CU College of Nursing
UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Student Handbook 2021-2022

BE THE NURSE EVERYONE LOOKS TO FIRST

DEAN'S WELCOME

As your Dean, I welcome you to our GREAT COLLEGE OF NURSING. The University of Colorado (CU) College of Nursing (CON) strives to provide innovative programs that enrich health care at the community and global levels. The CON has a legacy of pioneering programs that empower students to achieve their career goals. As the birthplace of nurse practitioner education, our motto is, "We don't just teach nurse practitioners; we invented them."

As a student, you are joining a community of distinguished faculty and staff members who are actively working to shape the landscape of health in Colorado and beyond. With 120 years of contributions to nursing education, practice, and research, the CU CON faculty and staff are committed to supporting your journey to a successful and rewarding career.

This CON Student Handbook is intended to be a resource to assist you in your educational journey. The Handbook provides information related to student policies and other important documents.

Thank you, and again, welcome!

E P Vasquez

Elias Provencio-Vasquez, PhD, RN, FAAN, FAANP

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ACCREDITATIONS AND MEMBERSHIPS

The University of Colorado Denver is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools and recognized by all major accrediting agencies.

The Bachelor of Science in Nursing degree program, Master of Science in Nursing degree program, Doctor of Nursing Practice program, and post-graduate APRN certificate program at the University of Colorado College of Nursing are accredited by the Commission on Collegiate Nursing Education.

http://www.ccneaccreditation.org

and

Accreditation Commission for Midwifery Education
8403 Colesville Road, Suite 1550
Silver Spring, MD 20910
(240) 485-1802
www.midwife.org/acme

The College of Nursing maintains the following memberships: American Academy of Nursing; American Association of Colleges of Nursing; National Student Nurses Association; Colorado Nurses Association; National League for Nursing; and Sigma Theta Tau International.

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UNIVERSITY OF COLORADO ADMINISTRATION

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President, University of Colorado

Donald M. Elliman, Jr.
Chancellor, University of Colorado Anschutz Medical Campus

COLLEGE OF NURSING ADMINISTRATION

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Assistant Dean of DNP Program

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Dear Student,

Welcome to the College of Nursing (CON) at the University of Colorado (CU). The CON Student Handbook provides information regarding policies and procedures for students enrolled in the following CON programs: Traditional Bachelor of Science (BS) in Nursing, University of Colorado Accelerated Nursing (UCAN), RN-to-BS, Master of Science (MS) in Nursing, and Doctorate in Nursing Practice (DNP). Students are expected to be familiar with the content of the Student Handbook and the information in the University Catalog pertaining to BS, UCAN, MS, Post-Graduate Certificate or DNP education in the CON. If any item in the Student Handbook or University Catalog is not clear, it is the student's responsibility to seek clarification.

The Student Handbook is evaluated and updated by the Student Affairs Committee (SAC). The SAC includes undergraduate and graduate faculty members, student representatives, and other key individuals from the CON. Additionally, the Specialty Lead Advisor for the Undergraduate Program and Graduate Student Advisor have contributed to this Handbook. All students and faculty members provide input into the revision process through (a) the routine questioning and feedback process and/or (b) potential challenges that may arise in interpreting or applying any item found in the Handbook. Students are invited to give suggestions for improving the handbook by submitting ideas in writing to faculty members, advisors, and/or Student Affairs representatives.

This Handbook is provided annually via electronic or print format to each student enrolled in a course at the CON. In addition, the Handbook is posted on the CON website. Any formatting discrepancies should be verified with a faculty member or your Program Director. Students are to reference the Handbook issued under the current calendar year; the policies published therein represent the most up-to-date guidelines and information. Since the policies in effect at the time of your matriculation constitute the official policies that govern your program and your curriculum, there may be links to multiple policy pages to correspond with the appropriate matriculation dates. Following annual publication of the Handbook, students will be notified quarterly of any changes via their official CU email account. Policies revised during the academic year will be communicated to current students via email announcements and posted to the online version of the Student Handbook. It is important that students routinely check their CU email account.

The CON must conform to all CU policies. CU, however, leaves a number of options available to individual schools. The CON Student Handbook provides information that conforms to and supplements CU policies. Please refer to the links that interface with CU policies throughout this document.

Again, welcome to the CON! We are happy you chose us for your nursing education. We wish to support you in any way we can, and we look forward to your success!

The Student Affairs Committee (SAC)

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I. Introduction

A. Authorization and Responsibilities

Board Authorization | Board of Regents (cu.edu)

B. College of Nursing (CON) History

https://nursing.cuanschutz.edu/about/history

C. CON Philosophy

The CON, as an integral part of CU, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The CON shares the missions of CU: (a) improving human health by educating health practitioners (i.e., education), (b) delivering exemplary health care (i.e., practice), and (c) conducting research in the health sciences (i.e., research). In pursuit of its three-fold mission, the CON focuses on nursing-specific education, practice, and research. CU and the CON serve diverse communities, recognizing and appreciating each and every culture's unique value and rich history.

In service of the CON educational mission, CON faculty members instantiate their belief that higher education must prepare nurses for professional/discipline-related roles by developing, updating, and implementing a curriculum that emphasizes relational, reflective, responsive, respectful, and caring practice. Thus, the faculty believes in the equivalent importance of undergraduate nursing education, graduate nursing education, and education preparing entry-level nurses with a professional doctorate. The faculty believes that, to benefit society, nursing education must perform the following functions: (a) prepare nurses who advocate for social justice; (b) be responsive to evolving social needs and changing local, national, and global health care environments; and (c) promote reflective practice and leadership for social change with inherent reciprocity among nursing practice, theory, and research in all educational programs. The faculty further believes that preparation for various nursing roles requires education in the arts and sciences foundational to nursing and in substantive disciplinary knowledge regarding caring across the human health lifespan. Moreover, the faculty believes in articulated degree programs that incorporate lifelong learning, innovative educational technologies, and inter-institutional collaboration.

In service of the CON practice mission, CON faculty members are committed to ensuring quality health care through direct and indirect delivery of health care services to individuals, families, and communities in local, regional, national, and international contexts. CON faculty practice models (a) offer expert care and community service, (b) provide opportunities for developing innovative models of health care delivery, (c) improve access to care for underserved populations, (d) engage in clinical inquiry, and (d) test nursing theories. CON faculty members practice nursing as theory-guided, evidence-based, and relationship-centered, informed by caring that facilitates health and healing.

In service of the CON research mission, CON faculty members champion the discrete disciplinary dimensions of nursing and dedicate their knowledge-generation efforts, in part, to the following: (a) capturing and quantifying human experiences of health, illness, and healing; (b) developing and testing explanatory models of health, illness, and healing to guide professional practice; (c) isolating and optimizing the environmental contexts of health and health care, including human/technology interface; and (d) promoting high-quality, cost-effective nursing care outcomes. CON faculty members generate

disciplinary knowledge through pluralistic forms of inquiry, continuous bilateral communication with nursing practitioners, and team science based on interprofessional and interdisciplinary collaboration.

Extending from their educational, practice, and research missions, CON faculty members engage in political leadership to improve the health and health care of the society they serve.

Approved by General Faculty 8/24/98; Revised 2/12/02; Re-Ratified 6/23/08; Implemented 7/1/08

D. Mission of the University of Colorado
Mission, Guiding Principles and Vision Statement | University of Colorado (cu.edu)

E. Guiding Principles
https://www.cu.edu/strategicvision/final-report-strategic-framework/mission-vision-and-guiding-principles

F. CON Mission
The CON prepares leaders in clinical nursing, research, and community service; integrates the delivery of exemplary health care; and discovers and translates new knowledge to improve health in Colorado and beyond.

G. CON Vision
To shape the future of health.

H. Program Outcomes
The CON has expected program outcomes for each of its programs. These outcomes build on one another such that completion of one program (e.g., Baccalaureate Program) lays the foundation for the next academic program if a student wishes to pursue further education. Please find below the program outcomes for the Baccalaureate, Master's, and DNP programs.

BS Program Outcomes *Approved 12-2017*	MS Program Outcomes *Approved 2-2018*	DNP Program Outcomes *Approved 2-2018*
Display novice/professional nursing leadership qualities to promote quality and safe care.	Participate in an interdisciplinary health care team as a leader and an active member to promote quality and safe care at the patient, family, population, or system levels.	Lead interdisciplinary teams to improve the quality and safety of health care delivery strategies.
Engage in effective communication and collaboration in intra- and inter- disciplinary teams across a variety of contexts.		

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Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care.	Develop a professional, ethical, caring, and culturally sensitive approach when working with patients, families, populations, or systems.	Formulate scientifically based, ethical, caring, and culturally sensitive health care delivery strategies that meet current and future health care delivery system needs.
Apply principles of health care informatics as a meaningful user of health information systems and technology.	Integrate patient care technologies to improve patient, family, population, or system outcomes.	Integrate patient care technologies to evaluate complex health care questions in specific practice settings, populations, or systems.
Reference relevant theoretical frameworks to improve patient and population health outcomes across a range of settings.	Use theoretical frameworks to address patient, family, population, or system needs.	Integrate theoretical frameworks to guide the development and evaluation of health care delivery strategies.
Integrate evidence-based practice into patient-centered care using the nursing process across a range of settings.	Integrate evidence-based knowledge into managing the care of patients, families, populations, or systems to improve and protect health and wellness in Colorado and beyond.	Implement evidence and evaluate outcomes for the improvement of health in specific practice settings, populations, or systems throughout Colorado and beyond.
Articulate how policy, advocacy, finance, and regulatory environments influence health care delivery.	Formulate strategies to advocate for patients, families, populations, systems, or the nursing profession in Colorado and beyond.	Act as a health care policy advocate in Colorado and beyond.

Approved by General Faculty 12/18/2017   Approved by General Faculty 2/2/2018   Approved by General Faculty 2/2/2018

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II. Conduct-Focused Policies and Procedures

A. Professional Conduct: Self/Individual

For the purpose of this policy, "on-site clinical" refers to clinical experiences in the simulation lab/Clinical Education Center (CEC); "off-site clinical" refers to clinical experiences involving direct patient care. In addition, even when not explicitly stated, references to "clinical" experience include also any internship experience.

1. STUDENT HONOR AND CONDUCT CODE (SHCC)

a. Policy Overview

The health professions are based on a high degree of trust. Members of the CON community, including faculty and students, accept the responsibility to maintain the highest standards of intellectual honesty and ethical and professional conduct. All CON students receive a copy of the guidelines and procedures for implementing the Student Honor and Conduct Code (SHCC) and Professional Role Behaviors (PRB) on admission. Students will indicate their willingness to adhere to the SHCC by signing and returning the acknowledgment form, which shall be electronically stored for reference as needed. Ignorance of the guidelines and procedures may not constitute an affirmative defense to a violation of the SHCC or PRB. All questions or concerns regarding the SHCC or PRB should be directed to the CON Associate Dean of Academic Programs.

b. Elements of the SHCC

All students who have entered health professional programs should have developed the qualities of honesty, ethical behavior and integrity as described by the National Student Nurses Association Code of Academic and Clinical Professional Conduct, and the American Nurses Association (ANA) Code of Ethics (2015). CON students should apply and demonstrate these principles to both their academic careers and their subsequent professional nursing careers. All students are also expected to have achieved a level of maturity that manifests in appropriate conduct at all times.

Types of conduct that violate the SHCC include, but are not limited to, the following:

- Academic Dishonesty. Examples of academic dishonesty include, but are not limited, to the following:
  - Complicity with academic dishonesty.
  - Plagiarism as defined by Plagiarism.org https://www.plagiarism.org/article/what-is-plagiarism
  - Cheating.
  - Fabrication and falsification.
  - Submission of the same papers more than once or for different classes.
  - Misuse of academic materials.
- Unprofessional Conduct. Unprofessional conduct denotes any conduct (either on- or off-campus) that interferes with the student's ability to perform professional duties or reflects poorly on the practice of nursing. Examples of unprofessional conduct include, but are not limited to, the following:

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- Disruptive or disorderly conduct in a classroom or clinical setting (on-site or off-site), such as disregarding rights of faculty and peers, threatening behaviors in any medium of communication, and sexual harassment.
- Intoxication or being under the influence of drugs or alcohol in a classroom or clinical setting.
- Violation of any CU or CON policy.
- Violation of patient Health Insurance Portability and Accountability Act (HIPAA) (see PRB)
- Violation of Online Communication Policy including Social Media Guidelines (see Online Communication Policy)

c. Relationship of Code to Local, State, and Federal Laws

CU adheres to all applicable local, state, and federal laws and cooperates with law officials in all matters. Any alleged violation of local, state, or federal laws will be referred to the appropriate law enforcement officials, and such laws have precedence over the provisions of this policy. Upon the completion of the Equal Employment Opportunity (EEO)/Affirmative Action (AA) Officer's investigation, if recommendations are made, or those by the University Legal Counsel those recommendations shall be submitted to the CON Student Affairs Committee (SAC). Factors to be considered in determining what weight should be afforded to the recommendations of the EEO/AA Officer and the University Legal Counsel include, but are not limited to, the thoroughness of the investigation, the experience of the investigator, and the amount of corroborating information. All matters referred to SAC shall be confidential to the extent practical and permitted by law.

d. Process for Cases of Suspected SHCC Violations

- General Duty to Report. Faculty, staff, and other students have the responsibility to report any reasonable suspicion of violation of the SHCC.
- Student Reporting. Students are required to report any reasonable suspicion of violation of the SHCC, as well as matters related to nursing practice/risk to patients that are covered by the American Nurses Association (ANA) Code of Ethics. The failure of a student to report an observed violation of the SHCC may itself constitute a violation of the SHCC and may subject the observer to referral to SAC. Charges must be submitted in writing (e.g., email, traditional postal mail) to the Director of Admissions and Student Affairs, who will convey the allegation to the SAC Chair. A student who reports an SHCC violation will be required to attend the SAC meeting to provide information regarding the violation.
- Faculty Reporting. When a faculty member has evidence (from direct observation or from an associated party such as a clinical instructor or staff member) that a student has violated the SHCC, the faculty member may meet with the student and associated party as necessary to discuss the issue. The faculty member may seek the counsel of a neutral party such as the Campus Ombudsperson, another professor, the Assistant Dean of the Undergraduate or Graduate Programs, the Associate Dean of Academic Programs, and/or the Student Affairs Committee (SAC). Faculty members may seek SAC counsel to determine both if the situation meets the criteria of an SHCC violation and, if so, what options are available. SAC recommendations to faculty members may include, but are not limited to, the following:
    - Take no action against the student based on a finding of no SHCC violation.
    - Issue a course failure for SHCC violation.

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o Require the student to complete additional didactic or clinical assignments.

After discussion with the student, neutral party, and associated party (as necessary), the faculty member of record will contact the student in writing via CU email, outlining the faculty decision and options (if necessary).

Consequences of SHCC violation: Consequences of SHCC violation include, but are not limited to, course failure or administrative course withdrawal, additional didactic or clinical assignment, academic dismissal, suspension, expulsion or exclusion. Students have the opportunity to appeal the SHCC violation if it affects student progression or involves a course or clinical failure, in which case the process for a SAC appeal will be used. (See Figure 1)

- Violations of local, state, or federal laws. Matters pertaining to alleged violations of local, state, or federal laws will not be referred to the SAC if the allegations are deemed not to fall within SAC purview. Instead, these matters will be referred to the Associate Dean of Academic Programs in consultation with the Assistant Dean of Undergraduate and Graduate Programs, Director of Admissions and Student Affairs, and the Dean of the CON. Recommendations regarding matters of alleged violations of local, state or federal laws may include, but are not limited to, the following:
    o Take no action against the student based on a finding of no violation.
    o Place the student on Suspension.
    o Dismiss the student permanently from the CON.
    o Expel or exclude the student from CU.
- The CON Dean may reverse or modify the findings and recommendations of the SAC related to SHCC violations if the Dean concludes by a preponderance of the evidence that one of the following situations exists: (a) new information that was previously unknown to the student or the SAC is discovered regarding the student's alleged SHCC violation; (b) there was an error in the process that prevented the student from presenting relevant information to the SAC that could have materially changed the SAC's decision; or (c) there is evidence that the SAC acted in an arbitrary or capricious manner.
- The decision of the Dean is final.

Original Date 8/26/02; Implemented 10/15/08; Revised by SAC 4/14/14; Approved by General Faculty 4/28/14

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2. BACKGROUND CHECK

a. Policy Overview

The CU Anschutz Medical Campus (AMC) strives to maintain a safe and productive educational, clinical, research, and employment environment. All prospective students seeking clinical and/or internship opportunities must, therefore, consent to and pass a criminal background investigation prior to any final program acceptance. Background checks are also required for new employees, volunteers, and trainees who will have direct, ongoing contact with other students, patients, or visitors or who will have direct access to CU resources such as facilities, equipment, funds, or other property. Anyone subject to a criminal background check in accordance with this policy is referred to as an "applicant." All appointments and promotions are contingent upon the applicant passing the necessary criminal background investigation. Students are responsible for the cost of the required background check.

b. Standard Procedure

- New applicants must be informed that they will be subject to a criminal background check and consent to the criminal background investigation as a condition of submitting such applications.
- New applicants must be informed that a positive background check may impact their ability to be placed in a clinical agency for required clinical experiences, thus resulting in a delay in program admission, progression or graduation.
- An applicant who refuses to consent to any form of required background investigation, refuses to provide information necessary to conduct the background investigation, or provides false or misleading information regarding the background investigation will not be considered further for acceptance into a program of study.
- Any applicant who has been matriculated and is subsequently found to have provided false or misleading information related to the background investigation is considered to be in violation of the CON SHCC and will be subject to disciplinary action, up to and including dismissal/termination, suspension or expulsion.
- Disagreements with information found in the background investigation and requests for reconsideration will be handled as follows:
  - Applicants who disagree with the accuracy of the information found in the background investigation process may submit additional information in writing to the Director of Admissions and Student Affairs. Additional information from the applicant must be received by email within five (5) business days after they were notified of their status.
  - Applicants who do not pass the background investigation and who believe there are extenuating circumstances about their criminal convictions or pending charges that should be considered by the Office of Admissions and Student Affairs may submit a written request for reconsideration.
- The criteria for assessing criminal background information are based on convictions as well as pending charges. A "conviction" means a verdict, a guilty plea, or a Nolo Contendere ("No Contest") plea. An applicant will be considered to have passed the criminal background investigation if the applicant meets all the criteria listed below:
  - No felony convictions for drug use or distribution in the ten (10) years immediately preceding the submission of the student's application to the CU Anschutz Medical Campus.

- No felony convictions for serious or violent felonies including, but not limited to, homicide or sexual assault (no time limit).
- In all other circumstances where convictions are found, relatedness of the convictions will be determined by the Office of Admissions and Student Affairs. The criteria to be considered in this analysis include, but are not limited to, the following:

  - Whether the convictions or pending charges was disclosed on the application form and what the nature/gravity of the offense(s) is.
  - The time that has elapsed since the conviction, pending charges, and/or the completion of the sentence and any other remediation.

