- Faculty Senate
- CAO XUSON

Academic Integrity Policy

Academic Integrity Policy

Purpose

For the Xavier University School of Nursing to maintain its standards of academic integrity, it is important to hold students accountable to the highest standards of ethical behavior.

Policy

Students play an active role in their own education and the care of patients, and each student bears responsibility for their own work and behavior. A student who commits any act of academic dishonesty, including knowingly helping another student to commit such an act, or failing to report when another student has committed such an act, is deemed to have violated this policy and is subject to disciplinary action.

Scope: This policy applies to all Nursing students.

Policy Violations

The following conduct is prohibited by this policy:

Any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for another member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are meant to be available, helping another individual to gain an unfair academic advantage, and research misconduct.

Note also that students are required to report known or suspected academic misconduct.

Procedure

If a student is suspected of academic misconduct, the faculty member responsible for the course in which the misconduct allegedly occurred must, if feasible, review the facts of the case promptly with the student. If the faculty member believes that academic misconduct has occurred, the faculty member must first contact the relevant dean (Dean for Basic Sciences or Dean of Clinical Sciences) to determine whether the offense is a first offense or a second or subsequent offense. If a first offense, the faculty member may – in consultation with the dean – choose to resolve the case directly with the student in accordance with this section (i.e., the faculty member and student may reach an agreement on the resolution of the alleged misconduct.

Note: neither the faculty member nor the student is obligated to resolve an allegation of academic misconduct under this section). If such an agreement is reached, the faculty member must promptly provide the student with a letter outlining the resolution that includes the charges, a summary of the evidence, the findings, and the sanctions agreed upon, and must also simultaneously provide a copy of that letter to the dean as noted above.

The faculty member may also decline this option and defer to the dean. If the faculty member attempts to resolve the case directly but cannot reach an agreement with the student (e.g., the student denies cheating or the student does not agree with the proposed sanction, etc.); if the offense is a second or subsequent offense; or if in the case of a first offense, the faculty member believes that the sanction warranted is more severe than failure in the course, the faculty member must promptly notify the dean in writing of the alleged violations, evidence, including potential witnesses, and other pertinent details of the case. In such instances, the case will proceed to the next phase of resolution as outlined below.

Hearings

The relevant dean will be assigned to gather information regarding the alleged academic misconduct to determine the appropriate means of resolution. The dean may dismiss a case for a lack of sufficient information or if the alleged conduct does not fall within conduct prohibited by this policy. Absent these circumstances, the case will be resolved as explained below.

The dean will, after the initial inquiry, meet with the respondent. The dean may also meet with witnesses and others involved and obtain and review relevant evidence. The dean will review the allegations and evidence with the respondent and allow the respondent to respond. The dean will determine based on preponderance of the evidence whether the respondent is responsible for the alleged policy violation(s), and, if so, issue (an) appropriate sanction(s).

Appeals

- The respondent may appeal against the sanction(s) made by the Dean. A respondent must file any appeal within five (5) days of the date of the notice of outcome.
- Any appeal must be filed in writing with the Chief Academic Officer. The decision made by the CAO is final.

Sanctions

The following factors may be considered in the sanctioning process:

1. the specific academic misconduct at issue;
2. the student's academic misconduct history; and
3. other appropriate factors.

The following is a list of possible sanctions. The conditions related to the sanction will depend on the specific facts and circumstances of each case and are under the discretion of the Dean who provides the sanction.

1. Formal Warning: The student is notified in writing that his or her actions constitute a violation of this policy and may be subject to other actions (e.g., re-taking an exam or failure in a course).
2. Probation
3. Suspension
4. Expulsion

Records

Academic sanctions given to the student will be recorded in the student's file.

Policy contacts: Dean of Student Affairs

Policy on Continuous Quality Improvement (CQI)

Policy on Continuous Quality Improvement (CQI)

Policy Statement

As part of its commitment to the highest standards of quality, XUSON will engage in a process of continuous quality improvement (CQI) to ensure that the Nursing education program activities and the administrative activities align with XUSON's mission, vision, goals and Strategic Plan, and to ensure compliance with accreditation standards.