Approved by SAC 12/12/16; Implemented 12/12/16

3. DRUG TESTING POLICY

a. Policy Overview

The CON at the CU Anschutz Medical Campus requires all matriculated students in programs with clinical and/or internship components to submit to a drug test. For non-degree seeking students and students enrolled in the DNP program, a drug test will be required for courses with a clinical and/or internship component.

A drug test is required to ensure the safety and well-being of patients. In addition, student drug tests are mandatory to meet accreditation standards, licensure issues, contractual obligations, and liability issues.

Although marijuana is legal in the State of Colorado, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy.

b. Standard Procedure

As a part of the admission process into the nursing program, all students must satisfactorily pass a drug test. Upon admission, students will receive information regarding location of designated drug testing sites, deadlines for compliance, results reporting, and associated fees. Students are responsible for the cost of the required drug test.

Results of the drug test will be reported electronically to the CON Office of Admissions and Student Affairs. Review of drug test results will be conducted by the Medical Director of the designated vendor to determine a passing or failing level. The student may review the information reported by the designated vendor for accuracy and completeness and request that the designated vendor verify that the drug test results are correct. Prior to making a final determination that may adversely affect the student, the program will inform the student of this information, how to contact the designed vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made by the program.

If required by a specific clinical/internship training site, a student may be required to submit to additional drug testing based on the contractual agreements with those sites. Students are responsible for the cost of all required drug tests.

c. For Cause/" Reasonable Suspicion" Testing

If the CON has reasonable suspicion that a student is using illegal drugs or is improperly under the influence of drugs or alcohol while engaged in CU-related activities, the program may immediately require

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the student to report for testing at a designated vendor. The program is responsible for identifying and providing safe travel to and from the designated vendor for the testing. If a student refuses to submit to a reasonable suspicion alcohol or drug test, the refusal may be considered a presumptive positive.

For purposes of this policy, "illegal drugs" means illegal use of controlled or illegal (i.e., prohibited) substances. It does not mean prescription drugs prescribed by a licensed health care professional that are lawfully being taken by a student when the student is under the direct medical care of the licensed health care professional. Again, although marijuana is legal in the State of Colorado, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy. In addition to other illegal drugs as described above, the overuse and/or abuse of alcohol in the learning environment is prohibited under this policy.

To determine reasonable suspicion, the following factors may be considered, but they do not constitute an exhaustive list of factors justifying a drug or alcohol test:

- Physical symptoms or manifestations of drugs or alcohol use and impairment such as altered or slurred speech or repeated incoherent statements, dilated or constricted pupils, flushed skin, excessive sweating, excessive drowsiness, or loss ofconsciousness.
- Unexplained, abrupt, or radical changes in behavior, such as violent outbursts, hyperactivity, extreme suspiciousness, and frequent and/or extreme fluctuations of mood swings without explanation.
- Inability to walk steadily or in a straight line or perform normal manual functions essential to clinical treatment without reasonable explanation.
- Accidents or "near misses" in a clinical environment that appear related to unexplained sensory or motor skill malfunctions.
- Perceived odor of alcoholic beverages or illegal drugs.
- The direct observation of drug or alcohol use.
- A report of reasonable suspicion provided by a reliable and credible source.
- Self-disclosure by the student of impairment in the classroom or clinical setting.

Students who have a medical condition, are injured, or are taking any substance that impairs judgment (e.g., prescription medications, medical marijuana, and alcohol) may not meet CON Technical Standards and therefore may not be suitable for the clinical/internship environment, where patient safety is the utmost concern.

d. Positive Drug Test Results/Sanctions

All students must satisfactorily pass any required drug test at the time of admission as well as when requested by the program for cause/" reasonable suspicion." A refusal to undergo a drug test will be considered a presumptive positive. A student whose test results in a "negative dilute" or an insufficient sample will be required to be retested immediately. Multiple retests resulting in a negative dilute may be considered a presumptive positive and handled as such. Any costs required by any additional testing are the responsibility of the student.

Students who do not pass a required drug test may face disciplinary action, including rescinding of their admission, administrative withdrawal from courses, placement on a leave of absence, or dismissal from the academic program. Students may also be referred to Peer Assistance Services for evaluation and treatment. Any costs incurred or required as part of a treatment program or ongoing monitoring are the responsibility of the student.

4. DRESS CODE AND PROFESSIONAL APPEARANCE (DCPA) POLICY

The College of Nursing ("CON") is committed to ensuring all students promote an appearance that is professional in order to instill confidence, trust and respect in patients and their families. It is important that nurses dress in a professional and appropriate manner and are clearly identified as health care professionals.

This policy applies to all CON students who provide direct patient care in off-site or on-site clinical areas. The purpose of this policy is to provide standards of practice as it pertains to professional dress and appearance. Clinical sites may have additional requirements that students must follow.   If students are unsure about a clothing choice, they should seek the advice of their course coordinator. Course and clinical faculty are responsible for communicating, interpreting and adhering to this policy, and determining appropriateness of attire and appearance for their specific course and clinical facility. In addition, students are expected to apply a certain amount of professional judgment in selecting their attire.

Students who fail to adhere to this policy may be asked to leave the clinical area. Make-up time for missed clinical hours associated with leaving the clinical site may not be available. Multiple violations of this policy may result in a course failure.

Undergraduate Scrub Policy – Students are required to wear a specific scrub style as approved by the CON. Scrubs must be purchased through the campus bookstore and ordered at orientation. All scrubs are required to have the CON logo embroidered on the upper left area of the scrub top. Students are required wear CON scrubs when obtaining patient assignment data for clinical preparation.

The following guidelines apply to all students while performing patient care activities at onsite or offsite clinical sites:

A.   **Clothing -- Clothing** should fit properly, be clean, pressed, in good condition and of a length and style that does not interfere in performing job duties.

   1.   Examples of inappropriate clothing items include, but are not limited to: denim, sweatpants, exercise pants, shorts of any kind, bib overalls, leggings, tank tops and any spandex or other form fitting pants such as those worn for biking.

   2.   Bare midriff, low-cut necklines, sun dresses and spaghetti straps are inappropriate and therefore prohibited.

   3.   Undergarments should not be visible through clothing.

   4.   Students are permitted to wear shirts underneath scrub tops. These shirts must be black, white, or gray and be free from any designs or writing.

   5.   Hats, with the exception of those worn for religious purposes, are not permitted. For further information, please see the AMC Title IX Policy.

   6.   Jackets other than scrub jackets are not permitted for infection concerns (i.e., fleece jackets or vests or similar).

   7.   For safety purposes, scrub tops or bottoms may not have any zippers, rings or other accessories directly attached to the scrubs that may be pulled or accessed by patients.

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B. **Footwear** -- Professional style shoes must be worn in areas where patients are present. Shoes should be clean, well-polished, in good repair, and dedicated to the work setting. Safety, comfort, appearance, and quietness should be the prime considerations in the selection of appropriate footwear.

1. Shoes must be closed-toe, flat or heels less than 2 inches, made of sturdy material that will not absorb body fluids or potentially hazardous materials and be of a neutral color.

2. Thongs, flip-flops, hiking boots, Crocs, beach sandals, and Five Fingers (or similar footwear) are prohibited.

4. Tennis shoes may be worn but must be made of sturdy material that will not absorb body fluids or potentially hazardous materials, clean, and in good repair. Mesh topped tennis shoes are not permitted due to safety concerns.

C. **Jewelry** -- Jewelry must not interfere with job performance or safety. Jewelry in the clinical setting should not come in contact with patients, the work area, or pose a danger of becoming caught in machinery or equipment.

1. Ear piercings, including studded earrings and small hoops, must be discreet and not create a safety hazard. Gauged or plug earrings must be less than 1/4 inch in diameter.

2. No more than 3 items may be worn in an ear at any one time. Nose studs are not allowed.

3. Any other visible jewelry worn in piercings is prohibited, including the tongue.

4. Pins, buttons, jewelry, emblems, or insignias may be prohibited by agencies and therefore, not allowed.

5. Medic alert and wristwatches are not considered jewelry.

D. **Grooming** -- Students should exhibit good personal hygiene at all times. This means clean nails, teeth, hair, shoes, body, and clothes. Students must remain free of odors or scents that might be offensive or unhealthy to others, including, but not limited to, cigarette smoke, body odor, bad breath, and excessive use of perfume or cologne.

1. Fragrances are not permitted in patient care areas.

2. Artificial nails, extenders, or wraps are not permitted. Nails with decals are not permitted. Fingernails should be kept clean, and of an appropriate length to safely   perform patient care.

3. Hair must be neat, clean, and styled appropriately. Hair should not fall over the eyes or on patients. Hair color or style must be professional and suitable for the clinical environment. Long hair must be secured off the shoulders and face.

4. Sideburns, beards, and mustaches must be short, neat, clean, well-trimmed, and follow the contours of the face for sanitary and safety purposes.

5. Heavy use of makeup is not acceptable.

E. **Tattoos** -- Visible tattoos must be covered.

F. **Identification Badge** -- A CU CON identification badge must be worn and remain visible to patients and staff at all times while a student is in the facility.

1. Badges should be unaltered, worn at the waist or above, and either clipped to clothing or around the neck with a break-away lanyard.

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2. Badges need to be easily read by patients and should not be covered by items that obstruct legibility of names and or photographs. Pins, buttons, or stickers may not be directly attached to the identification badge.

3. Off-campus agencies may require students to obtain agency-specific ID badges to be worn. If required, the first agency issued-ID badge is free to the student. Lost, misplaced, stolen agency issued-ID badges must be reported to the agency and the student will incur a replacement cost. Agency-issued ID badges must be returned to the agency, as indicated by agency policy. Any questions regarding agency-issued ID badges can be directed to the Experiential Learning Team, the clinical instructor, or course faculty.

G. **Accommodations** -- Students may request a dress or grooming accommodation, if necessary, through the University or applicable clinical site.

Approved by SAC 11/16/15; Approved by General Faculty 12/14/15; Implemented 12/14/15; Revised 10/17/2019.

5. POLICY STATEMENT FOR PROFESSIONAL ROLE BEHAVIORS (PRB)

For the purpose of this policy, "on-site clinical" refers to clinical experiences in the simulation lab/Clinical Education Center (CEC); "off-site clinical" refers to clinical/practicum experiences involving direct patient care. In addition, even when not explicitly stated, references to "clinical" experience also include any internship experience. The expectations for professional behavior are consistent across all clinical practice/internship sites and within all nursing education settings.

a. Purpose

- To communicate commitment and strategies for creation of a learning and practice environment that fosters long-term and lasting integrity and accountability in professional nursing education and practice.
- To describe the critical elements of professional role behaviors expected of students, primarily in the clinical setting.
- To guide decisions for appropriate and consistent consequences for unprofessional conduct.

b. Policy Overview

The Policy Statement for Professional Role Behaviors (PRB) is consistent with the philosophy and rationale of the CU CON Student Honor and Conduct Code (SHCC), the Colorado Nurse Practice Act, and the assumptions inherent for ethical conduct outlined by professional nursing organizations, including the National Student Nurses Association Code of Academic and Clinical Professional Conduct and the American Nurses Association (ANA) Code of Ethics (2015). The Policy Statement is intended to complement the SHCC. Although a violation of the PRB may also be a violation of the SHCC, a violation of the PRB does not automatically constitute a violation of the SHCC. The PRB applies to all students enrolled in the CON from admission to graduation.

- All students have the right to be informed of the requirements for professional role behaviors and the responsibility to conduct themselves in accordance with those requirements.
- Values underlying professional role behaviors are mutual respect, civility, personal accountability, trustworthiness, and open communication.
- The principles of adult learning, including readiness, self-directedness, and active participation are also relevant to professional role behaviors.
- Formation of a professional nursing identity and socialization into the professional nursing and advanced practice roles should be facilitated for students during nursing education. Professional conduct during nursing education forms patterns of professional accountability essential for safe, credible, and successful practice.
- Faculty must consistently inform and implement requirements for PRB and consistently enforce consequences in the event of violation of the PRB.
- Although intended to guide a high standard of professional behavior in the clinical setting, the PRB and the Critical Elements listed below are generally applicable to all aspects of student learning environments including, but not limited to, the classroom setting, the clinical education/simulation setting, and the online learning setting.
- The PRB applies to all BSN, Masters DNP and Post-Graduate Certificate students enrolled in the CON from admission to graduation.
- Violations to the PRB may result in course incomplete, course failure, probation, suspension, academic dismissal, administrative course withdraw, expulsion or exclusion. The student must

accept responsibility for these PRB/Critical Element violations and their consequences (See Academic Policies and Procedures)

The American Nurses Association (ANA) Code of Ethics (2015) outlines principles of professional nursing behavior. The PRB policy supports and assures adherence to the ANA Code of Ethics by outlining how the Code is demonstrated by CON students.

The PRB was developed to assist in orienting, informing, and socializing students into professional nursing role behaviors and to support decision-making/action in the event that student behavior violates professional conduct requirements. The Student Affairs Committee (SAC), General Faculty, and faculty with graduate appointments endorse the PRB, assist in consistent PRB enforcement across courses and programs, and are responsible for evaluation and revision of Critical Elements and implementation protocols to assure PRB adequacy and appropriateness.

c. Critical Elements of Professional Role Behaviors (PRB)

The following Critical Elements of Professional Roles and Behaviors must be consistently demonstrated.

- Academic Integrity. See Student Honor and Conduct Code (SHCC) and Professional Role Behaviors (PRB).
- Communication. This Critical Element entails demonstrating in all forms of communication (verbal, electronic media, and nonverbal interaction) respect for others, active listening skills, appropriate self-advocacy, and professional courtesy. Communication also entails using the English language in conversing, comprehending, writing, and documenting, as required by the CON Technical Standards.
- Preparedness. This Critical Element involves effective planning and effective use of time. The prepared student completes assignments prior to class, clinical, lab, and simulation in order actively to participate in learning activities.
- Attendance. This Critical Element requires taking initiative to clarify and confirm schedules. For classes that indicate attendance is required, the student must be present without exception. Consequences for absences in classes which require attendance will be outlined in the course syllabi. The student must further be present without exception in orientation sessions, all on- and off-site clinical/internship experiences, and community-based assigned observations and clinics.

  - A clinical agency reserves the right to refuse a student placement or to remove a student from clinical placement should that student demonstrate unsafe or unprofessional behaviors during clinical preparation time or during the clinical rotation or internship experience.
  - Note that an alternative assignment from clinical cannot be guaranteed and generally will NOT be arranged for PRB violations.

- Punctuality. This Critical Element involves consistently demonstrating promptness when meeting scheduled class and clinical experiences. A punctual student demonstrates initiative, enthusiasm, and active engagement in learning assignments and clinical experiences. Students are expected to attend class regularly. Specific requirements for class attendance and consequences for tardiness/absences will be documented by faculty in course syllabi. In the clinical, lab, and simulated learning experiences, attendance as scheduled is required, and tardiness is

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unacceptable. Refer to the Undergraduate On-Site Clinical Attendance Policy and Undergraduate Clinical Make-Up Policy for further details.

- Dress. See [Dress Code and Professional Appearance (DCPA)](#)
- Equipment. Equipment necessary to administer patient care is a Critical Element. Students are required to have a stethoscope, a watch (with a second hand or other method of counting seconds), a CON photo identification badge, and other items as specified by faculty/Specialty Director/course syllabi or clinical requirements.
- Conflict Management. See SHCC and PRB Policy Overview This Critical Element denotes the demonstration of collaborative problem-solving skills in the event that a conflict relevant to the course, clinical, lab, or simulation experience occurs. Students of the CON are guests at affiliated clinical agencies or practice/internship sites. A positive working relationship between the CON and affiliated clinical agencies is imperative to assuring continued quality placements in sufficient numbers for all students across all programs and clinical/practicum or internship courses. Conflict management skills include the following: engaging in timely and constructive dialogue with the immediate participants to clarify the issue; consulting in a timely fashion with advisor, course faculty, Specialty Director, clinical scholar/instructor, or preceptor; accurately identifying negotiable and non-negotiable issues; determining an effective strategy to achieve mutual goals and follow through respectfully with the decision; and providing constructive feedback on effective teaching and learning strategies, as well as recommendations for course improvement.

    Disrespectful behaviors, including making demands, blaming others for one's own mistakes, or demeaning others, are considered unprofessional and are unacceptable in the context of a collaborative and positive learning environment. Unprofessional conduct, communication or behavior will be referred to the Graduate Specialty Director and/or appropriate Assistant Dean of Undergraduate or Graduate Programs or Program Director, who will consult with involved faculty, CON administration, and representatives from the affiliating clinical agency, as appropriate, to determine subsequent action, which may include referral to Student Affairs Committee (SAC), which may result in course failure or withdrawal, Dismissal, Suspension or Expulsion.

    Deceleration, Suspension, inter-program transfer (Undergraduate Program), delay in academic progression, or Withdrawal are options for students who determine that clinical placements/schedules are unacceptable to them.

- Accountability. Students are accountable for all information sent by the Experiential Learning Team or Specialty Directors via CU email and must commit to checking for updated information as frequently as needed to identify new and changing information.
    - Once admitted, students are required to report any new convictions or pending charges. Failure to do so will be considered to be in violation of the CON SHCC and will be subject to disciplinary action, up to and including dismissal/termination, suspension or expulsion.

- Obligation to the Client. This Critical Element entails accountability in accepting assignments for patient care and fulfilling responsibilities within designated time frames.
    - Obligation to the client means that CON students do not leave on-site or off-site settings without communicating their whereabouts (e.g., during breaks, lunch, meetings) and that they assure continuity of care at all times.
    - Clinical judgment and self-assessment skills must be applied at all times to determine when assistance is needed in accepting an assignment or providing patient care.

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- o Leaving the patient or clinical assignment without acknowledged communication constitutes patient abandonment and violation of the SHCC and PRB may warrant course failure and potential Dismissal or Expulsion.
- Respect. See SHCC. Courtesy, consideration, respect, and positive regard are conditions for learning. CON students must demonstrate attentiveness, professionalism and consideration for others in all learning environments and with clients, peers, health care providers, faculty, and staff.
  - o CON students must refrain from intruding, interrupting, distracting, or otherwise limiting others' opportunities for learning.
  - o Interactions with all others must always display respect, tolerance, and caring.
  - o Body language, nonverbal behaviors (including tone of voice), and personal opinion must at all times demonstrate professionalism and collegiality.
  - o Students must demonstrate respect for diversity among clients, peers, and fellow care providers in terms of race, ethnicity, religion, political opinion, sexual orientation, gender, age, and socio-economic status.

Emotional and Physical Readiness. CON students must engage in self-monitoring and demonstrate the emotional and physical health essential to learning and safe practice. If a student's willingness or emotional/physical ability is deemed to be inadequate to maintain student and patient safety, the student will be dismissed from the learning or clinical environment by the clinical scholar/instructor or preceptor in consultation with the course faculty, Graduate Specialty Director, Assistant Dean of Graduate or Undergraduate Programs. Appropriate referral(s) may be made by the Director of Admissions and Student Affairs to the appropriate campus support service or health care provider. The student may not be permitted to return until an evaluation and recommended follow-up is complete.

- Documentation of the student's emotional and physical readiness to return to school and clinical practice will be required to address the imperative of patient safety (See medical clearance form).
- If an alternative assignment time cannot be negotiated with the student, clinical agency, and faculty, a grade of incomplete or a course withdrawal will be necessary, and a plan for progression in the program will be revised accordingly, as necessary with the Specialty Lead Advisor for the Undergraduate Program, Graduate Specialty Director, or Graduate Student Advisor. See On-Site Clinical Attendance Policy and Undergraduate Clinical Make-Up Policy for further details. Students suspected of abusing alcohol, drugs, or illegal substances will be subject to immediate removal from the learning or clinical area and referred for screening diagnostics. Institutional policies related to substance abuse will be enforced (See Drug Testing Policy). Pursuant to the Student Honor and Conduct Code (SHCC), immediate action may be taken when the welfare and safety of others is threatened.

- Constructive Use of Time: Electronic Devices. Students must (a) manage time constructively, (b) show self-directedness/initiative in locating or requesting meaningful learning experiences, (c) creatively seek resources to support individual learning needs, (d) think critically about what the immediate experience may offer in integrating knowledge and skills, and (e) avoid inappropriate use of their phones for personal calls/texting in work areas.
  - o Smart phones, tablets, and other electronic devices may be used in the clinical agency sites and lab/simulated environments only as permitted/defined by the agency policy, clinical scholar/instructor, preceptor, clinical coordinator, and faculty in each individual setting.

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- Confidentiality: HIPAA. This Critical Element calls for respect for patient confidentiality both within and outside the clinical agency. Students must maintain patient confidentiality in all communication, including use of electronic and social media.
  - The CON prohibits relaying of information about clinical experiences in any social networking medium (e.g., Twitter, Facebook).
  - Students may not reference any clinical information that could identify people, places, or specific events. Even well-intentioned online postings/communications can jeopardize patient privacy and a student's professional standing if perceived as violating ethical and legal parameters of confidentiality, patient privacy rights, and health privacy laws.

- Patient Safety: PHI. When exposed to protected health information, the student is expected to follow the Minimum Necessary Principle and the agencies' policies concerning Protected Health Information (PHI).

  Patient information is to be disclosed only as needed to provide care for that patient. The Minimum Necessary Principle dictates that any posting or communication related to PHI is prohibited from being discussed on social media networks.

  Protected Health Information is defined as individually identifiable health information that is transmitted by or maintained in the electronic health record or transmitted or maintained in any other form or medium and includes, but is not limited to, the following: name, address (i.e., physical, e-mail), relevant patient-related dates (e.g., birthday, date of admission), and relevant patient-related numbers (e.g., phone, Social Security, medical record, health plan account).

  "Individually identifiable health information" held or transmitted by a covered entity or its business associate (in any form or media, whether electronic, paper, or oral) may include the following:

  - The individual's past, present, or future physical or mental health condition.
  - The provision of health care to the individual.
  - The past, present, or future payment for the provision of health care to the individual.
  - Any data that identifies the individual or provides a reasonable basis for identifying the individual.

  Any failure to comply with patient privacy or prudent use of information or electronic devices warrants failure of the clinical/internship, lab, simulation, and/or course, or even Dismissal from the program/Expulsion from CU.

- Institutional Policy and Procedure. Students must participate in scheduled orientation (clinical agency and computer-focused) to acquaint themselves with relevant policies and procedures and ensure adherence to relevant policies and procedures throughout the clinical/internship experience. Examples of relevant policies and procedures include standards of patient care, nursing assessment and interventions, delegation, documentation, and student role.

  All required orientations scheduled by the clinical agency are mandatory for continuing in the clinical/internship rotation. A student who is absent from a mandatory orientation will forfeit their clinical placement and be placed on a space-available basis on an Individual Program Plan (IPP) for progression. It is the students' responsibility to be informed of new and changing orientation schedules conveyed by the Experiential Learning Team or Graduate Specialty Director by checking routinely their CU email accounts.

- <u>Requirements for Clinical/Internship Placement</u>. Students must take the initiative to complete all requirements for OSHA, HIPAA, immunizations, drug screening, CPR, and other mandatory/regulatory documentation prior to the onset of clinical/internship student work, according to the instructions of the Experiential Learning Team, clinical agencies' published policies/deadlines detailing specific requirements, and affiliation agreements.
    - Students are responsible for the cost of required elements.
    - Student clinical placements for which compliance is necessary include traditional clinical experiences, student internships, and doctoral practicum experiences.
    - Students must provide copies of verifying documentation as specified by the clinical placement team in a timely manner and continue to be able to show verifying documentation upon request by the clinical agency.
    - The CON requires all students to (a) be compliant with all requirements one month in advance of a semester in which clinical/internship experience(s) will occur and (b) maintain compliance throughout the ensuing clinical semester.
    - If compliance with any requirement is expected to expire within an upcoming clinical semester, the student is expected to update that compliance one month in advance of that clinical semester.
    - Failure to do so will result in potentially a forfeiture of the clinical/internship placement, which in turn yields the potential for a delay in progression/graduation.
- <u>Online and Tele-Conference Courses</u>. Students must (a) follow the necessary rules of "netiquette" in courses using educational technology, such as interactive video or computer-mediated communication and (b) be alert and sensitive as to how classroom conduct (e.g., facial or body language) or written expressions are being communicated electronically to others. In online communication, students are required to demonstrate consideration of others' opinions and refrain from aggressive/inflammatory statements or "shouting (i.e., excessive use of capital letters)." In online communication, students must (a) convey an ability to listen and comment respectfully and (b) carefully consider whether they are using the appropriate medium for communicating an issue or concern. Public matters may be communicated in a group forum or conference center; private email to a classmate or faculty should be used for confidential issues; phone calls or face-to-face communication is appropriate for problem solving and conflict management. Students are required to follow the [CON Student Email Policy](#) and use their student email address for all communication with the CON.

d. **Processes to Facilitate Student Adoption of Professional Role Behaviors (PRB)**

- <u>Orientation</u>. PRB will be used proactively prior to class, clinical, lab, and simulated learning experiences to orient students, faculty, clinical scholars/instructors, and preceptors to the professional behaviors expected of students. During incoming student orientation, students will be provided (a) copies of the PRB and (b) a PRB overview by faculty. The student should retain a copy of the PRB for reference throughout the program of study. The student will be required to sign a document verifying receipt and acceptance of the PRB, which will be electronically stored for potential future reference. The course faculty or Specialty Directors will provide (to faculty involved with the course) orienting course materials (e.g., assessment tools) and reinforce use of the PRB.
- <u>Instruction</u>. PRB will be used during class, clinical, lab, and simulated learning experiences to reinforce expected professional behaviors and provide feedback to the student regarding met expectations and areas of needed improvement.

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The course faculty, clinical scholar, Specialty Director, or other preceptor for each clinical/internship experience will reinforce expected professional behaviors using the PRB during the course orientation session and may include the PRB in course materials. Minimally, all course syllabi should include the text of the PRB, explain its relevance to the course, and state that it will be enforced.

Throughout the clinical/internship experience, clinical faculty will provide feedback to the student via a clinical evaluation tool that will outline (a) what clinical expectations are being met, (b) what clinical expectations need attention, and (c) what clinical expectations are not being met with respect to the student's clinical performance.

Examples of positive professional role behaviors will be noted (a) for Baccalaureate students on the clinical evaluation tool (CPE or CET; see information below) and (b) for Graduate students on a clinical performance evaluation. Students will be provided with feedback minimally at mid-rotation and completion of the clinical rotation, and as necessary throughout the clinical rotation.

In the event that performance is sub-standard, the faculty, clinical scholar/instructor, Graduate Specialty Director, or preceptor who observes the behavior is responsible for discussing the concern directly with the student in a timely manner. The specific behavior and action for required improvement will be clearly conveyed using the clinical evaluation tool. In some cases, this discussion will be accompanied by the completion of a Student Advising Notice (SAN). The student's understanding of the concern and commitment for improvement will be verified. A specific action plan will be documented, including criteria and timeframes for improvement or continuation in the clinical, consequences for continued violation, and the potential for suspension from the clinical setting.

Meetings and discussions with students should be documented on a SAN. The SAN should be completed by the faculty and shared with the student, and the SAN must include a plan for course success. Copies of the SAN will be sent electronically to the Graduate Student Advisor or Undergraduate Program Manager and to the appropriate Assistant Dean of Undergraduate, Graduate as well as DNP and PhD programs. One of the above will then notify the student's faculty advisor.

e. **Student Advisory Notice (SAN)**. The SAN is used as a summative and formative tool to evaluate professional behavior as related to course and program outcomes. In addition, the SAN is used to determine appropriate recommended consequences of unprofessional conduct, including action plans for continuation in class, clinical, lab, and simulated learning experiences. An inability to meet elements outlined in the SAN may result in Suspension or Dismissal from the program, course failure or recommendation for course withdrawal, required additional assignment, or consultation or referral as appropriate.

The clinical Competency Performance Evaluation (CPE) tool or Clinical Evaluation Tool (CET; Baccalaureate students) or clinical performance evaluation tool (graduate students) for every course will include standardized reference to the Critical Elements of PRB as an outcome competency.

Appropriate consequences of unprofessional conduct will be consistently determined, using the PRB. The process for using the SAN is as follows:
o A SAN may be completed at any time in the course or program to alert a student who is not meeting the competencies of the course/program; the SAN represents an attempt to obviate further academic difficulty and provide additional advising/support if necessary.

- The student and course faculty with the Clinical Scholar/Instructor, Specialty Director, or clinical preceptor as needed will meet with the student to discuss concerns regarding academic or professional conduct.
- An action plan will be completed using the SAN form, with follow-up after the course is completed.
- Once the SAN is completed, it will be distributed to the appropriate CON leadership member(s) as outlined on the SAN form.
- Students may complete a written response to the concerns outlined in the SAN; the response will be attached to the original SAN form.
- Should the student not meet course outcomes at any time after the SAN has been initiated, and should it then be determined that a student has experienced a course or program failure, a course failure form will be completed.
- The completed SAN is placed in the student's file in the Office of Academic Programs and destroyed upon student completion of the program.

Implemented 9/14/10; Revised by SAC 12/5/13; Approved by General Faculty 1/27/14; *Revised 8/2020*

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B. Professional Conduct: Interpersonal

1. ONLINE COMMUNICATION POLICY

a. Email

- Policy Overview. This policy complies with the guidelines as found in the CU Denver Registrar guide to the Family Educational Rights and Privacy Act (FERPA), CU Information Technology Services Rights and Responsibilities, CU Use of Electronic Mail Policy, and CU AMC Student Rights to Educational Record Privacy.

  The Office of the Assistant Vice Chancellor for Information Systems will review this policy as needed. Changes will be authorized by the Dean of the CON and the Associate Dean for Academic Programs.

- Standard Procedures

  - *CU use of email.* Email is an official means for communication within the CON. The CON employs the practice of sending communications to students via email and expects that those communications will be received and read in a timely fashion.
  - *Assignment of student email address.* Information Systems will assign all students an official CU email address. It is to this official address that the CON will send email communications; this official address will be the address listed in the CU global address list.
  - *Redirecting of email.* CU email cannot be electronically redirected to another email address. Please contact the Student Email Coordinator or go to the Health Sciences Library for information on how to set up your computer to receive multiple email accounts. Neither CU nor the CON is responsible for the handling of email by outside vendors.
  - *Expectations regarding student use of email.* Not reading email does not absolve a student from the responsibilities associated with communication sent to their official email address. Students are expected to check their official email addresses on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical.
  - *Educational uses of email.* Faculty will determine how email will be used in their classes. If faculty have email requirements/expectations, they will be specified in course syllabi.
  - *Appropriate use of student email.* All use of email, including use for sensitive or confidential information, will be consistent with the Administrative Policy Statement on Use of Electronic Mail.

b. Social Media

All CU students are expected to be familiar with and behave in accordance with CU System Social Media Guidelines. Social networks are not to be used for posting or communicating anything related to clinical agency patients, patient condition, patient care, or the activities of providers. Any posting or communication on social networks is a violation of the Health Insurance Portability and Accountability Act (HIPAA).

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2. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that guarantees students: (a) the basic right to have access to their education records, (b) the assurance that their records are protected from access by others, and (c) the right to challenge their records if they believe the records are inaccurate, misleading, or otherwise in violation of the student's privacy.

a. Conditions for Student Access

- Presentation of a valid photo ID: driver's license, student ID, or passport, are all acceptable.
- If the student is unable to request the records in person, the student may request a record by sending a signed and dated request by email or traditional postal mail addressed to the Office of Admissions and Student Affairs.

b. Information the Student May Not See

The student may not see education records that contain information on more than one student (e.g., printouts of wait-listed classes and rosters). Students may look only at their own academic information.

c. Public Information

Examples of public information according to FERPA are as follows: student name, all student addresses on record, email address, all telephone listings on record, date and place of birth, major field of study, participation in officially recognized activities/sports, height and weight of members of athletic teams, dates of attendance, degrees and awards received, most recent or previous educational institution attended, registration status (full-part or part-time enrollment), and photo image.

d. Confidential Information

Examples of confidential information according to FERPA are as follows: Social Security number, grades of courses taken by a student, names of parents or next of kin, fees/tuition paid, ACT/SAT/GMAT/TOEFL scores, grade point average (GPA) or pass/fail outcome, location or time of the student's classes, and specific number of hours enrolled.

e. Review of Educational Records

If a student wishes to review their educational records, records are available in the CON Office of Admissions and Student Affairs.

f. Privacy Flag

Students wishing to request that a privacy flag be placed on their records should contact the CON Office of Admissions and Student Affairs. For more information, visit the CU AMC Student Privacy webpage.

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3. NONDISCRIMINATION

Article 10 of the Laws of the CU Regents indicates that CU does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. CU takes action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

If you wish to report violations of the Article 10 of the Laws of the CU Regents or need additional information, contact the CU Denver/AMC Human Resources Office.

a. Sexual Harassment

CU is committed to maintaining a positive learning, working, and living environment. In pursuit of these goals, CU will not tolerate acts of sexual harassment or related retaliation against or by any employee or student. To report violations of the University Policy on Sexual Harassment or obtain additional information, you can contact the CU Anschutz Medical Campus Human Resources Department.

- Sexual Harassment consists of interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment, living conditions and/or educational evaluation; (b) submission to or rejection of such conduct by an individual is used as the basis for tangible employment or educational decisions affecting such individual; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.
- Hostile Environment Sexual Harassment is unwelcome sexual conduct that is sufficiently severe or pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating.
- Retaliatory Acts. CU does not permit retaliatory acts against any employee or student who reports an incident of alleged sexual harassment, or any employee or student who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such allegation of sexual harassment.
- Reporting. In order to take appropriate corrective action, CU must be aware of sexual harassment or related retaliation. Therefore, anyone who believes that they have experienced or witnessed sexual harassment or related retaliation should promptly report such behavior to the campus

Sexual Harassment Officer or to any supervisor. Any supervisor who experiences, witnesses, or receives a written or oral report or complaint of sexual harassment or related retaliation must promptly report it to the campus sexual harassment officer. Reporting requirements do not extend to supervisors who are required by the supervisor's profession and CU responsibilities to keep certain communications confidential (e.g., a professional counselor or ombudsperson). Persons may be subjected to disciplinary action for knowingly and recklessly making a false complaint of sexual harassment or providing false information regarding a complaint.

b. Disability/Reasonable Accommodation

CU does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. For further information and assistance, contact Disability Resources and Services (DRS). This office has been designated to process requests for accommodation and to coordinate compliance with the non-discrimination requirements contained in Department of Justice regulations implementing Title II of the Americans with Disabilities Act (ADA), including section 35.107. Information concerning the provisions of the ADA, and the rights provided there under, are available from DRS.

- Reasonable Accommodation. It is the policy of CU and the CON to provide reasonable accommodation to qualified students with a disability, so they can meet required Technical Standards for successful completion of degree requirements. Whether a requested accommodation is reasonable will be determined on an individual basis by DRS) and the CON. Accommodations may include the following: assistance in identifying volunteer note takers, alternative testing (e.g., extra time, scribe, and reader), and textbooks in alternate format (e.g., Braille, enlarged, digital-audio), priority registration, and/or interpreters' services. Reasonable Accommodations afforded students in a didactic environment do not automatically transfer or apply to a clinical/internship setting. Should a student request accommodation in the clinical setting, an additional review is conducted in conjunction with the CON. This additional review includes determination regarding whether or not there is an appropriate, reasonable accommodation needed for the student to demonstrate the ability to meet Technical Standards in the clinical setting. In addition, this review includes considerations of both patient and student safety.

  The DRS serves the needs of a large and diverse community of students with disabilities who attend CU. The DRS staff has a strong commitment to equal access and oversee the provision of a full range of accommodations for students with disabilities. The DRS staff also works closely with faculty and staff in an advisory capacity, assisting in the development of reasonable accommodations that allow students with disabilities to demonstrate their abilities.

  Determining what is reasonable accommodation is an interactive process. It is the student's responsibility to initiate the evaluation for disability accommodation and to contact and communicate with the DRS office. The role of the CON faculty or staff is to refer students to the DRS office and/or the CON liaison when appropriate, and to follow the prescribed recommendations as determined by the DRS office.

  CU, as mandated by Section 504 of the 1973 Rehabilitation Act Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act (ADA), is responsible for providing equal access to an education for students with disabilities. This CU-wide responsibility is shared by faculty, staff, and students and includes the implementation of accommodations in the classroom.

  When a student has received approval for accommodations, the following process will occur:

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- The Faculty Notification Memorandum (FNM), which lists the approved accommodations, is sent to the designated CON liaison (currently the Assistant Dean of Student Affairs and Diversity).
  - The DRS staff and designated CON liaison will discuss the recommended accommodations and address any concerns specific to the approved, classroom or clinical accommodations.
  - The Liaison sends the FNM to all faculty teaching the student's courses by email and copies the student on that email.
- <u>Implementation of Accommodations for Students with Disabilities</u>. After the faculty member has received a FNM from their designated liaison, the faculty member and student meet to discuss the accommodations. The student is responsible for letting the faculty member know which accommodations they would like to utilize and when they would like to use them. Students and faculty coordinate with the DRS to ensure accommodations are implemented.

Original Date 3/08; Revised 10/3/08; Updated and Effective 8/29/11

4. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The CON recognizes that students that have been admitted to one or more of its degree programs have both rights and responsibilities. Students are encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth. The freedom of faculty members to teach and the freedom of students to learn are inseparable facets of academic freedom: Students should exercise their freedoms in a responsible manner. This institution has a duty to develop policies and procedures, which provide and safeguard students' freedom to learn. The student body has clearly defined means to, and is encouraged to, participate in the formulation and application of institutional policy affecting academic and student affairs, i.e., through the CU CON Student Affairs Committee (SAC), the CU AMC Student Senate, CU CON Student Nurse Association (CUSNA) membership, or representation on other CON faculty committees. The institution has an obligation to clarify those standards of behavior, e.g., Professional Role Behaviors (PRB) or the Student Honor and Conduct Code (SHCC), which it considers essential to its educational mission, its community life, or its objectives and philosophy.

a. Student Rights

- Under no circumstances will a student be denied admission to this institution for any factor of bias or discrimination including on the basis of race, creed, gender, color, ethnicity, national origin, age, religion, political beliefs, economic status, geographic background, disabilities or other special needs, sexual orientation, or marital status.
- Students have protection through orderly procedures (e.g., appeal/petition procedure, SAC review) against prejudiced or capricious academic evaluation.
- Information about student views, beliefs, political ideation, or sexual orientation that instructors acquire in the course of their work or otherwise are considered confidential and are not to be released without the knowledge and consent of the student or used as a basis of evaluation.
- Students have the right to have a responsible voice in curricular issues and may have a representative on the SAC, Undergraduate and Graduate Curriculum and Evaluation Committees.