Purpose

1. This policy ensures that the Xavier University School of Nursing is engaging in a continuous and intentional process aimed at supporting Nursing educational program improvement and ensuring a positive outcome during accreditation review.
2. To describe the processes that will be used, the frequency of monitoring, and the committee responsible for managing the process and receiving/acting upon the results.
3. This policy also ensures the Nursing school complies with Accreditation Commission on Colleges of Nursing (ACEN) standards for Continuous Quality Improvement.
4. To ensure that all of the above supports XUSON's achievement of its programmatic and institutional goals and objectives.

Scope

1. Continuous Quality Improvement efforts related to the educational mission of the school are the responsibility of the CARQI Committee, who are under the purview of the Chief Academic Officer.
2. All employees, faculty, administrators, support staff, and non-employees are responsible for complying with this policy and, when appropriate, participating in the CQI process.

Procedures

Monitoring of XUSON's Nursing education program will occur regularly. Areas of monitoring include, but are not limited to:

1. Engage in ongoing monitoring of ACEN accreditation standards
2. Coordinate quality improvement initiatives associated with deficiencies in meeting ACEN standards
3. Identification of risk areas based on current ACEN Standards
4. Ongoing citations of Standards from prior accreditation visits
5. Institutional strategic plan objectives that impact the Nursing education program, services, or resources in such instances where they overlap or align with accreditation standards

Policy Contact: Chair, CARQI Committee Approved in the Faculty Senate

Policy on Review of Academic Performance and Grade Appeal

Policy on Review of Academic Performance and Grade Appeal

Purpose

To ensure transparency, fairness, and due process, Xavier University School of Nursing (XUSON) provides students with the opportunity to review their academic performance and to appeal examination results or final course/clerkship grades when warranted.

Policy Statement

XUSON permits Nursing students to review their academic records and performance in all required courses and clerkship rotations. Students may request clarification, correction of records, or formal review of grades in accordance with established procedures. All processes are conducted in a timely, confidential, and impartial manner.

Procedures

1. Review of Academic Performance

- Students may request to review their examination performance, course assessments, or clerkship evaluations by submitting a written request to the appropriate Dean (Dean of Basic Sciences for preclinical courses; Dean of Clinical Sciences for clerkships).
- Requests must be submitted within 45 days of grade release.
- Upon receipt of the request, the Dean (or designee) will schedule a review session within a reasonable timeframe.
- The review may include inspection of answer sheets, performance reports, and evaluator feedback, as applicable.
- For NBME examinations, review is limited to score reports and performance profiles in accordance with NBME policies.

2. Correction of Academic Records

- If a student identifies a potential error in academic records, a written request must be submitted specifying the nature of the discrepancy and the proposed correction.
- The relevant faculty member/course chair will verify the concern.
- If validated, corrections will be processed through the Registrar's Office with appropriate documentation.

3. Grade Appeal Process

- Students who believe that a grade has been assigned in error or in a manner inconsistent with stated evaluation criteria may initiate a formal appeal.
- The appeal must be submitted in writing within 10 working days of the grade review.
- The appeal should clearly state the grounds (e.g., calculation error, procedural irregularity, inconsistency with grading rubric).
- The Course or Clerkship chair will conduct an initial review.
- If unresolved, the appeal will be escalated to the respective Dean.
- A final review may be conducted by the Deans, who submit recommendations to CAO, whose decision shall be final.

4. Confidentiality and Fairness

- All review and appeal processes are conducted confidentially. Students will not be subject to retaliation for requesting a review or submitting an appeal.

5. Documentation and Record Keeping

- All requests, decisions, and actions taken under this policy are documented and maintained by the Office of the Registrar and relevant academic offices.

Policy contacts: Dean of Student Affairs

Section VIII: Appendices

Formal Complaint Form Against Discrimination



Formal Complaint Form Against Discrimination
(To be filed within ninety (90) days of the alleged occurrence)

- Name of Complainant:
- Department:
- Today's Date:
- Name of person(s) accused of the alleged occurrence:
- Department:
- Date of alleged occurrence (Write the day, date, time and location):
- Name of Person(s) who witnessed alleged occurrence:
- Please write a detailed description of the occurrence:
- What remedy are you seeking?