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- The CON will have a carefully considered policy based on state and federal law both as to the information that should be a part of a student's permanent educational record and to the conditions of disclosure of information.
- Students and student organizations are free to examine and discuss all questions of interest to them, to express opinions publicly and privately, and to invite and to hear any person of their own choosing for furthering their education.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy to the extent that the welfare and property of others are respected.

b. Student Responsibilities

Just as students enjoy rights/freedoms as citizens and members of an academic community, students are also responsible for being aware of their obligations as citizens of the CON, the greater Anschutz Medical Campus (AMC) community, and the even-greater CU community.

- Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- While students have the protection of due process (e.g., appeal/petition procedure, SAC review), they are responsible for maintaining the standards of academic and clinical/internship performance established for each course in which they are enrolled.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as this Student Handbook or other generally available set of institutional regulations. It is the responsibility of the student to know those regulations. This Student Handbook, outlining appeal/petition procedures and the Student Honor and Conduct Codes (SHCC), and Professional Role Behaviors (PRB) is available to all students in either printed or electronic formats.
- While adequate safety precautions (e.g., adequate lighting, locks, security for electronic communications, other safety measures as deemed necessary) will be provided by the CON, students must also assume responsibility for their personal safety by utilizing shuttle and escort services, their powers of observation, and common sense when on campus, using technology, or in clinical settings.
- Students are responsible for taking care of both their personal physical and mental health. CU provides basic health insurance that includes coverage for both physical and mental health. All students enrolled for one-or-more credit hours in a degree program and/or in certain approved certificate-seeking programs are automatically enrolled in this Student Health Insurance plan unless a successful insurance waiver is submitted prior to the waiver deadline each academic year. Students have the responsibility for seeking out the help they may need to address physical and/or mental health concerns; including assistance with alcohol or drug dependency problems should they exist or develop during the course of a student's academic program.
- Students are responsible for complying with the dress code, which has been established with community, student, and faculty input, taking into consideration safety, comfort, and practicality.
- Grading systems are reviewed periodically with students and faculty for clarification and better student-faculty understanding. Course grading policies are published in each course syllabus. Students have a responsibility to be aware of grading policies.

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- Students are expected to be aware of procedures for responsible evaluation of nursing faculty and have the responsibility to provide input in the course- and faculty-evaluation process.
- Students must comply with the policies of the CON, the campus, the CU Board of Regents, the City of Aurora, the City of Parker, and of the State of Colorado.

Original Date 11/2005; Revised 6/3/08; Implemented 7/1/10

C. Learning Environment/Physical Space

1. CHILDREN IN THE WORKPLACE AND/OR CLASSROOM

a. Policy Overview

The workplace and the classroom are typically not appropriate places for non-student, minor children to be present on a frequent or continuing basis. Children will not be allowed in the classrooms of the CON on the Anschutz Medical Campus (AMC) or the South Denver Location. This policy exists for the safety of the minor, as well as to foster respect for those students in the classroom attempting to participate in class activities without disruption. The CON ascribes to the CU Boulder policy regarding children in the workplace and/or classroom.

b. Standard Procedure

- If a student has an exigent circumstance (e.g., illness, school closing) that affects childcare, the student should notify the instructor by phone, email, and/or Canvas messaging as soon as possible.
- Attempts will be made by the instructor to use Zoom or other interactive methods to include the student if possible.
- The student should attempt to obtain missing content from a classmate.

Adopted 11/28/16; Effective 11/28/16

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2. INCLEMENT WEATHER/FACILITY CLOSURE

a. Policy Overview

The CON understands that under certain extreme weather conditions, students cannot and should not attempt to travel to campus or clinical sites. We recognize the Anschutz Medical Campus (AMC) rarely closes due to the nature of its education, practice, and research obligations that emphasize keeping the campus open. Please refer to the AMC-wide policy.

b. Standard Procedure—AMC

The CON will officially close if the AMC closes. Should this occur:
- Students are not expected to attend on-site or off-site clinical/internship assignments.
- Students are expected to contact the appropriate on-site or off-site clinical/internship supervisor prior to the clinical experience to notify the supervisor of their absence.
- Students are not expected to attend class.
- It is the faculty member's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to inclement weather.
- Faculty members have discretion in determining whether additional classes will be added for the class or if additional work is assigned due to a closure or delayed opening.

When there is inclement weather:
- All students are expected to exercise individual judgment regarding their ability to travel safely to campus when inclement weather is in the area.
- Students are not expected to prioritize class attendance or clinical experience above personal safety.
- Students must assume responsibility for deciding if weather conditions are too hazardous to permit safe driving.
- Students must notify their appropriate course instructor(s)/preceptor/supervisor or Specialty Director as soon as possible if not attending class or clinical.

If the AMC delays opening, the CON will delay opening, as well. The following guidelines apply:
- Students are expected to follow local media and the CU website to find the specific time of opening.
- Students are expected to report to their regularly scheduled classes when the campus opens.
- All classes scheduled prior to the set time of opening are cancelled for the day.

If a faculty member needs to cancel a class due to inability to get to campus:
- The faculty member will make every attempt to notify all students in that course as early as possible via Canvas or email.
- Students will be responsible to check their email or Canvas platform for information.
- It is the faculty member's responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to inclement weather.
- Faculty members have discretion in determining whether additional classes will be added for the class or if additional work will be assigned due to a closure or delayed opening.

c. Standard Procedure—South Denver Location

The CON's South Denver location is at a higher altitude and may receive very different weather from the AMC. CU South Denver will follow the recommendations of its own Assistant Vice Chancellor regarding delays or closures.

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CU South Denver may need to close the facility due to inclement weather, an emergency, or a threat to the building. This policy describes the process for closing the building or delaying its opening.

- In addition, the Vice Chancellor or designee may close the facility or delay opening of the building for weather and other reasons.
- The facility does not cancel courses; it only closes the building. Faculty members must determine what action to take if a specific class cannot be held at the CU South Denver location.

Original 3/11/15; Implemented 3/16/15; Revised 11/2016

D. Registration and Finances
1. REGISTRATION

a. Overview

Registration is processed through the CU Anschutz Medical Campus (AMC) Office of the Registrar. Students are responsible for complying with all CU policies, requirements and deadlines published in the CU Denver Course Book. Course books are available on the CU Denver/AMC website. See the CU AMC Academic Calendar for registration periods. For specific information regarding the CON academic calendar, check CON academic resources.

- Registered nurses concurrently enrolled in a diploma or associate degree nursing program may also take courses and must obtain approval from the Assistant Dean of the Undergraduate Program or be admitted into the RN-to-BS Program. These students are considered Dual Enrollment students.
- Students enrolling for MS-level or DNP courses must have a BS degree in nursing or permission of instructor to enroll.

Matriculated or previously enrolled CU students who are under academic Suspension, Dismissal, or Expulsion or Exclusion are not eligible to enroll.

b. New Student Registration

All newly admitted baccalaureate students are provided with a Plan of Study during orientation that outlines the courses that they need to self-register for online each semester. The UCAN (accelerated BS) and the RN-to-BS students follow different registration processes that are carefully explained upon matriculation. MS, DNP, Post-Graduate Certificate and PhD students will receive a Plan of Study during new student orientation or shortly thereafter.

c. Online Registration

All students must register on the UCDAccess website. For course schedules, visit the Academic Calendar and Resources page under the Student tab on the CON homepage. This document is updated as needed. During course registration at the UCDAccess website, please verify and update your current address and telephone number.

d. Continuing Student Registration

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All continuing students who are responsible for self-registering are strongly encouraged to register early during the registration period according to their Plan of Study. It is extremely important that all students register during the registration period.

Students should monitor their status through the UCDAccess portal. See the Academic Calendar for specific dates. Academic Calendar and Resources page

e. Non-Degree Student Registration

A non-degree student is defined as any student who has not been formally admitted to an undergraduate, graduate, professional degree, or post-graduate certificate program. Applications and registration forms for taking classes as a non-degree student are available through the Non-Degree Office of Academic Programs; applications and registration forms for taking classes as a graduate certificate student are available through the Extended Studies Office of Academic Programs. Non-degree students in the CON may apply and register for classes during the posted registration period. A student may earn up to (but no more than) 12 credit hours that may apply to a graduate program if the student is admitted.

f. Retroactive Enrollment

The registrar will allow student retroactive enrollment (i.e., enrollment in any course of study, including credit or non-credit, matriculated or non-degree, after the campus drop/add deadline) only with the approval of the Assistant Deans of Graduate or Undergraduate Program, and if the student account is not subject to a finance stop (i.e., inability of enrollment in subsequent academic term as a result of any unpaid student bill, incurred during any preceding academic term).

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2. TUITION AND FEES

a. Policy Overview

Students are directed to the CU Anschutz Medical Campus Bursar's Office for complete and detailed information on tuition and fees, refunds, and penalties. It is the responsibility of the student to be familiar with these policies. The CU Board of Regents reviews and approves tuition and fees each year. The Board of Regents reserves the right to change the fees and tuition at any time. Fees are itemized on the first billing statement of each term.

The CON requires some student fees in addition to CU fees. These fees may be related to background checks, clinical/internship compliance fees (e.g., CPR completion, compliance database fees), and in some situations, course-related fees (e.g., equipment for advanced skills courses, on-site clinical course fees). A careful review is completed prior to levying student fees to assure that the fees are necessary and as low as possible.

b. Petitioning for an Exception to Tuition Policies

Policies, procedures, deadlines, and appropriate charges for dropping/adding courses and withdrawing from CU are outlined in the Anschutz Course Books (cuanschutz.edu) and in this Student Handbook.

Petitions for exceptions to established tuition policies will be considered for the following reasons only:

- Student Disability for Medical Reasons. Written documentation from the treating health care provider/hospital must accompany the petition and must provide the following:
  - Details regarding the nature and extent of the medical condition.
  - Date the medical problem was first diagnosed.
  - Date(s) of treatment.
  - Date(s) of hospitalization/other confinement, date of release, and date recuperation period ended.
- Death in the Immediate Family. Documentation of the death during the current semester must accompany the petition as well as a statement from the student explaining how the death affected the student's ability to complete courses in progress
- Changes in Hours/Location of Employment. The student must drop coursework within five (5) days of notification of changes in hours/location of employment that are beyond the student's control and prevent the student from attending the classes for which the student is registered. A letter from the student's employer, written on company letterhead, must accompany the petition. The letter must include the following information:
  - Reasons for and date of the change in work schedule.
  - The student's work hours prior to the change and the work hours resulting from the change.
  - Reasons for the change in the student's work location, new work location, and date of the change in work location.

Petitions for exceptions to the tuition policies will not be considered for any of the following reasons:

- Obtaining new employment; changes in hours/location of employment which are not beyond the student's control.
- Loss of employment.

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- Failure to comply with drop/add, withdrawal, and registration policies and deadlines as published in the Course Books (cuanschutz.edu) even if the student has not attended classes.
- Failure to file faculty/staff waiver by the published deadline.
- Failure to obtain change in residency classification by the beginning of the term. Residency petitions must be completed before the beginning of the term.
- Failure to adhere to wait-list procedure.

A petition for exception to the tuition policies must be filed within ten (10) working days of the event that affected academic progression. Petitions for exception must be made in writing. Petitions that are not accompanied by all required documentation will not be considered. Students should make a copy of the petition before submitting it for review. Petitions should be sent via CU email to: nursing.academics@ucdenver.edu.

The tuition appeal will be reviewed by the CON Tuition Appeals Committee. The student will receive notification of the outcome of the petition via their official student CU email address. If the petition is approved, the student's account will be adjusted accordingly, and any refund will be forthcoming from the Bursar's Office. Some fees may not be returned.

Revised and Approved by SAC 12/19/2016; Implemented 12/19/2016

c. Scholarships and Work Study

The CON scholarship application for both undergraduate and graduate students is available on a yearly basis. The application is posted on the College of Nursing Scholarship webpage, where additional resources on scholarships can also be found. For any inquiries regarding CON scholarships, contact nursing.scholarships@ucdenver.edu.

Students interested in working on campus during the program can be employed as work-study students. For more information, visit the CU Denver Financial Aid and Scholarships webpage.

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3. COURSE WITHDRAWAL

Students may withdraw from any course up until 11:59 pm Mountain Time during the semester's designated Drop/Add period. The specific date is clearly identified on the Academic Calendar. The Drop/Add period normally consists of the first ten [10] class days of the academic term during Fall and Spring terms and the first five [5] class days for Summer term. Course withdrawal during this period do not require the instructor's signature and will not appear on the student's transcript.

If the course withdrawal is on or before this deadline, the student will be entitled to a full or partial refund of tuition. For more information, refer to the CU Denver Enrollment and Billing Policy.

COURSE WITHDRAWAL AFTER THE ADD/DROP PERIOD

A. **Course and co-requisite/concurrent course withdrawal criteria**:

   1) Students may not withdraw from a course after 50% of the total number of weeks of the course has lapsed.

   - For example, in an 8-week course, students may withdraw until 11:59pm on the last business day of the 4th week of the course.

   - Using this example, after the 4th week of the course has lapsed, students may not withdraw from any course unless extenuating emergent medical or personal circumstances arise which do not allow the student to continue in the course.

   2) After 50% of the total number of weeks of the course has lapsed, and the student needs to withdraw from a course (s) due to extenuating circumstances such as emergent medical or personal situations which do not allow the student to continue in the course, the student must contact course faculty and the Assistant Dean of Student Affairs and Diversity, Associate Dean of Academic Programs and the Assistant Dean of Undergraduate or Graduate Programs with details regarding the emergent situation to request approval for a course withdrawal.

   A Medical or Personal Leave of Absence may be initiated in these circumstances Medical Leave of Absence Policy and Leave of Absence (LOA).

   3) Unless extenuating emergent circumstances arise requiring an administrative course withdrawal, the student may initiate a course withdrawal from only one course during the duration of their program including the time granted for a Leave of Absence, suspension, probation or an Individual Program Plan. Course withdrawals due to being a co-requisite course or any concurrently enrolled course containing content applicable to safe patient care do not count against the allotted number of dropped classes.

   4) Students who withdraw from a course will also be required to withdraw from any co-requisite course or any course associated with the course withdrawal that requires application of content learned in the withdrawn course involving safe patient care practices.

B. **Clinical Failure and Course Withdrawal:**

   If a clinical failure (onsite or offsite) is issued at any time during the course, the student cannot withdraw from the course. In this situation, the student will receive an 'F' for the course (See Final Grade Policy.)

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C. Financial Implications:

1) The tuition appeal process may be initiated for course withdrawals. (See Tuition and Fees Policy.)

2) Students are responsible for any financial burden incurred as a result of course withdrawal, and are advised to seek council from the financial aid office.

D. Program Progression:

Course withdrawal may necessitate a Leave of Absence, course resequencing, incomplete, or initiation of an Individual Program Plan resulting in a delay in graduation.

E. Course Withdrawal Form: The student will need to complete a Course Withdrawal Form available at:

Forms (cuanschutz.edu)

This form must be signed by the student's course instructor and the student's Assistant Dean of Undergraduate or Graduate Programs.

F. Transcript and Student GPA:

1) A designation of "W" will remain on the student's transcript after the add/drop period ends.

2) A grade of 'W' is not used to calculate the student's GPA.

Approved by SAC and General Faculty 6/2020; Implemented 9/2020.

4. WITHDRAWAL FROM THE UNIVERSITY

In order to Withdraw from CU, the student must obtain approval of the CON Associate Dean of Academic Programs and the AMC Office of the Registrar. Notation is recorded on the student's permanent record. Students who do not officially withdraw will receive an "F" for all coursework regardless of the grade achieved prior to the withdrawal.

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E. Student Volunteer Policy

Volunteer work allows students the opportunity to gain experience in the clinical and health care environment as well as contribute to the community. The University of Colorado, College of Nursing (CU CON) supports the participation of its students in University approved and community volunteer activities. The purpose of this policy is to set forth the volunteer activities that are covered by the University's Malpractice Insurance Trust, and the conditions students must meet in order to participate in University approved volunteer activities.

This policy applies to volunteer activities in which the student is representing themselves as a CU CON student.

The University of Colorado is self-insured against medical malpractice claims through the University of Colorado's Self-Insurance Trust ("Trust"). The Trust provides malpractice insurance for health care practitioners-in-training (students) who are enrolled and matriculated in a University of Colorado program for acts or omissions that occur within the course and scope of the individual's responsibilities as a student.

The Trust does **not** provide malpractice insurance coverage for student activities or actions that are outside the course and scope of the students' academic program responsibilities as approved by the University. The University does not assume responsibility for the willful or wanton actions or its students or for any punitive or exemplary damages awarded against students.

The purpose of this policy is to set forth the parameters regarding when student volunteer activities are covered by the Trust and therefore permissible.

Clinical Volunteer Activities by Nursing Students

Clinical volunteer activities performed by students representing themselves as CU CON nursing students enrolled at the CU CON are covered by the Trust if they fall within the scope of the individual's responsibilities as a nursing student and are approved activities within the official nursing curriculum (see below for list of approved activities). Students participating in approved volunteer activities may or may not be awarded course credit, however, these activities are covered by the Trust.

Non-approved volunteer activities:

All non-approved volunteer activities must be approved, in writing, by the Assistant Dean of Undergraduate or Graduate Programs, or their designee. The exception to this is shadowing and observation activities which do not need to be approved.

Process for approval:

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The student will submit a request for approval of the event via email to the Assistant Dean of Undergraduate or Graduate Programs, Specialty Director, or their designee 72-hours in advance of the event. The request must contain the following information:

- Name of Event
- Date of Event
- Location of the Event
- Activities performed at the event by the student
- Supervision (if any) of the event
- If the event involves several students, provide the names of each student

In determining whether a non-approved volunteer activity will be approved, consideration will be given to such factors as: a) whether the volunteer activity incorporates aspects of the College of Nursing curriculum; b) the level of supervision provided to the student. Decisions regarding requests for non-approved volunteer activities will be communicated by the Assistant Dean of Undergraduate or Graduate Program, or the Specialty Director to the student via email within 24 hours of receiving the request for approval.

Pre-approved clinical activities:

The CU CON has pre-approved a limited number of volunteer activities/locations for student participation. Students who chose to volunteer at these locations will be covered by the Trust for malpractice purposes provided they notify the Assistant Dean of Undergraduate or Graduate Programs or the Associate Dean of Academic Programs prior to their participation.

The approved CON volunteer activities/locations are:
- Dedicated to Aurora's Wellness Needs (DAWN) Clinic
- National Western Stock Show
- 9News Health Fair at the Sheridan Clinic
- 9News Health Fair at University of Colorado Hospital, Aurora
- Flu Shot Clinic at University of Colorado Hospital, Aurora
- Flu Shot Clinic at Children's Hospital Colorado, Aurora

Shadowing and Observation Activities by Nursing Students

Shadowing and observation activities includes activities designed to promote clinical skill observation or career exploration and may be carried out under the supervision of licensed health care professionals. Shadowing is defined as **observing** a physician, nurse, therapist, technician, and other healthcare providers as they care for patients or perform their day-to-day duties (from UCH Educational Observation Program website https://www.uchealth.org/give-to-uchealth/volunteer/)

Shadowing and observation activities performed by CU CON nursing students are covered by the Trust if they fall within the scope of the individual's responsibilities as a student (see Professional Role Behaviors and Honor and Conduct Code in Student Handbook).

Prior approval is not required for shadowing or observation activities.

Conditions of Participating in Volunteer or Shadowing Activities

Students must comply with the following criteria in order to participate in CON volunteer activities:

1. Students must be in good academic standing. Students on suspension or probation are not eligible to participate.
2. Students may only perform clinical activities that they are qualified to perform based on their progression in the nursing program, and within their scope of practice as a student.
3. Students must identify themselves as a CU CON student and must wear their University of Colorado name badge.
4. Students must abide by the College of Nursing Student Honor and Conduct Code and Professional Role Behaviors and all other University of Colorado policies and procedures.

Failure to comply with the above criteria may result in dismissal, suspension or expulsion from the Nursing program or referral to the Student Affairs Committee.

Endorsed by General Faculty 10/28/2019

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III. Academic Policies and Procedures

A. Technical Standards for Admission, Progression, and Graduation

The CON adopted the following Technical Standards for admission, progression, and graduation of CON students in the Bachelor's (BS) and Doctor of Nursing Practice (DNP) programs. These Standards also apply for Master's (MS) programs and post-graduate certificate/special graduate students taking clinical/internship courses involving direct client care or indirect care. Candidates for these degrees must be able to meet these minimum Standards with or without a reasonable accommodation for successful completion of degree requirements. In graduate courses or programs without clinical/internship components or those involving no direct patient care, the Standards may be modified by the program office governing the specific degree program.

The following Technical Standards delineate the attributes necessary to complete educational programs in Nursing. The CON will consider any applicant who demonstrates the ability to perform or learn to perform the skills listed here. An applicant with concerns about these Technical Standards is strongly encouraged to discuss the issue with the Office of Admissions and Student Affairs and the Assistant Dean of Undergraduate, Graduate DNP and PhD Programs and Office of Disability Resources as necessary. An applicant is not required to disclose the nature of any disability. If appropriate, and upon request from the applicant, reasonable accommodations for a disability may be provided through the Office of Disability Resources.

1. TECHNICAL STANDARDS

a. Observation

- Observe and participate in nursing-centered lectures, demonstrations, research, and practice situations.
- Observe health assessments and interventions, diagnostic procedures, and waveform readings to determine a client's condition and the effect of therapy.
- Demonstrate functional use of vision, hearing, tactile, and somatic senses.

b. Communication

- Communicate clearly and effectively in English with clients, faculty, instructors, and all members of the health care team in both clinical (on-site and off-site) and non-clinical settings; written and oral communication must use standard, professional medical terminology.
- Perceive nonverbal cues and communicate with clients clearly and effectively in English to elicit information regarding physical examination findings and symptoms, patient history, medication information, and emotional status and activity.
- Demonstrate communicative ability through speech, hearing, reading, writing, and computers.
- Report in English to members of the health care team; relay appropriate information to clients, as well as teach, explain, direct, and counsel a wide variety of individuals.
- Provide clear, direct communication in English during high-stress crisis/critical situations; demonstrate prompt, timely interpretation of pertinent patient data.
- Communicate online in a timely, professional manner in all online mediums including online coursework or in the clinical setting (e.g., enter an electronic medical record immediately after the patient visit).

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c. Motor Abilities

- Demonstrate sufficient gross and fine motor skills, physical endurance, physical strength, mobility, vision, tactile abilities and sense of smell to carry out nursing procedures and to operate equipment safely.
- Elicit information from patients via procedures including, but not limited to, the following:
    - Tactile palpation.
    - Auscultation using a stethoscope.
    - Direct hand percussion.
    - Indirect percussion using a percussion hammer.
    - Other diagnostic maneuvers.
- Possess sufficient fine motor skills to be able to perform basic laboratory tests (e.g., using a glucometer, slide preparation) and perform basic patient care procedures (e.g., tracheostomy care, urinary catheterization, insertion of intravenous catheters, giving intramuscular and subcutaneous injections, and using oxygen/respiratory equipment).
- Execute motor movements reasonably required to provide <u>routine</u> care to patients. Examples of routine treatments required of student nurses to be done in a reasonable, timely fashion include, but are not limited to, the following:
    - Administration of scheduled and as-needed medications.
    - Obtainment of vital signs.
    - Performing a basic head-to-toe physical assessment.
    - Performing and assisting with activities of daily living.
- Execute motor movements reasonably required to provide <u>emergency</u> care to patients. Examples of emergency treatments required of student nurses to be done in a prompt, timely fashion include, but are not limited to, the following:
    - Cardiopulmonary resuscitation.
    - Administration of intravenous medications.
    - Application of pressure to stop bleeding.
    - Obtainment and interpretation of vital signs.
    - Opening of obstructed airways.
    - Notification of a change in patient status to the appropriate provider.

d. Intellectual, Conceptual, Integrative, and Quantitative Abilities

- Read and understand written documents in English and solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis.
- Synthesize knowledge and integrate/prioritize all aspects of patient care in a prompt, timely fashion, including synthesis of objective and subjective findings and diagnostic studies in order to formulate and initiate plans of care integrating patient gender, age, religious considerations, and other preferences.
- Integrate concepts of pathophysiology, pharmacology, and fundamentals of nursing care in formulating a cohesive, multidisciplinary plan of care to achieve desired patient outcomes appropriate to each clinical setting.
- Use relevant information to inform nursing diagnoses, establish priorities, and monitor treatment plans and care modalities.
- Comprehend three-dimensional and spatial relationships.

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- Expeditiously incorporate data from multiple patient sources (e.g., physical assessment, vital signs, lab values, interdisciplinary documentation) in providing appropriate, safe patient care.
- Recognize and respond rapidly and safely to changes in patient status based on a variety of sources such as physical assessment and pertinent laboratory findings; revise care to promote appropriate patient outcomes.

e. Behavioral and Social Abilities

- Demonstrate full use of her/his intellectual abilities; display emotional stability in a broad range of contexts; exercise good judgment in both crisis and non-crisis situations; and promptly complete all responsibilities pertinent to the diagnosis and care of clients in a variety of settings.
- Develop mature, sensitive, and effective therapeutic relationships with clients in a variety of settings and from different cultures; provide exemplary patient care irrespective of patient race, ethnic group, age, gender, religious/political preference, ability to pay, gender, or sexual orientation.
- Provide nursing care and prioritize patient needs in diverse settings including acute care inpatient settings (e.g., medical-surgical, obstetrics, psychiatric, pediatric), outpatient settings (e.g., outpatient clinics, long-term care facilities, schools, homes) and the on-site environment.
- Tolerate physically and mentally taxing workloads and function effectively under stress.
- Exhibit a level of consciousness and attentiveness that guarantees patient safety; examples of unacceptable compromise include, but are not limited to, excessive somnolence, memory impairment, and/or an inability to retain pertinent details of a patient's situation.
- Demonstrate ethical behavior, including adherence to the CON Professional Role Behaviors (PRB) and Student Honor and Conduct Code (SHCC).
- Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values. Nevertheless, students are required to learn about these procedures and participate in the professional care of the patient before and after such procedures.
- Although student safety is of utmost importance, students will be exposed to a variety of communicable pathogens and are expected to care for patients with communicable diseases using appropriate standard precautions and/or guidelines.

f. Health-Related Requirements

- Provide current proof of having met all health-related requirements prior to participating in any clinical/internship activities; maintain all personal health records including current immunizations, CPR (American Heart Association BLS for Health Care Providers), OSHA, and HIPAA documentation as articulated by the Experiential Learning Team. See PRB.
- Complete a background check in compliance with the affiliation agreement for the clinical agency and community standards for disqualifying offenses (this may include a drug screen to comply with a clinical agency requirement and/or affiliation agreement) See Admission Requirements.
- May be required to complete a physical exam in compliance with clinical agency affiliation agreement.
- RN-BS or graduate students must have evidence of an unencumbered Colorado nursing license (this includes evidence of having an unencumbered license from a compact state) or unencumbered nursing license from the state of residence. Dually Enrolled RN-BS students need to

comply with the admission and progression requirements as outlined by the Office of Admissions and Student Affairs.

- Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice; some illnesses may lead to a higher likelihood of student absence and should carefully be considered; deficiencies in knowledge, judgment, integrity or professional attitude may jeopardize patient care, and as a result could become grounds for course failure and possible dismissal from the CON.

Revised by SAC 9/23/08; Approved by General Faculty 9/29/08; Implemented 10/1/10; Updated and Effective 9/29/11

2. PROCEDURE FOR IMPLEMENTING TECHNICAL STANDARDS

a. Overview

Patient safety is the highest priority for all students enrolled in courses at the CON. As a result, any student (regardless of the requirements in effect at her/his date of admission) who is observed to be unsafe in on-site/off-site clinical/internship settings or in the classroom by qualified nursing or other health care personnel (i.e., unable to meet CON Technical Standards) is to be identified and reported to the Assistant Dean of the student's program, and the student may be removed from clinical or classroom settings. See SHCC and PRB

An inability to meet CON Technical Standards and subsequent program or course outcomes may result in a Leave of Absence (LOA), course failure or withdraw, Probation, Suspension, Dismissal from the CON, or Expulsion from CU. In addition, program progression may be delayed until the student meets the CON Technical Standards.

b. Procedure for Reporting Concerns Regarding Meeting Technical Standards

- The faculty, Specialty Director, and/or clinical instructor/clinical scholar/preceptor will meet with the student and collaboratively complete a Student Advising Notice (SAN) regarding concerns of the student's ability to meet the CON Technical Standards and course outcomes. The SAN will include expectations and an action plan for satisfactory progress related to the given concerns and in conjunction with required course competencies.
- For concerns related to any one CON Technical Standard, specifically those related to language and/or communication, the SAN will include a meeting with the Director of Admissions and Student Affairs and appropriate course and clinical faculty to identify potential resources and support mechanisms available both on- and off-campus. Collaboration with other CU departments and individuals may also be required, including the Assistant Dean of Undergraduate or Graduate Programs and the Associate Dean of Academic Programs.
- Using the SAN and faculty/clinical instructor input, the Assistant Dean of Student Affairs will arrange for the appropriate evaluation or ongoing evaluations and forward the evaluation reports to the course faculty and Assistant Dean of Undergraduate or Graduate Programs and the Associate Dean of Academic Programs as appropriate.
- Students may be responsible for any expense incurred for additional requirements, testing, coursework, or training identified in the Individual Program Plan (IPP) or SAN. The CON is not responsible for any impact on financial aid due to an interruption in the original plan of study.
- A course failure may be issued due to an inability to meet course outcomes. If a course failure occurs, the development of an IPP in collaboration with the Graduate Student Advisor or Specialty

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Lead Advisor for the Undergraduate Program, Assistant Dean for Undergraduate or Graduate Programs, Specialty Director, and the Assistant Dean of Student Affairs will be created. This program plan may include coursework or training outside of the CON specific to strengthening skills in order to comply with the CON Technical Standards and course and program outcomes.

- Students have the right to appeal a course failure (Figure 1). Recommendations from the Student Affairs Committee (SAC) following the course appeal may also be included in the IPP for student progression related to the CON Technical Standards.

- A specific metric and/or evaluation of language proficiency or other means to evaluate CON Technical Standards will be identified in the SAN or IPP. Once the specific course, training, testing or other requirement identified in the SAN or IPP has been successfully completed, the student will be allowed to progress in conjunction with input from the Graduate Student Advisor or Specialty Lead Advisor for the Undergraduate Program, Assistant Dean of Student Affairs and Diversity, Graduate Specialty Director, Assistant Dean of Undergraduate or Graduate Program, and Associate Dean of Academic Programs.

- The appropriate Assistant Dean of Undergraduate or Graduate Programs will ask the Assistant Dean of Student Affairs and Diversity to arrange for the respective evaluation(s) as deemed necessary. The Office of Admissions and Student Affairs will arrange for the appropriate evaluation or ongoing evaluations and forward the evaluations to the assistant program deans as appropriate.

- The Assistant Dean of Undergraduate or Graduate Programs will then respond to the evaluation report from the qualified professional. Responses may range from taking no action (if supported by the findings of the evaluation), mandatory changes in student behavior, requiring the student to take a Leave of Absence (LOA) from the program in order to address specific concerns, referral to the Office of Disability Resources and Services, or mandatory student withdrawal or administrative withdrawal of the student from the program. Depending on what the recommendation is, the appropriate action will be carried out by the appropriate corresponding office.

- The Office of Academic Programs, in consultation with the Specialty Lead Advisor for the Undergraduate Program or Graduate Student Advisor and/or the Assistant Dean of Undergraduate or Graduate Programs and Graduate Specialty Director will develop a reentry plan for the student in question, including management of the LOA process if necessary. This plan will address any additional work that may be recommended in order to remedy the specific set of conditions that have led to the LOA or withdrawal from the program. For a LOA that extends beyond one semester, the reentering student must be tested by the appropriate program office (or designee) to ensure that the student's understanding of clinical competencies is current and adequate for the safe practice upon return to the CON.

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B. Grading
1. STANDARD GRADING SYSTEM

The instructor is responsible for the grade symbol assigned. Special symbols (e.g., "NC," "W") are indicators of registration or grade status and are not assigned by the instructor. The grading system allows the use of plus/minus grading at the discretion of the program/instructor.

Letter Grade:	Percent:
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

Note: Students in the Baccalaureate program are expected to maintain a minimum grade of "C" in all courses (a grade of "C-" is not acceptable). For all graduate degrees in Nursing, the student is expected to attain a minimum grade of "B-" in all required Nursing courses. A grade of "B-" is acceptable, but not as a grade-point average overall. A "3.0" GPA, which is equivalent to a "B" (not a "B-"), must be maintained overall in order to progress in the program.

Standard grades are as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7

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F ………………………………… **0.0**

V   Incomplete, regarded as "F" if not completed within oneyear*.

IP   In-progress coursework at the professional level; thesis, project, research, rotations only at the graduate level.

P/F **Pass/Fail,** P grade is not included in the grade point average; the F grade is included and included in the grade point average.

NC   Indicates registration on a no-credit basis.

W   Indicates withdrawal or drop without credit.

*An "I" is an incomplete grade. The student must request the incomplete grade when extenuating circumstances have arisen. The instructor may or may not grant this request. Once granted, the student must complete a contract with the faculty of record when original 'I' was issued outlining the work required and the time frame for completion. If the student does not complete the work for the 'I' course satisfactorily within a year, the grade posted will be an "F."

The final grade (earned by completing the course requirements or by retaking the course) does not result in deletion of the "I" grade symbol from the transcript. A second entry is posted on the transcript to show the final grade for the course. At the end of one year, "I" grades for courses that are not completed will be regarded as "F."

Students may obtain grades from the UCDAccess website. Follow the Records and Registration to Student Center for Academic Records.

Revised 1/14/09; Implemented 1/30/09; Approved by General Faculty, 12/16/13

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2. Rounding of Final Course Grades

Final Course letter grades are calculated and submitted to the registrar based on whole numbers. A minimum standard of rounding in all courses is necessary to provide consistency and transparency to students. Only the final course grade that represents the completion of all coursework will be used for rounding purposes. The calculated final course grade will be rounded using the number in the tenth position after the decimal of the final grade calculations. Final course grades of 0.5 and higher will be rounded up to the next whole number. When the number at the tenth decimal place is less than 0.5 the grade is rounded down to the next whole number. For example, a final course grade of 87.52% will be rounded up to 88%. A final course grade of 87.49% will result in a final grade of 87%.

Implemented 8/2020

3. Cumulative Minimum Average of 74% on exams and quizzes and Recording Final Grade Earned

Exams and quizzes provide a measure and assessment of a student's progress towards course outcomes. A minimum threshold of achievement is necessary to establish a reliable measure of competence towards developing a complete knowledge base that leads to competent and safe nursing practice. Students must achieve a 74% cumulative minimum average on all proctored exams and quizzes to pass the course. Dosage calculation quizzes/exams are not included in the 74% cumulative minimum average requirement. This applies to all courses (including on-line and hybrid) in the undergraduate program except those that do not have proctored exams and quizzes.

To pass a clinical course students must pass clinical (on-site and off-site) AND meet the 74% cumulative minimum average on all proctored exams and quizzes (does not include dosage calculation quizzes/exams). Failure to achieve one or both requirements result in a final grade earned of "F" even if the cumulative score on all course assignments/assessments is greater than 74%.

In non-clinical courses if a student does not meet the 74% cumulative minimum average on all proctored exams and quizzes, a final grade earned of "F" is recorded even if the cumulative score on all course assignments/assessments is greater than 74%.

Approved by UCEC August 5, 2019

4. INDEPENDENT STUDY

A student requesting an Independent Study should see the appropriate Assistant Dean of Undergraduate or Graduate Programs to determine if the student's academic needs can be met by existing nursing courses. The student's pursuit of an Independent Study will be dependent on (a) the student's academic standing, (b) the availability of a sponsoring faculty member, (c) the availability of a clinical site and preceptor, and (d) the completion of appropriate prerequisite coursework. The Independent Study is never a replacement for good planning or a student's availability to take a regularly scheduled course.

5. ONLINE COURSES

Both online classes and face-to-face classes are facilitated through the Canvas™ Learning Management System. System specifications supporting Canvas online learning are detailed here. First time users are encouraged to access a tutorial for a Canvas overview. For technical support, contact the CU Online Help Desk.

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University of Colorado employees may be enrolled into the student's learning management system (LMS) course (e.g., Canvas) for administrative or educational purposes after the approval of course faculty. If students have any questions about who has access to the LMS course, please contact the faculty teaching the course.

Implemented 8/2020

6. ACADEMIC ADVISING

A faculty advisor will be assigned to each student upon entering the academic program. Students in the undergraduate program will be advised by a faculty member in addition to their academic advisor from the Office of Admissions and Student Affairs, and the Specialty Lead Advisor when a potential or actual interruption in the student's original program plan is identified. Students in the graduate program will be advised by the Graduate Student Advisor and the appropriate Graduate Specialty Director or Program Director. Each student will be given the name of their advisor via their student portal. In the MS program, the Specialty Directors will serve as student advisors along with the Graduate Student Advisor in the Office of Admissions and Student Affairs. DNP students will have a faculty advisor.

Advisors will first refer a student to course faculty should a student have concerns in a specific course. If the concern involves a course grade, the advisor will refer the student to the Course Failure and/or Academic Progression Appeals Policy or the Grade Appeal Unrelated to Progression Policy. If the student feels the issue is not resolved with course faculty or the academic advisor, the advisor will refer the student to the Assistant Dean of Undergraduate, Graduate, DNP and PhD Programs, or Graduate Specialty Director.