Suicide Prevention and Awareness Program

Suicide Prevention and Awareness Program

Working group: Dr. Arun Kumar Mohan, Dean of Student Affairs

Introduction

The death of a Nursing student by suicide is devastating, shocking, and stressful to all the people involved. It is estimated that about 300-400 Nurses kill themselves every year, a rate double that of the general population. Xavier University School of Nursing (XUSON), Aruba acknowledges the seriousness of the suicide threat among Nursing Students and Nurses. Protecting the health and well-being of the student community is an important mandate and an ethical imperative for XUSON.

Because it is impossible to predict when a crisis will occur, preparedness is necessary. Furthermore, prevention programs and policies can help to deter suicide. Suicide is preventable, and we acknowledge that the deans, faculty, mentors, peers, and staff of XUSON play a key role in its prevention.

It is important to have procedures and protocols for the prevention of suicide and early identification of suicide risk among XUSON students. It is likewise important to have programs in the curriculum that address and destigmatize suicide-related concerns. This document provides guidelines and a program design to facilitate increased awareness of suicide risk and prevention within the XUSON community.

To address these important issues, XUSON formed a working group consisting of its deans, experts in Nursing education, clinicians, psychologists, and psychiatrists. Their collaboration resulted in the creation of this document in service of the prevention of suicide among Nursing students.

The guidelines and program design contained in this document were developed by examining the American Foundation for Suicide Prevention resource, “Model School District Policy on Suicide Prevention”1, and the Healer Education Assessment and Referral Program, based at the University of California San Diego.2 XUSON ensures that these guidelines and the program design are in line with the latest research in the field of suicide prevention and embody best practices to ameliorate the risk of suicide.

Purpose

The purpose of this policy is to protect the health and well-being of all Nursing students at XUSON by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

Xavier University School of Nursing:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation
- Recognizes that the rate of suicide is higher among Nurses and Nursing students than in the general population
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide among its Nursing students
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components

This policy is meant to be paired with other policies supporting the overall emotional and behavioural health of students.

Scope

- This policy covers actions that take place in the school and at school-sponsored functions and activities. This policy applies to the entire school community, including faculty, staff, students, and parents/ guardians.

- This policy also covers appropriate school responses to suicidal or high-risk behaviours that take place outside of the school environment.

Prevention

Policy Implementation

- A Suicide Prevention Coordinator shall be appointed by the CAO or designee.
- The Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy.
- All faculty and staff members shall report students they believe to be at-risk for suicide to the school Suicide Prevention Coordinator.

Staff Professional Development

- All faculty and staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding Nursing student suicide prevention.
- The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning) students, students bereaved by suicide, and those with Nursing conditions or certain types of disabilities.
- Additional professional development in risk assessment and crisis intervention shall be provided.

Nursing Student Suicide Prevention Programming

- Student-centred education materials shall be integrated into the curriculum across all the semesters.
- Additional small group discussion sessions will be designed and administered as a part of the curriculum. Administering large group sessions in the auditorium, rather than these small group sessions, is to be avoided.
- A minimum of one lecture every year will be delivered to the students.
- The content of these materials/lectures/small group sessions shall include the importance of safe and healthy choices and coping strategies focused on resilience building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself and others, and how to engage school resources and refer friends for help.

Publication and Distribution

- This policy shall be distributed to the student at the time of enrolment into XUSON and be included in the student and teacher handbooks, and on the school website.
- All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Validation of Knowledge, Attitude, and Practices

- Knowledge, attitude, and practices will be assessed by questionnaire on an annual basis for all administrators, faculty, staff, and students of XUSON.

Intervention

Assessment and Referral

- When a student is identified by a peer, educator, or other source as potentially suicidal (i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation), the student shall be seen by the Suicide Prevention Coordinator, faculty mentor, and/or psychological counsellor, within the same day to assess risk and facilitate referral if necessary.