Students should notify their advisor of any difficulties in a course. The advisor could than discuss concerns with Assistant Dean of Undergraduate or Graduate Programs.

 A faculty advisor will be assigned to each student upon entering the academic program through the campus portal. Students should notify their advisor of any concerns. The advisor could than discuss concerns with Assistant Dean of Undergraduate or Graduate Programs.

Advisors are available to assist students as they progress through the academic program, but each student is ultimately responsible for their own education and for contacting their advisor as needed. Students are responsible for knowing and completing all curricular requirements and assuming the following responsibilities:

- Knowing the degree requirements and policies as printed in the Student Handbook.
- Making the initial contact with the faculty advisor and/or Graduate Specialty Director by email or phone and meeting with the advisor for Plan of Study review/advice if the student is failing a course or encountering difficulties that might affect academic progression. A student experiencing academic difficulty should immediately seek out both the course instructor and faculty advisor or Graduate Specialty Director.
- At any time during a course, an instructor may initiate a Student Advising Notice (SAN) for a student. If a student receives such a notice, the student should immediately make an appointment with both the course instructor and notify the faculty advisor .Meeting CON (Baccalaureate, Master's, and DNP Programs) deadlines

- Contacting the faculty advisor, Assistant Dean of Undergraduate or Graduate Program or Graduate Specialty Director regarding a possible Leave of Absence (LOA) from the program, situations that may require medical clearance, or other situations that may affect academic progression.
- Contacting the faculty advisor, course faculty, Experiential Learning Team or Graduate Student Advisor regarding clinical placement issues or performance in the clinical area that may arise through the program. UG students contacts the Experiential Learning Team and graduate students contact the Specialty Director and course clinical coordinator.

7. ONLINE COMPLETION OF COURSE AND INSTRUCTOR EVALUATIONS

The Board of Regents and the CON accrediting agencies require each unit to conduct student evaluations of courses and instructors. Feedback from students is taken seriously at the CON as we work to improve our courses, curriculum, and mentorship of our faculty. All CON students are asked to complete an anonymous online evaluation of each course and instructor at the end of the instructional period. Students will receive instructions on accessing the evaluations through their CU email account.

C. Academic Standing and Progression, Undergraduate and Graduate

1. POLICY OVERVIEW

The faculty are charged by the CU Board of Regents with responsibility for the quality of education of each individual student. Inherent in this responsibility is the assessment of individual progression based on both academic and professional standards. Any student may be subject to immediate Suspension, Dismissal, or Expulsion when in the judgment of the faculty, in consultation with the Dean of the CON and other appropriate CU officials, the safety and welfare of CU, the public, and/or patients warrant such action. No student shall be suspended, dismissed, or expelled except for cause, and the student will have an opportunity for petition process through the Student Affairs Committee (SAC) (Figure 1), except in those situations that involve allegations of violations of local, state, or federal law, which do not fall within SAC purview.

Grounds for Suspension, Dismissal, or Expulsion include, but are not limited to, demonstrable behavior contrary to ethical and professional nursing standards, neglect of clinical responsibilities, impairment in classroom and clinical settings due to drug and/or alcohol use, poor academic performance, or violation of the standards of conduct established by the CU Board of Regents.

2. REGULAR ADMISSION STATUS

All admission requirements must be completed by the first day of the matriculating semester in order to be eligible for Regular Admission Status. (See Professional Conduct: Background Check, Drug Testing Policy, and Technical Standards: Health Related Requirements)

a. Graduate Credit Transfer Policy

- Students who wish to transfer credits from outside the University of Colorado must supply appropriate information regarding those courses taken (syllabi) to be evaluated for

equivalency. ***Transfer credits from outside universities are limited to 12 credits. Reformat for consistency throughout document***

- Students taking courses as a non-degree seeking student at the University of Colorado prior to entry into a degree program must take these credits within three years of matriculation to a degree program. ***Non-degree credits through the University of Colorado are limited to 12 credits.***

- ***PhD students will follow the Graduate School Policy for transfer credit.***

- The Associate Dean of Academic Programs may provide an exception for this policy.

b. Procedure of Graduate credit transfer

1. Students requesting to transfer credits from an outside university will contact Student Affairs to request credit transfer. The requested transfer of credits will be reviewed upon admission and must have been completed within seven years upon ***application for graduation***.

2. The student will supply a syllabus for each course requested for transfer (up to a total of 12 credits).

3. Current course faculty at the University of Colorado, College of Nursing (CON) will review the syllabus for course equivalency.

4. Student Affairs will notify the student regarding faculty decision.

5. If equivalency is determined, the advisor for graduate programs will submit paperwork for official credit transfer to student CON transcript.

Approved by General Faculty 10/23/2017, Implemented; 10/23/2017

3. Time Limit for Undergraduate Degree Completion

All requirements for the undergraduate nursing degree must be completed within 5 years from the time the student matriculates to the College of Nursing. Failure to successfully complete degree requirements within 5 years may result in dismissal from the College of Nursing. Leaves of Absence do not extend the 5-year time period.

An extension may be granted of up to one year for good cause or in extenuating circumstances. Any extensions to the 5-year degree completion time limit must be approved by the Associate Dean of Academic Programs.

Approved by UCEC August 2, 2019; implemented August 2020.

4. GOOD ACADEMIC STANDING

- Undergraduate Program
  - o Students are required to maintain a cumulative GPA of 2.0 or better, no incomplete grades, and passing grade of "C" (2.0) or better in all courses.
  - o Students on probation or suspension are not considered to be in good academic standing Probation means not good academic standing conflicts with later statements
  - o Students who are not in Good Academic Standing may not (a) participate in any clinical or health care-related volunteer activities as a CON student or (b) represent themselves as an

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active nursing student in public or volunteer clinical settings. (See [Student Honor and Conduct Code](#))

- Graduate Program
  - o Students are required to maintain a cumulative GPA of 3.0 or better, with no incomplete grades, and a course passing grade of "B-"or better in all courses.
  - o Students who are not in Good Academic Standing may not (a) participate in clinical/internship or doctoral practicum experiences (affiliation agreements indicate a letter of good standing is required), (b) self-identify as students for any health care- related volunteer activities, or (c) represent themselves as active nursing students in public or clinical settings.
  - o At the successful completion of the required coursework, all graduate students must successfully complete a comprehensive examination to be awarded a Master's degree from the CON. This applies to MS and BS-to-DNP students. Information about the Comprehensive Examination will be provided by the Graduate Student Advisor well in advance so that students can identify the comprehensive examination committee members, thoroughly review all coursework, and develop a timeline for completion in coordination with the Graduate Student Advisor in the [Office of Admission and Student Affairs](#).

The Comprehensive Exam

The Comprehensive Exam is the final requirement for graduation from the University of Colorado (CU) College of Nursing (CON). The purpose of the exam is for the student to demonstrate their accomplishment of the terminal outcome competencies of the CON Master's Program. A satisfactory Comprehensive Exam is the demonstration of the student's ability to discuss the integration and application of theory, research methodology, application of evidence to practice, and advanced clinical or systems decision-making specific to the student's specialty option, as well as to engage in a scholarly dialogue with CON faculty regarding issues important to nursing.

The primary resource for policy statements is this guide.

I. **Eligibility**
   a. Students are eligible to take the master's Comprehensive Exam during the designated course for the MS degree or during the designated timeline for the program that includes the Comprehensive Exam as determined by program specialty director. Students must be registered for a minimum of one credit hour in the semester of the exam.
   b. Students must complete the candidacy documentation and submit to the Graduate Student Program Advisor during the final term of the student's program.
   c. Deadlines to complete the exam are outlined in the academic calendar.

II. **Comprehensive Exam Information**
   a. The Comprehensive Exam format is determined by the program specialty director. Methods include professional presentation, poster presentation, and/or professional portfolio, or alternate assignment determined by the program specialty director, all which will demonstrate the student's

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depth and breadth of knowledge, skills, and attitudes addressing the Master's Program Outcomes and Specialty Option Outcomes.

Professional Presentation Expectations (Adult-Gerontology Primary Care Nurse Practitioner (NP); HealthCare Informatics; Nurse-Midwifery; Pediatric NP acute and primary care)

a. The exam will begin at the designated time. Students should allow time prior to the start of the exam to acquire and set up equipment, if used, and prepare to present.
b. The professional presentation may be part of a course with associated guidelines provided by faculty/syllabus.
c. Professional presentations outside of a specific course, the Power Point presentation is limited to 1.5-2 hours. Time allotment for presentation may vary by program and the student should review program specific requirements.
d. The student will be expected to engage in a scholarly dialogue with the faculty/committee members.
e. Potential questions from the faculty/committee may be related to the integration and application of theory, research methodologies, evidence-based practice, and advanced clinical/systems decision-making, knowledge from all graduate courses completed, specialty-specific outcomes, and the Master's Program Outcomes. The student may be asked questions from any of the Master's courses taken during their program of study.
f. The program specialty director/Comprehensive Exam chair may modify any of the format guidelines, at their discretion; the student should be informed of any changes during the preparatory meetings with the faculty.

Poster Presentation Expectations: (Adult-Gerontology Acute Care NP: Adult-Gerontology Clinical Nurse Specialist (CNS); Family NP; i-LEAD; Psychiatric Mental Health NP; Veteran and Military Health Care; Women's Health NP)

a. The exam will begin at the designated time established by the program specialty director.
b. The Comprehensive Exam poster presentation is limited to a maximum of 20-30 minutes. Specific format of poster presentation will be provided by each program specialty director.
c. The Comprehensive Exam poster maybe in an electronic or hard copy/classroom presentation.
d. The student will be expected to engage in a scholarly dialogue and answer potential questions from the faculty and other participants. Questions may be related to the integration and application of theory, research methodologies, evidence-based practice, and advanced clinical/systems decision-making, knowledge from all graduate courses completed, Specialty Option Outcomes, and the Master's Program Outcomes. The student may be asked questions from any of the Master's courses taken during their program of study.

Professional Portfolio:(Adult-Gerontology Acute Care NP: Adult-Gerontology CNS; Family NP; i-LEAD; Veteran and Military Health Care; Women's Health NP)

a. The student will develop a digital portfolio demonstrating examples of the student's achievement of Master's Program Outcomes and Specialty Option Outcomes.
b. The program specialty director may modify any of the format guidelines, at their discretion; the student should be informed of any changes.

III. __Presentation/Poster Presentation Guidelines__

    a. Professional presentations will ask the student to develop a platform that aligns with program specific instructions using appropriate presentation tools/platforms.

    b. Poster presentations will ask the student to develop a professional presentation utilizing the CU CON poster templates. The poster may be digital or professional poster board (refer to program specific guidance).

    c. The student will speak to program specific outcomes as well as Master's Program Outcomes, including nursing theory.

    d. Student's success on the Comprehensive Exam is not related to the aesthetics of the presentation. However, students are strongly encouraged to keep the presentation simple. Bullets for key items to be covered are suggested. Wordy slides/posters are strongly discouraged.

    e. Reading from notes/text during the presentation is discouraged. Students should be conversant with the presentation.

    f. On campus students will present in a room equipped with a monitor projector or via Zoom for distance students who have coordinated this option with their program specialty director.

    g. Students are encouraged to distribute electronic or paper copies of the presentation to faculty and audience participants prior to the exam.

IV. __Professional Portfolio Guidelines__

The student will develop a professional portfolio to be submitted to their program specialty director on the day of their Comprehensive Exam or designated date.

V. __Evaluation of the Student's Success__

When the Comprehensive Exam is completed, the committee members must agree on the outcome. Success is evaluated based on three possible outcomes:

    a. Pass

        1. The student successfully demonstrates the integration and application of Master's Program Outcomes which include the core courses of theory, research methodologies, evidence-based practice, and/or advanced clinical decision-making.

        2. The student engages in scholarly dialogue, cites relevant and current evidence to support his/her position, and demonstrates good critical thinking skills (i.e., uses standards of critical thinking: is clear, accurate, precise, relevant, and logical).

    b. Pass, with stated conditions

        1. The student partially demonstrates the integration and application of Master's Program Outcomes which include information from core courses of theory, research methodologies, evidence-based practice, and/or advanced clinical decision-making.

        2. The student's ability to adequately engage in scholarly dialogue is inconsistent, may not cite relevant or current evidence to support positions, and/or inconsistently demonstrates standards of critical thinking (is not clear, not accurate, not precise, not relevant, and/or not logical).

3. At least one major area (i.e., research, practice, theory) meets the criteria for passing as noted under Pass.
4. The Comprehensive Exam committee will generate the conditions and present those to the student.
    i. The student has **a maximum of four weeks** to satisfy the conditions identified by the Comprehensive Exam committee. Failure to satisfy these conditions within the four-week time frame will result in failure of the Comprehensive Exam. The CON may then recommend immediate dismissal from the program or allow the student to retake the exam. The decision to allow a retake is solely at the discretion of the program specialty director. Students are only allowed to retake the Comprehensive Exam once (total of 2 times; initial and retake).

c. **Fail**
    1. The student is unable to demonstrate the integration and application of Master's Program Outcomes in more than one major area, including theory, research methodologies, evidence-based practice, and/or advanced clinical decision-making.
    2. The student is unable to engage in scholarly dialogue, does not cite relevant or current evidence to support positions, and/or does not demonstrate standards of critical thinking (is not clear, not accurate, not precise, not relevant, and/or not logical).
    3. A student who fails the Comprehensive Exam is subject to immediate dismissal from the program on the recommendation of the program specialty director and concurrence of the Associate Dean of Academic Programs.

The program specialty director will communicate the outcome of students' Comprehensive Exam to the office of Graduate Student Program Advisor.

GCEC Reviewed and Approved 3/01/2021

5. ACADEMIC PROGRESSION

- <u>Undergraduate Program</u>. Academic progression is the continuation of the academic program based upon an approved, sequenced plan of study and requires a GPA of 2.0 or better and good academic standing.

- <u>Graduate Program</u>. Academic progression is the continuation of the academic program based upon an approved, sequenced plan of study and requires a GPA of 3.0 or better.

6. COURSE FAILURE AND/OR ACADEMIC PROGRESSION APPEALS

Policy Overview

The purpose of this policy is to provide a mechanism to request review of a course failure or other situation affecting program progression. There are a number of policies within the CON that address specific concerns, and it is important that those matters are referred to the appropriate office or person.

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If the situation of concern does not affect program progression, refer to Grade Appeal Unrelated to Progression for instruction (below). The Ombud's Office is available as a confidential resource to help students access the appropriate office or means of resolving a problem.

When the situation of concern affects program progression and when the student and involved person(s)/faculty are unable to resolve the problem, the student may file an appeal as outlined below. All documentation must be completed electronically. If the issue does not involve a grade failure or progression, the student may go to the Associate Dean of Academic Programs or the Assistant Dean of Undergraduate or Graduate Programs.

Standard Procedural Steps (See Figure 1)

1. Informal Conflict Resolution Meeting
    a. The appeal *must* reflect a matter that affects student academic progression. The appeal process is not to be employed regarding a passing course grade change (see Grade Appeal Unrelated to Progression Policy below).
    b. The student should meet with the course faculty to discuss any course-related concerns within five (5) working days of faculty notification of the event affecting progression.
    c. If the student does not feel the concerns have been addressed, the student may meet with the course coordinator, Assistant Dean from their program (Undergraduate or Graduate) or with Graduate Specialty Director to discuss the concerns.
        - These discussions should occur to meet the time requirements for the appeal process should an appeal be initiated.
    d. If the student may ask their advisor to be present for support during any meeting related to program progression.
    e. If the problem is resolved through informal discussion, no further steps are required.

2. Appeal Request Form
    a. If the student wishes to proceed with the appeal, the student should begin the appeal process by submitting a completed Appeal Request Form within five (5) working days of the event affecting progression.
        - Access to the Appeal Request Form is provided by the Assistant Dean of the Student's program.
        - The completed Form is reviewed by support staff from the Office of Academic Programs and processed through the electronic software tracking system, Maxient.
    b. Submission of an Appeal Request Form initiates the formal appeal review process. The Student Affairs Committee (SAC) administrative support staff will open a case in the electronic software tracking system and load pertinent information. SAC's administrative support staff will also inform the faculty of record of the pending appeal.
    c. Within 5 working days of completing the Appeal Request Form, the student will need to:
        - Complete a summary of the appeal (required)
        - Add any supplemental materials relevant to the appeal (optional)
    d. The SAC chair in coordination with the student's program Assistant Dean will schedule the appeal hearing. SAC will coordinate the appeal date with all involved parties including the faculty member of record.
    e. An appeal hearing will include a quorum of the voting SAC committee members. Non-voting members, and the faculty(ies) of record/involved parties may also be present.
    f. Every effort will be made to schedule the SAC hearing within the ten (10) working days of the event affecting progression.

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3. Appeal Hearing Process
   a. During the appeal hearing, the student may have an advocate of their choice be present with them, but the advocate may not speak on behalf of the student. Involved parties are invited to attend the hearing.

      1. Appeal hearings will be attended by SAC student representatives unless the student initiating the appeal requests otherwise.

   b. Prior to the appeal hearing, all involved parties and SAC committee members will receive electronic copies of the appeal and supporting materials for their review.

   c. During the appeal hearing, all parties will be given equal time to address the committee. All parties involved may remain in the appeal to hear the information presented by others.

      - The CON involved party will present information related to the situation. This is limited to ten (10) minutes.
      - The student will present information related to the situation. This is limited to ten (10) minutes.
      - The voting SAC members in attendance will have the opportunity to ask questions of the student and the CON involved parties. This is limited to ten (10) minutes.

   d. Once the voting SAC members have concluded their questions, the CON involved parties and student will be excused from the appeal hearing while SAC members deliberate.

      1. It is the responsibility of the SAC members to execute a final vote and decision regarding the SAC appeal hearing. Exofficio and non-voting members may participate in the deliberations, but not vote on the outcome.

      2. Possible recommendations of the SAC appeal hearing are as follows:

         - The student request is denied, and the original faculty decision is upheld.
         - The student request is granted with contingencies/stipulations.
         - The student request is granted, and the original faculty decision is overturned.

   e. Any of the above outcomes may result in an interruption in the student's program plan, thus delaying student progression and graduation. The SAC chairperson will inform the Associate Dean of Academic Programs (or designee) of the decision.

   f. The Associate Dean of Academic Programs in collaboration with the SAC chairperson, and the appropriate Assistant Dean (Undergraduate or Graduate) will inform the student of the final SAC decision by letter using the student's CU email address within five (5) working days.

      - SAC's administrative support staff will prepare the letter, send the letter to the student, and copy student's advisor, faculty of record, and other involved parties.
      - SAC's administrative support staff will enter pertinent information in the electronic tracking software system and close case.

   g. This decision is final unless the student is suspended or dismissed from the program or college.

      1. If the decision triggers Suspension or Dismissal from the program, the student has the right to submit a Petition for Academic Progression.
      2. The Ombud's Office is also available to assist if requested.

4. Petition for Academic Progression Process

In the instance that a SAC decision results in program or college suspension or dismissal, the student has a right to appeal to an ad hoc committee overseen by the Dean's Office. The chair of SAC will convene an ad hoc committee of 3, one of whom is a CON faculty from a similar program
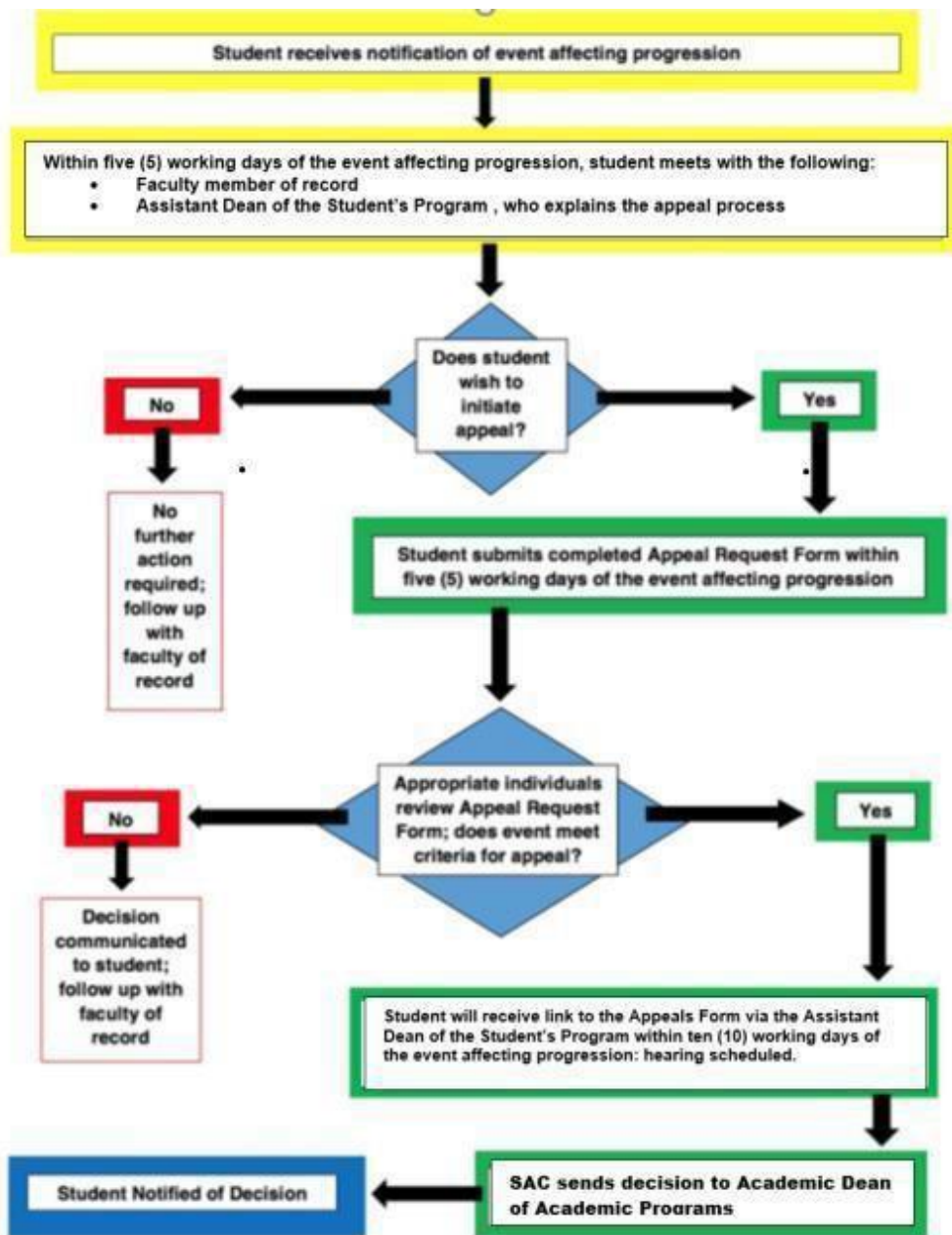
(undergraduate/graduate) and has not previously interacted with the student while in the academic program. The ad hoc membership is approved by the Dean. One member of the ad hoc committee will be chosen as chair and will record the committee meeting.

Ad Hoc Committee Process:

a. The student must prepare a written statement for the committee's consideration.
b. As a part of this appeal, all information, notes, and documents submitted to the SAC committee will be shared with the ad hoc committee and the student. The student may not bring forth additional information unless new information, not available at the time of the SAC hearing(s) has become available.
c. If the student's suspension or dismissal is not related to a SAC decision, any documentation retained by faculty, involved parties or the student related to this action will be shared with the ad hoc committee.
d. The hearing will be attended by the ad hoc committee of 3, the Associate Dean of Academic Programs, and the Dean of the CON. The ad hoc committee may invite CON involved parties including but not limited to course faculty, clinical faculty, specialty director(s), academic advisor, as indicated after reviewing the submitted materials. The student will be permitted to bring an advocate during the hearing, but the advocate may not speak on behalf of the student.
e. The committee will determine the length of time the student may have to present their appeal. After the student presents, the student is excused, and the ad hoc committee will deliberate and make a recommendation to the Dean of the CON who makes the final decision in conjunction with the Associate Dean.
   1. Possible recommendations of the ad hoc committee are as follows:
      - The student request is granted, and the SAC decision is overturned.
      - The student request is denied, and the SAC decision is upheld.
      - The student request is granted with contingencies.

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Figure 1. Procedure Algorithm for Progression-Related Appeal/Petition

Student receives notification of event affecting progression

Within five (5) working days of the event affecting progression, student meets with the following:
- Faculty member of record
- Assistant Dean of the Student's Program , who explains the appeal process

Does student wish to initiate appeal?

No → No further action required; follow up with faculty of record

Yes → Student submits completed Appeal Request Form within five (5) working days of the event affecting progression

Appropriate individuals review Appeal Request Form; does event meet criteria for appeal?

No → Decision communicated to student; follow up with faculty of record

Yes → Student will receive link to the Appeals Form via the Assistant Dean of the Student's Program within ten (10) working days of the event affecting progression: hearing scheduled.

SAC sends decision to Academic Dean of Academic Programs → Student Notified of Decision

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7. GRADE APPEAL UNRELATED TO PROGRESSION

The purpose of this procedure is to provide students with a mechanism to request review of grade decisions within the CON. If the grade affects progression, then the student has the right to appeal to the Student Affairs Committee (SAC).

If a student is dissatisfied with a grade earned on an assignment or for a course, but the grade does not affect progression, the student's first step is to speak privately with the involved faculty member about the grade. The faculty should provide the student with an adequate rationale for the grade given. The decision of the faculty member is final.

Created 8-10-15; Approved By General Faculty 9-28-15; Implemented 9-28-15

8. ACADEMIC PROBATION

A student is placed on Academic Probation for the first course failure. This indicates the student is in academic jeopardy. A student on Academic Probation is expected to (a) communicate frequently with the Specialty Lead Advisor of the Undergraduate Program/Graduate Specialty Director and Academic Advisor/Graduate Student Advisor in the Office of Admission and Student Affairs and (b) use other campus resources. Duration of Academic Probation varies by the reason for placement on Probation.

- Undergraduate Program
  - o A student on Academic Probation may repeat a course only once as scheduled (i.e., the subsequent offering of the admission cohort [Traditional or Accelerated] depending on the student's original Plan of Study]). The student will be required to pay tuition and fees associated with the repeated course.
- Academic Probation triggers enrollment in a credit-bearing Clinical Progression course prior to retaking a failed course. No other courses at the CON may be taken until the Clinical Progression course is successfully completed.
  - o Probation will be in effect during the term in which the student registers for the Clinical Progression course and continues into the semester in which the student re-enrolls in the course that was failed.
  - o If the student's GPA is 2.0 or greater at the end of the Probation period, the Probation will end, and the student will be in Good Academic Standing.
  - o If the student's grade point average is not a minimum of 2.0 due to failure of the Clinical Progression course, the student will be referred to the Course Failure and/or Academic Progression Policy
  - o During Academic Probation, the student will have full access to all campus resources, Student Health Insurance, and financial aid.
- Graduate Program
  - o A student on Academic Probation may repeat a course only once as scheduled with the subsequent offering. The student will be required to pay tuition and fees associated with the repeated course.
  - o Probation will be in effect during in the next term in which the student registers to repeat the course.
  - o If the student's GPA is 3.0 or greater at the end of the Probation period following completion of the repeated course, the Probation will end and the student will be in Good Academic

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Standing. Students have two semesters or six credits to raise their GPA to a 3.0 and thereby achieve Good Academic Standing,

- o If the grade point average is not a minimum of 3.0 due to a second failure or inability to raise the GPA to a 3.0, the student's situation will be referred to the Student Affairs Committee (SAC) for progression recommendation.
- o During Academic Probation, the student will have full access to all campus resources, Student Health Insurance, and financial aid.

9. ACADEMIC DISMISSAL

Dismissal is administrative withdrawal from Undergraduate or Graduate Programs.

Reasons for Academic Dismissal include, but are not limited to, the following: undergraduate students with a GPA below 2.0 or graduate students with a GPA below 3.0; failure of the same course for the second time; failure of two separate courses in the program; violations of the CON Student Honor and Conduct Code (SHCC) or Professional Role Behaviors (PRB) policy. Refer to the Petition for Academic Progression Process. Students may reapply to CU College of Nursing programs in the future based on admission criteria.

The Assistant Dean of Undergraduate or Graduate Programs will make a recommendation for Dismissal to the Associate Dean for Academic Programs via email. The Associate Dean for Academic Programs will notify the student in writing of the decision and the student's right to petition. If the student decides to petition for progression, refer to the Petition for Academic Progression Policy located within the Course Failure and/or Academic Progression (See Figure 1)

The Dismissed student does not have access to certain CU resources (e.g., parking, libraries) but maintains access to their CU email account, which will be used as the official means of communication.

10. CON STUDENT HONOR AND CONDUCT CODE (SHCC) OR PROFESSIONAL ROLE BEHAVIORS (PRB) SUSPENSION

Any student may be suspended when they violate the CON Student Honor and Conduct Code (SHCC) or Professional Role Behaviors (PRB) policy. A recommendation for Suspension is made by the Assistant Dean of Undergraduate or Graduate Programs to the Associate Dean of Academic Programs. The Associate Dean for Academic Programs will notify the student in writing of the decision and the student's right to petition (See the Petition for Academic Progression Policy located within the Course Failure and/or Academic Progression Policy.) When Suspended, a student is no longer in the program and cannot register for any CU courses (including non-degree courses) and is not eligible for financial aid or health insurance. The Suspended student does not have access to certain CU resources (e.g., parking, libraries) but maintains access to their CU email account, which will be used as the official means of communication.

The Academic Suspension period is as long as needed to investigate the SHCC or PRB violation. Decisions regarding suspension include but are not limited to placing the student on an Individual Program Plan (IPP), requiring the student to comply with CON recommendations for return to the program, dismissal from the program, or expulsion from CU, depending on the outcome of the investigation.

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11. EXPULSION

Expulsion, which may be imposed in conjunction with Exclusion, is an administrative decision that entails permanent removal from CU with no opportunity to return to any CU campus. Students have the right to submit to the Dean of the CON a written petition for reconsideration within three (3) working days of the date the student was notified of the Expulsion. Failure to submit a petition within the specified time limit will render the Expulsion final and conclusive.

12. EXCLUSION

Exclusion status denies the student access to all or a portion of campus. Exclusion includes any building owned or operated by CU Anschutz Medical Campus. The student may be permitted onto campus for limited or specific periods of time with the permission from the Office of Admissions and Student Affairs. If the student enters campus without permission, punitive action for trespass, including arrest, may be taken by the CON and/or police.

13. Petition for Academic Progression (See page 61)

14. INDIVIDUAL PROGRAM PLAN (IPP)

An Individual Program Plan (IPP) is created in conjunction with the Assistant Dean of Undergraduate or Graduate Programs and the Specialty Lead Academic Advisor for the Undergraduate Program or Graduate Student Advisor and Graduate Specialty Director. The IPP will outline next steps in the student's progression following Probation, Suspension, or LOA. Contact should be made with the Office of Academic Programs Undergraduate Program Manager or Graduate Program Manager prior to or during the preregistration period for the semester in which any student plans to return based on the approved IPP (90 days prior to the start of the semester). An IPP may delay program progression or graduation. All courses on an IPP are on a space available basis, thus graduation may be delayed.

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15. INTER-PROGRAM TRANSFER

- Undergraduate Program. Transfer from the UCAN pathway to the traditional Bachelor's pathway will be considered in very special/rare cases. Transfers from the traditional baccalaureate nursing program to the UCAN program are not permitted. The student must submit a letter of request via email, explaining the circumstances associated with the request to transfer to the Assistant Dean of Undergraduate Programs. The request will be reviewed by the Assistant Dean of Undergraduate Programs, the Director of Admission and Student Affairs, the Associate Dean of Academic Affairs, and the Dean, as needed. Transfer to another pathway will be granted on a space-available basis in conjunction with appropriate course sequencing.

- Graduate Program. Students who request a change of specialty must first contact the Graduate Student Advisor of the Office of Admissions and Student Affairs. Students are required to speak to both their current and potential future Graduate Specialty Directors. After speaking with the Graduate Specialty Directors, students must complete a Request for Transfer Form with an accompanying essay stating why they need to transfer specialties. The Request for Transfer Form, accompanying essay, and a copy of the student transcript will then be included in the student's application for admission at the next admission cycle for the desired specialty. Students will not be granted transfers outside of admission cycles except in rare circumstances. Students will then be added to the application pool for the upcoming admission cycle. They will be considered with other applicants for that program. They may or may not move forward to the interview process in their request to change specialties. They will be notified as to whether they received an interview. Final admission decisions will be made following the interview process and the student will be notified. There is no guarantee that the request to transfer to a different specialty area will be granted. In very special/rare cases, transfer to another pathway will be considered outside of the normal application process. The student must submit a letter of request via email, explaining the circumstances associated with the request to transfer to the Assistant Dean of Graduate Programs. The request will be reviewed by the Assistant Dean of Graduate Programs, the Assistant Dean of Student Affairs and Diversity, the Associate Dean of Academic Affairs, and the Dean, as needed.

Implemented 8/2020

16. PROGRESSION POLICY RELATED TO CLINICAL PLACEMENT AND ATTENDANCE

The CON has established strong, collaborative relationships with a significant number of clinical agencies for the purpose of securing appropriate clinical placements for its students. However, due to the limited availability and dynamic conditions related to student clinical placements, students must demonstrate flexibility to complete the clinical/internship portion of the curriculum.

Approved academic Plans of Study are provided to students by the Office of Academic Programs shortly after program admission, during the orientation process. Students are to register for the courses in the sequence as outlined on their Plans of Study. Graduate clinical placements are established by the Graduate Specialty Director. Undergraduate student clinical schedules and placements are communicated by the Experiential Learning Team approximately one week prior to the start of the course/clinical. It may become necessary to change clinical schedules and placements (i.e., days, times, locations) due to changes required by the clinical agencies. Additionally, the Experiential Learning Team/Graduate Specialty Directors may provide some students with clinical placement information later or earlier than other students. In rare situations, undergraduate students may be required to complete a different clinical course than originally scheduled in their Plan of Study due to sudden changes in clinical placements and in order to avoid a delay in academic progression or graduation.

Occasionally, students may be required to attend class or clinical during academic break periods, weekends, intersession periods, or Spring Break as a result of clinical agency requirements. Clinical shifts may be day shift or night shift. Intersession is considered the time between scheduled semesters. In general, students are not required to attend class or clinicals on official holidays or during intersession periods noted on the CON Academic Calendar. However, there may be situations in which students are required to attend clinicals on official holidays or intersession periods in circumstances when completion of clinical hours is necessary to prevent delays in students' academic progression or graduation.

Undergraduate clinical schedules, mandatory agency orientations, and any changes to clinical schedules or agency orientations are communicated to students by the Experiential Learning Team as soon as the information is available.

To the extent possible, child care, other work schedules, and commitments should be arranged around on-site and off-site clinical orientations and schedules. Pre-approved religious accommodations will be honored. See above comments. Additional planning and flexibility may be required by students should a clinical schedule or agency orientation change abruptly. It is advised that traditional undergraduate students maintain a maximum of twenty (20) flexible, unscheduled hours per week to accommodate for potentially changing schedules. Students in the Accelerated (UCAN) program are strongly advised not to work while in the program. Clinical orientations and on-site, off-site clinical schedules will not be changed to accommodate employment schedules.

All students are responsible for maintaining current clinical/internship requirements including, but not limited to, immunizations, CPR, HIPAA, and OSHA in order to practice safely in the clinical/internship environment. Additionally, students must be prepared to submit agency-required clinical documents as soon as notified of a clinical placement. Delays in either of these things may result in the forfeiture of a clinical placement. When a clinical placement is forfeited, substitute clinical placements cannot be assured, and this may result in delayed academic progression.

Although clinical/internship placement decisions are made with consideration of a student's location/residence, it is important to note that clinical/internship arrangements may be made anywhere along the "Front Range" and within the state of Colorado. Students must demonstrate flexibility to attend the clinical agency identified for the student placement and must have reliable transportation to

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travel to clinical sites. This may include traveling several hours from the Denver Metropolitan area. The CON recognizes clinical accommodations only when approved through the Office of Disability Services in conjunction with the CON.

Revised by UCD Legal 12/22/2020; Approved by SAC 9/18/18; Implemented 9/18/18

a. Undergraduate On-Site Clinical Attendance Policy

- Policy Overview. Punctuality is an expected professional behavior of all CON students. See the CON Policy Statement for Professional Role Behaviors (PRB) for a definition of "punctuality."
  The purpose of this policy is to describe what constitutes "attendance" in the on-site clinical setting and to advise students and faculty of the appropriate, consistent consequences of tardiness and absence. This policy does not address absences or tardiness in off-site clinicals.
- Definitions

  - *Tardiness.* Tardiness is arriving to a scheduled on-site clinical session one to ten (1-10) minutes after the scheduled start time. Students who arrive late (approved or unapproved, avoidable or unavoidable) will be considered tardy.
  - *Absence.* An absence occurs when a student arrives more than ten (10) minutes after start of the scheduled session.
  - *Approved absence.* An absence is approved for a verifiable illness or emergency when a student initiates communication (via email or phone call) prior to a scheduled start time. Communication of absence through another student is not considered appropriate student-initiated communication.
  - *Unapproved absence.* An absence is unapproved when there is no verifiable illness or emergency. Students who are tardy or absent will not be guaranteed makeup time or the ability to participate in simulation/Clinical Education Center (CEC).