For At-Risk Nursing Students

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete.
- The CAO, deans, and school Suicide Prevention Coordinator shall be made aware of the situation as soon as reasonably possible.
- The Assistant Dean of Student Affairs / Suicide Prevention Coordinator / CAO / deans shall contact the student's parent or guardian, as described in the Parental Notification Involvement
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local emergency department.

Engagement of Law Enforcement

- When a student is actively suicidal, and the immediate safety of the student or others is at risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately.
- The faculty/staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located.
- School faculty/staff may tell the dispatcher that the student is a suicidal, emotionally disturbed person, to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification and Involvement

The Assistant Dean of Student Affairs / Suicide Prevention Coordinator/deans / CAO shall inform the student's parent or guardian on the same day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (unless notifying the parent will put the student at increased risk of harm).

Following parental notification and based on initial risk assessment, the Assistant Dean of Student Affairs / Suicide Prevention Coordinator/deans / CAO may offer recommendations for next steps based on perceived student need. These can include, but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, the Assistant Dean of Student Affairs / Suicide Prevention Coordinator/ deans / CAO shall meet/discuss with the student's parent or guardian and, if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back.

Following a student hospitalization, parents may be encouraged to inform the Assistant Dean of Student Affairs / Suicide Prevention Coordinator / CAO / deans of the student's hospitalization to increase the likelihood of a successful re-entry.

- Any necessary accommodations shall also be discussed and documented.
- The student is required to submit a fitness certificate from a psychological counsellor/psychiatrist.
- The Suicide Prevention Coordinator shall periodically check in with the student to help with readjustment and address any ongoing concerns, including social or academic concerns.
- The administration shall disclose to the faculty and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a nursing-related absence and may need adjusted deadlines for assignments.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

- First aid shall be rendered until the patient is shifted to emergency
- School faculty/staff shall supervise the student to ensure their safety
- Faculty/staff shall move all other students out of the immediate area as soon as possible
- Contact the student's parent or guardian (refer to Parental Notification and Involvement).

Out-of-School Suicide Attempts

If a faculty/staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

- Call 911 (police and/or emergency Nursing services)
- Inform the student's parent or guardian (refer to Parental Notification and Involvement)
- Inform the school Suicide Prevention Coordinator, CAO, and Deans

If the student contacts the faculty/staff member and expresses suicidal ideation, the faculty/staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Death

Development and Implementation of a Crisis Response Plan

The crisis response team, led by a Suicide Prevention Coordinator/deans/CAO, shall develop a crisis response plan to guide school response following a death by suicide. This plan may apply to all suicides, whether it be a student (past or present), staff, or other prominent school community member. A meeting of the crisis response team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

Action plan steps

Step 1: Get the Facts

- The cause of the death by suicide has to be confirmed before an announcement is made.
- If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name.
- If the parents do not want to disclose the cause of death, an administrator from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students.
- If the family refuses to permit disclosure, the school may state "The family has requested that information about the cause of death not be shared at this time."

Step 2: Assess the Situation

- The crisis response team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected.
- The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide.
- The crisis response team shall triage staff first, and all teachers directly involved with the victim shall be notified in person and offered the opportunity for support.

Step 3: Share Information

- Inform the faculty and staff about the death in an all-staff meeting.
- The crisis response team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed.

Step 4: Avoid Suicide Contagion

- Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or batchmates), physical proximity (close friends), and pre-existing mental health issues or trauma.
- The crisis response team shall work with faculty to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk.
- In the faculty meeting, the crisis response team shall review suicide warning signs and procedures for referring students who present with increased risk.
- For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a non-judgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Step 5: Initiate Support Services

- Students identified as being more likely to be affected by the death will be assessed by a psychologist to determine the level of support needed.
- The crisis response team shall coordinate support services for students and staff in need of individual and small group counselling as needed.

Step 6: Develop Memorial Plans

- Avoid planned on-campus physical memorials (e.g., photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students.
- Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and shall have prevention resources available.

Step 7: Postvention as Prevention

- Any additional changes in policies, procedures, or curriculum will be discussed in the committee meetings and amendments made as needed.
- Emphasis will be laid on future prevention of suicides, and changes to policies, programs, or curricula will be addressed in this way.

Additional helplines and support

There are additional support options available to students. For example:

- National Suicide Prevention Lifeline: 1-800-273-TALK (8255) suicidepreventionlifeline.org
- The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
- Trevor Lifeline Text/Chat Services, available 24/7. Text "START" to 678-678
- Crisis Text Line: Text "HOME" to 741-741 crisistextline.org

References:

1. American Foundation for Suicide Prevention, American School Counsellor Association, National Association of School Psychologists & The Trevor Project (2019). Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources (2nd ed.). New York: American Foundation for Suicide Prevention.
2. Downs N, Feng W, Kirby B, McGuire T, Moutier C, Norcross W, Norman M, Young I, Zisook S. Listening to depression and suicide risk in Nursing students: the Healer Education Assessment and Referral (HEAR) Program. Acad Psychiatry. 2014 Oct;38(5):547-53. doi: 10.1007/s40596-014-0115-x. Epub 2014 Apr 5. PMID: 24705825.

Approved in Faculty Senate: April 14th, 2021

Emergency Contact:

Dr. Arun Kumar Mohan: amohanmd@XUSON.com

Student Government Association & Bylaws

Student Government Association & Bylaws

The Student Government Association (SGA) acts as a liaison between the students and the administration. The members of the SGA shall serve as representatives of the student body to each other and to the faculty and administration of XUSON. They shall seek to represent the concerns of the XUSON student body while striving to foster a strong academic and extracurricular community.

The executive members of SGA are the President, Vice President, Secretary, Treasurer, and Class representatives. Students partake in faculty standing committees and other XUSON committees as voting members and participate in making policy that affects them directly or indirectly. Students are responsible for implementation of school policies and administration of matters that affect all four years of the BSN program.

In addition to elected class officers, SGA can appoint representatives for various committees. Students who want to serve on committees as representatives can present themselves at the meeting at which appointments will be made and indicate their interest. SGA selects its representative from those students.

SGA also oversees the student interest groups and provides support for conducting their activities. The Community outreach programs at XUSON are implemented via these interest groups under the purview of the Office of Student Affairs (OSA).

SGA shall be governed according to the precepts stated in this document while abiding by the Student Handbook as well as university policies and procedures.

Class Elections

The elections are held in the first week of November, and the elected representatives serve for one year. The SGA oversees all elections. The following members of the SGA are elected: President, Vice President, Secretary, Treasurer, and Class Representatives.

SGA Executive Members

The executive officers of the SGA are – President, Vice President, Secretary, Treasurer, and the Class Representatives.

Meetings are held at least once a semester. Minutes of each meeting are noted by secretary / Year 1 class representative and emailed to the President of the SGA to be reviewed and then emailed to the members of the SGA before the next meeting. The presence of more than half the number of executive officers constitutes a quorum, and matters are decided by a majority vote of members present. Special meetings of the SGA can be called at any time by the President, provided twenty-four-hour notice of the meeting is given to every SGA member.

The SGA representatives are responsible for advising their class of matters discussed at every meeting, for determining the sense of the class on issues by conducting class meetings or by other means, and for reporting class opinions accurately to the SGA. After three absences from the SGA meetings, a member can be suspended by vote of the members, and an officer will be appointed amongst the nominated candidates by the voting members in consultation with the Dean of Student Affairs, for the remainder of the term.

Any student can propose an agenda item for an upcoming SGA meeting by notifying the SGA President or other Representative at least one week before the meeting.

All of the SGA members meet regularly with the Deans on a monthly basis. Additionally, in conjunction with the Office of Student Affairs (OSA), the SGA is responsible for student-run activities such as: class elections, administration of Independent Student Surveys, global alumni meet, health fairs, and other school-wide social affairs.

The SGA is funded by the student finance, XUSON. With these monies, activities such as SGA beach bash, research day, sports meet, and other wellness activities approved by the OSA can be organized.

Bylaws of the SGA Preamble

The goals of the SGA are as follows:

- To serve as the voice of the student body.
- To serve as a liaison between the student body and the administration.
- To foster student unity.
- To provide financial support of events, projects, and organizations that benefit the Nursing education and wellness of the student body.
- To assist in coordination of student representation to the various intramural committees and extramural organizations requesting such representation.
- To oversee such activities as deemed necessary to ensure fair and just consideration for all students.

Article 1: Membership and Organization

1.1: The membership shall consist of the President, Vice President, Secretary, Treasurer, and Class representatives.

1.2: A quorum shall be required to conduct meetings. A quorum shall consist of the presence of more than half the number of executive officers of SGA.

1.3: The officers of SGA shall be as follows:

- The President.
- The Vice President
- The Treasurer

- The Secretary.
- Class Representatives

1.4: All the executive members are elected by vote. All the class representatives shall be elected by vote. The term of each member shall run until the following November.

1.5: In the event that a vacancy occurs in the membership of SGA, an officer will be appointed amongst the nominated candidates by the voting members in consultation with the Deans of Student Affairs, for the remainder of the term.

1.6: Voting policy: The majority vote of a quorum shall be required for approval of any business conducted by the SGA. In the absence of a quorum, no business requiring a vote of the SGA shall take place, and all such business will be postponed until the next meeting of the SGA or until the presence of a quorum is obtained.

1.7: SGA reserves the right to conduct business as it deems necessary to fulfill its goals as outlined in the Preamble to these Bylaws.

1.8: SGA shall establish committees as it deems necessary to conduct business as established by these Bylaws.

Article 2: Meetings of the SGA

2.1: All meetings of the SGA shall be open to any member of the student body and Dean's Office who wishes to attend. Other non-students will be allowed to attend at the discretion of the SGA.

2.2: The Student SGA year shall run from November to November. Regular meetings of the SGA will be held every semester. Special meetings of the SGA may be called at any time at the request of the SGA President or at least three members of the SGA.

2.3: The President shall notify the members of the SGA of meetings at least one week before the date of the meeting. The student body will be notified through email from the SGA President. In case of a special meeting of the SGA, notification to all parties will be made at least twenty-four hours before said meeting is to be held.

2.4: The President shall set the agenda for meetings of the SGA. Any student who wishes to raise an issue or question before the meeting should notify the SGA President at least one week before the meeting for inclusion in the agenda.

2.5: The order of business for all meetings of the SGA shall be as follows:

- Introduction
- Approval of minutes from the last meeting
- Old business
- New business
- Reports of committees/representatives
- Class business
- Date for next meeting

This order of business may only be changed by unanimous consent of the SGA members present in the meeting.

Article 3: Duties

3.1: The President of the SGA shall

- Act as liaison between students and the Administration

- Preside over monthly class officer meetings
- Coordinate SGA fundraising activities in conjunction with the treasurer and Interest Groups
- Oversee all other class officers
- Responsible for planning and preparing for White Coat ceremony, administering Independent Student Analysis and other surveys in coordination with the OSA.

3.2: The Vice President shall

- Preside at any SGA meeting in the absence of the President and shall assume such duties and responsibilities as requested by the President.
- The Vice Presidents shall
- Organize and coordinate all social events
- Serve as a member of the Orientation program
- Work with the Interest Groups to plan Health fares, community outreach programs and other social events

3.3: The Treasurer shall:

- Be responsible for distribution, collection, and management of SGA funds.
- Be responsible for keeping an up-to-date record of all financial transactions of the SGA.
- Make available to any SGA member upon request, and to any other interested party with the approval of the majority of the SGA, all financial records.

3.4: The Secretary shall:

- Keep a written record of all meetings in the form of minutes: attendance, business discussed and voted upon, reports of committees, and future meetings. This responsibility may be delegated to other members of the SGA at the Secretary's discretion, with the approval of the SGA
- Email said minutes to the President by a date no more than two weeks after the meeting. The President will review the minutes and email them to the SGA before the following meeting.
- Provide to the Office of Student Affairs all the data and documents as requested.

3.5: The Members of the SGA shall:

- Attend all meetings of the SGA or its committees to which the member is assigned, either in person or via internet. Absenteeism from more than three meetings may be grounds for dismissal upon review and approval of such action by the SGA.
- Make a report to their class of the business discussed at SGA meetings.
- Define issues and opinions of their class for presentation to the SGA.
- Act as a liaison between their class and the Nursing School administration as requested by their class.
- Assume such duties and responsibilities as requested by the President, a majority of the SGA, or the members of their class.
- Facilitate training of incoming Student SGA members/officers.

Article 4: SGA representation in Committees

4.1: The members of SGA shall partake in committees that directly or indirectly affect the student body.

4.2: The committees' participation shall involve but not be limited to, the following committees:

- Curriculum Committee
- Research Committee
- Promotions and Progress Review Committee

- Student Handbook and bylaws committee

4.3: The representatives of the committees shall be elected by the members of SGA by vote or appointed by the president of the SGA.

4.4: The committee representative shall report all matters to the SGA in the following meeting.

Article 5: SGA Bylaws Committee and Policy

5.1: The SGA will review and revise the Bylaws as required to reflect any changes in policy or practice made during the preceding year.

5.2: The President shall organize the review each year, and shall solicit proposed revisions from the SGA and student body. The President shall make such revisions known to the SGA. He or she will then solicit any criticisms of any proposed revisions and determine their validity and need for change before making a final recommendation to the SGA.

5.3: The President shall be required to present a final revision to the SGA following this review process. At that time, the SGA shall then vote on the proposed revisions based on the recommendations.

5.4: Exceptions to the provision of this Article shall be considered as circumstances warrant, and only with the approval of a majority of the voting members.

Article 6: Rights of the Student Body

6.1: The student body has the right to expect that the SGA functions in the student body's best interest. The student body shall have the right to petition the SGA to bring any issue before the entire student body provided at least 25% of the body petitions the SGA. In such a case, the wishes of the majority of the student body shall be followed.

Article 7: Student SGA Policy on Alcohol and/or Tobacco

7.1: The Student SGA will not fund alcohol and/or Tobacco for any organization or events where alcohol and/or Tobacco is served.

Article 8: Fundraising

8.1: If interest groups via SGA do any fundraising, they may hand over the proceeds to the treasurer. The treasurer shall be responsible for maintaining and disbursing the funds to different causes. The allocation of the funds shall be decided by the members of SGA by vote.

Interest Group Elections

Interest Group Elections

Term Duration: All positions within interest groups shall be held for a duration of one year.

Election Timing: Elections for interest group positions are to be conducted during the fall semester, specifically in the months of September and October.

Available Positions: The available positions within each interest group shall include President, Vice President, Treasurer, Secretary, and Event Coordinator.

Eligibility for Key Positions:

- Only BSN students are eligible to run for interest group positions
- Students enrolled are eligible to run for the positions of President, Vice President, Treasurer, Secretary, and Event Coordinator.
- Re-elections: Should a member step down from a position at any point, a re-election for that position is required. Re-elections before the month of September or October shall only be allowed for interim positions.
    - Interim positions: Interim positions shall be served only until the next fall semester at which time they will be up for election along with all other positions.
- Newly established groups: Groups that have been newly established must adhere to the same rule and hold an election in the Fall semester for all board positions. All board members will be serving in an interim capacity until that point.
    - Founders of a newly established group are advised to start in the Fall semester to hold their positions until the next official election.
    - When founding a new group, the initial positions appointed can only include the roles of President and Vice President. All other positions will be decided through an election held after the first inaugural meeting.

SGA Elections Rules

- Election Schedule: SGA (Student Government Association) elections will be held during the first week of October.
- Only BSN students are eligible to run for SGA positions
- Candidate Expression of Interest: A preliminary survey will be distributed to collect the names of individuals interested in running for SGA positions before the election period.
- Candidate Speech Requirement: Each candidate running for an SGA position must deliver a 5-minute speech for each position they are contesting.


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