- Tardiness Protocol. Occurrences are cumulative with all on-site clinical experiences (see Figure 2 below).
- Absence Protocol. Occurrences are cumulative with all on-site clinical experiences. If the student is absent for the entire on-site clinical experience without any communication to CEC faculty member for an unapproved reason, then consequences will start on the 2nd occurrence of record (see Figure 2 below)
- Process for Appeal of the On-Site Clinical Attendance Policy. Students may appeal a tardiness or absence event at any level of occurrence. An appeal must be submitted via email to the CEC faculty member and course coordinator within two (2) working days of receipt of email notification of the tardiness or absence event. Appeals submitted after two (2) working days will not be considered. The appeal will be reviewed by course faculty with input from the Director of Admissions and Student Affairs and the Assistant Dean of Undergraduate or Graduate Programs. A decision regarding the appeal will be communicated to the student via email within two (2) working days of receiving the appeal. Decisions regarding the appeal will be final.

C. **Undergraduate Clinical Make-Up Policy**

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Offsite Clinical Make-Up:

Offsite make-up hours may be considered for missed clinical time (please refer to the Student Handbook for definitions of approved and unapproved absences). <u>All</u> clinical hours within each clinical course are required to be completed per the Colorado State Board of Nursing Baccalaureate program requirements for clinical time.

Make-up of offsite clinical hours will be considered on an individual basis in conjunction with course and clinical faculty. In some cases, make-up time will not be available due to the nature and amount of missed clinical hours. An absence of greater than 25% of the total offsite hours in a course may not be eligible for make-up. In these situations, options regarding program progression will be discussed with course and clinical faculty in conjunction with the Assistant Dean of Undergraduate Programs and Specialty Advisor or Academic Advisor for undergraduate programs.

As a first option, every effort will be made to reschedule off-site make-up time within the student's assigned clinical agency in collaboration with the Clinical Placement Team and course faculty. Should clinical make-up time not be available within the student's assigned clinical agency, a plan for make-up time will be created based on a variety of elements including the clinical competencies for the specific clinical course. Make-up hours may include one or more virtual simulation (vSim), and/or focused time in the offsite or onsite Clinical Education Center (CEC)) clinical setting. Off-site make-up hours are determined at the convenience and availability of the clinical agency.

For Immersion and Community Health Nursing courses, clinical make-up time will be considered on a case-by-case bases in consultation with course faculty and the Clinical Placement Team.

Students are required to attend the clinical make-up time as scheduled in order to meet course and program outcomes. The use of an alternative offsite clinical site (i.e., a clinical site different from the student's original offsite clinical site), as a part of clinical make-up time may require students to travel within the Denver metro area. In addition, weekends and night shifts may also be used as make-up time.

Onsite Clinical Make-up:

Please refer to the Onsite Tardiness and Absence Policy in the Student Handbook regarding consequences for tardiness and absences in the onsite clinical setting.

Use of VSim for Make-Up Time:

Virtual simulation (vSim) may be used for make-up of onsite or offsite clinical time. The maximum amount of simulation make-up time is 10% of total clinical hours per course, using the established ratio for onsite hours per course (2:1 or 1:1). VSim cannot be used for more than 2.5% of the total clinical hours in the undergraduate program; this equates to approximately 3 vSim assignments for the entire program (including those hours completed before an interruption in the original program plan).

Use of vSim for make-up time is cumulative throughout the program. For example, if a student uses vSim for make-up of onsite hours, and later uses vSim for the make-up of offsite clinical time, the total of these two vSim assignments will count toward the maximum 2.5 % vSim utilization for make-up time for the total program clinical hours.

Evaluation of Clinical Make-Up Time:

Make up time in the offsite clinical setting will be evaluated using the course clinical evaluation tool. Make-up time in the CEC setting will be evaluated using course outcomes. Successful completion of make-up hours and required competencies are determined in collaboration between course and clinical faculty. Failure to complete vSim assignment satisfactorily will result in the student needing to re-submit the assignment in order to complete clinical requirements for the course. Unsuccessful completion of offsite make-up hours may result in a clinical failure with subsequent course failure.

Process for off-site clinical make-up hours:

1. Clinical Faculty will notify the course faculty in the event of missed clinical hours.
2. Following notification of clinical absence, the course faculty will contact the Clinical Placement Office for verification regarding the possibility of make-up time at the student's current clinical setting.
3. The Clinical Placement Office will notify the course faculty within 2 - 3 business days regarding the ability for the student to complete clinical absence time in the student's current clinical setting.
4. Based upon the availability of the current clinical site for clinical make up, course and clinical faculty will create a plan for clinical absence time.
5. Evaluation of make-up assignments will be completed by the Course Faculty.

Process for on-site clinical make-up hours:

1. Clinical CEC/Sim Faculty will notify the Onsite Clinical Simulation Program Assistant in the event of missed onsite clinical hours. The Onsite Clinical Policy for Tardiness and Absence will be initiated.
2. Every attempt will be made to reschedule the missed session. Rescheduling must maintain appropriate teacher/learner ratios for optimal learning for all students.
3. In the case that a simulation session cannot be rescheduled, then a vSim will be assigned that aligns with the learning outcomes of the missed onsite session.
4. In the case that a CEC session cannot be rescheduled, then based on the complexity of the missed content, an independent or instructor lead make-up session may be offered. These sessions may be offered in combination with a vSim. They will be scheduled based on facility and instructor availability.
5. Evaluation of make-up assignments will be completed by the Onsite Clinical Simulation Faculty.

General Guidelines for Make-Up Time:

1. Clinical make-up time for onsite and offsite clinical hours will be monitored by the Onsite Clinical Simulation team throughout the program in order to ensure adequate completion of program outcomes and the State Board of Nursing requirements for licensure.
2. Students will be notified by the Director of Clinical Education, Assistant Dean of Undergraduate Program, and Academic Advisor if they have maximized their vSim usage and are in jeopardy of not being able to make-up subsequent clinical time.

Approved and unapproved offsite clinical absence definitions

Approved offsite clinical absence: Any verifiable illness, emergency (i.e., life-threatening personal or family emergency), legal proceeding or military duty requirement may be considered an approved absence in collaboration with course and clinical faculty. Work or other personal

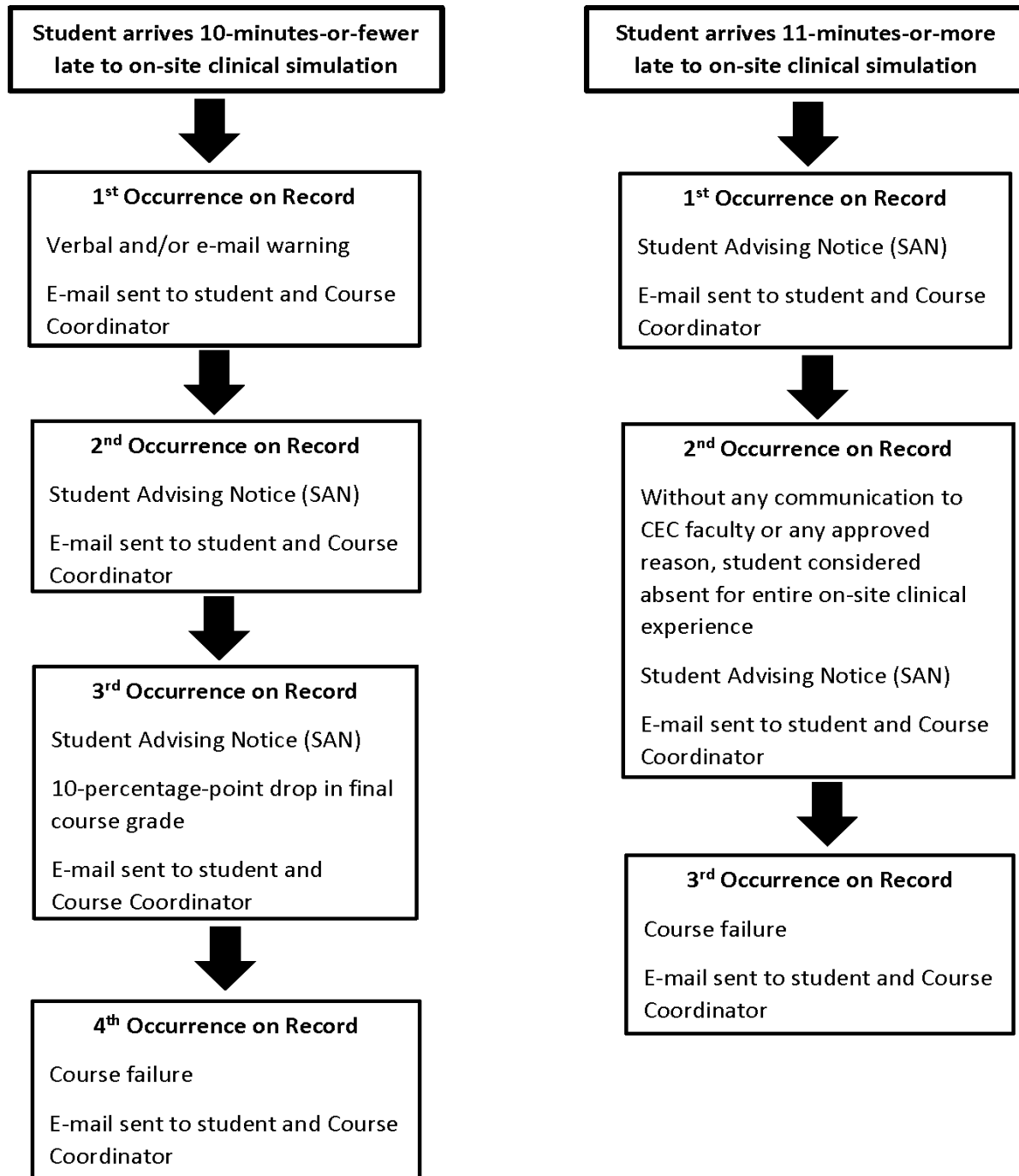*Be the nurse that everyone looks to first.*

commitments (for example planned vacations or recreational activities) are not valid reasons for absence. Documentation may be requested from course faculty to verify the reason for the absence.

A student may not independently arrange an alternative assignment with a clinical agency. (See Undergraduate Clinical Make-Up Policy).

Unapproved offsite clinical absence: Any (a) missed clinical for a reason other than reasons listed in approved clinical absence or (b) lack of timely notification (prior to scheduled offsite clinical time) to the clinical scholar/instructor AND agency preceptor is considered an unapproved absence in collaboration with course and clinical faculty.

In collaboration with the course and clinical faculty, an unapproved absence may result in initiation of a Student Advising Notice (SAN) or a failing grade for clinical. Clinical failure will result in failure of the course. (See Undergraduate Clinical Make-Up Policy).

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Figure 2. Undergraduate On-Site Tardiness and Absence Protocols

Student arrives 10-minutes-or-fewer late to on-site clinical simulation

↓

1st Occurrence on Record

Verbal and/or e-mail warning

E-mail sent to student and Course Coordinator

↓

2nd Occurrence on Record

Student Advising Notice (SAN)

E-mail sent to student and Course Coordinator

↓

3rd Occurrence on Record

Student Advising Notice (SAN)

10-percentage-point drop in final course grade

E-mail sent to student and Course Coordinator

↓

4th Occurrence on Record

Course failure

E-mail sent to student and Course Coordinator

Student arrives 11-minutes-or-more late to on-site clinical simulation

↓

1st Occurrence on Record

Student Advising Notice (SAN)

E-mail sent to student and Course Coordinator

↓

2nd Occurrence on Record

Without any communication to CEC faculty or any approved reason, student considered absent for entire on-site clinical experience

Student Advising Notice (SAN)

E-mail sent to student and Course Coordinator

↓

3rd Occurrence on Record

Course failure

E-mail sent to student and Course Coordinator

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d. Master's (MS) Clinical Placements

Graduate clinical placements are determined and approved by the program Graduate Specialty Director, Program Directors, and the clinical placement team. (Please see the DNP Handbook for information on the DNP Practicum.) Clinical placements are arranged to facilitate maximum student learning and may include placements outside of the Denver Metro area (i.e., Denver, Arapahoe, Adams, Douglas, and Jefferson, Boulder, or Broomfield counties) and/or multiple placements with different agencies within a semester. Students are expected to have schedule and travel flexibility for clinical placements. Placements within Metro Denver are not guaranteed for any student and are subject to availability. Students are encouraged to discuss clinical placements and clinical learning needs specific to their program with the appropriate Graduate Specialty Director. MS students who refuse an arranged clinical placement(s)/schedule(s) will not receive an alternative placement. If a student declines an arranged placement(s), the student will assume responsibility for securing an appropriate clinical placement that must be approved by the student's Graduate Specialty Director and coordinated with the clinical placement team. Refusal of a clinical placement may result in delays in academic progression.

Students residing outside of the Denver Metro area will assume the primary responsibility for securing their clinical placements and are encouraged to suggest clinical sites and different clinical options for their clinical learning in collaboration with their Graduate Specialty Director. Graduate Specialty Directors make the final approval of all clinical sites and preceptors for all students based on the students' clinical learning needs and clinical preceptor availability and suitability. Before a student can begin a rotation at a clinical site, the Graduate Specialty Director must have approved the clinical placement to the student in writing, and the clinical placement team must have finalized and submitted any required documentation to the clinical agency (e.g., letters of good standing, affiliation agreements). In the unusual situation that a rural or out-of-state student is unable to find a clinical preceptor, a student may be required to complete clinical experiences in the Denver Metro seven-county area to assure timely academic progression. In situations of concerning student clinical practice, a student may be asked to complete additional or the remaining clinical time in the Denver Metro area for more direct observation and assessment by CON faculty members/the student's Graduate Specialty Director. Students will be required to arrange personal living arrangements and/or transportation should either situation occur. Either of these situations may result in a disruption to the student's planned academic progression.

DNP students require approval of DNP practicum experiences from their DNP faculty mentor, course faculty member, and Program Director. Approved activities are listed in the DNP Handbook.

CON Graduate Specialty Directors, faculty mentors, and Program Directors recognize that important learning takes place in scheduled monthly specialty clinical conferences, and for some students, in specialty-focused continuing education/professional development conferences/programs or hands-on workshops.

For these special learning opportunities, the following standards will be applied consistently across all MS specialties in the CON:

- The Graduate Specialty Director and Program Director determine what types of activities may count as clinical hours.

- The Graduate Specialty Director for MS students determines a percentage up to, but no greater than, 20% of the total hours included in the specialty program Plan of Study. For all NP specialties (ACAGNP, ACPNP, AGNP, FNP, PMHNP, PNP, WHNP), per NONPF Guidelines, these alternative clinical hours do not count in the required 500 direct clinical care hours provided to individuals, families, or populations. These alternative clinical hours can be counted only when the total number of clinical hours for the Specialty Option exceed 500 clinical hours (one [1] credit hour of clinical is equivalent to 45 clinical face-to-face hours).

- For educational/conference activities that take place outside of the CON, students are required to submit a request outlining how the activity prepares the student for their desired specialty role and advances the individual's coursework and practice. The hours should be logged in the InPlace™ software system, as outlined in the specialty clinical course syllabus.

- Approved by Specialty Directors 5/18; Approved by SAC 09/18/18; Implemented 09/18/18

Moving Regulations for Clinical/Practicum/Internship

Moving to Denver Metro Area:

Advanced Practice – Direct Care

Students must live in the Denver Metro area (7 Counties of the Denver Metro area: Denver, Arapahoe, Adams, Douglas, Jefferson, Boulder or Broomfield counties) 6 months prior to the start of clinical for Advanced Practice students. Students who are admitted as an out of state student must communicate at the time of their interview with their specialty director if they are considering relocating to Colorado. Clinical placements are based on residency at time of admission, students who relocate may not be guaranteed a placement.

Students must notify specialty director of their move to Denver Metro area 9 months prior to the start of clinical. Even with notification it could delay the start of your clinical if clinical space is not available.

Students must change their address in the Student Portal upon arrival to the Denver Metro area.

Failure to complete any of the above items could mean that the student will not be guaranteed a clinical placement and may be responsible for finding their own clinical placement and/or a delay in clinical placements.

Indirect Care (includes iLead, Informatics, VMHC)

Students must notify their Specialty Director of their move to Denver Metro area 6 months prior to the moving to Colorado.

Students must change their address in the Student Portal upon arrival to Colorado.

Failure to complete any of the above items could mean that a delay in practicum/internship placements.

Moving out of the state of Colorado or out of Denver Metro area:

Advanced Practice – Direct Care

Students must inform their Specialty Director and Student Affairs prior to moving to the new state, 6 months prior to moving. (Be aware that we are not approved to teach in every state.)

Please click the link to view state agreements.

https://nursing.cuanschutz.edu/admissions/state-authorization-reciprocity-agreement

Students moving out of state will be responsible for finding their own clinical placements in conjunction with your Specialty Director.

Clinical placements are based on residency at time of admission, students who relocate may not be guaranteed a placement. Students admitted living in the Denver Metro area and move outside of the Denver Metro area are now responsible for their own clinical placements.

Students moving out of state will be required to change their address in the Student Portal and pay the appropriate tuition.

Failure to inform your Specialty Director and Student Affairs of your move could lead to removal of the program based on State of Board of Nursing policies.

Indirect Care (includes iLead, Informatics, VMHC)

Students must inform their Specialty Director and Student Affairs prior to moving to the new state, 6 months prior to moving. (Be aware that we are not approved to teach in every state.)

Please click the link to view state agreements.

https://nursing.cuanschutz.edu/admissions/state-authorization-reciprocity-agreement

Students moving out of state will be responsible for finding their own clinical placements in conjunction with your Specialty Director.

Students moving out of state will be required to change their address in the Student Portal and pay the appropriate tuition for their program.

Failure to inform your Specialty Director and Student Affairs of your move could lead to removal of the program based on State of Board of Nursing policies.

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17. Leave of Absence (LOA)

A Leave of Absence (LOA) may be requested for up to one academic year (12 months) for any student who has experienced an exigent circumstance during their program of study that requires an interruption in their approved, sequenced Plan of Study. Students may request an LOA for military, financial, medical, or personal reasons (See Medical Leave of Absence Policy.) An LOA can be denied based on poor academic performance or poor academic standing. Students who request an LOA must plan to return to the program. The LOA must be approved by the appropriate Assistant Dean of Undergraduate or Graduate Programs. On an approved LOA, students will not have access to financial aid, Student Health Insurance, library privileges, lab access, parking access, and/or other CU services. Students may request only one LOA during their academic program. Requests for additional LOAs will be approved on individual basis by the Assistant Dean of Undergraduate or Graduate Programs and the Associate Dean of Academic Programs.

- Procedure for Undergraduate Programs
  - LOA forms are available under the Student tab, listed as Policies and Forms on the CON website.
  - The LOA Request Form must be submitted to the Assistant Dean of the Undergraduate Program.
  - It is the student's responsibility to ensure that they are not registered for any courses during the terms for which a leave has been granted. The student will need to work with the Office of the Registrar to ensure their record is correct prior to starting their LOA.
  - Undergraduate Students with an approved LOA for greater than six months will be expected to complete a credit-bearing Clinical Progression course prior to reentry. Following successful completion with minimum passing grade of "C" (2.0), the student will be placed in the appropriate sequence of courses based on the initial completed coursework and program of study. No other courses at the CON may be taken until the Clinical Progression course is successfully completed. (See Individual Program Plan)

- Procedure for Graduate Programs
  - The student must submit a completed LOA Request Form to the Graduate Student Advisor in the Office of Admissions and Student Affairs and provide a copy of the completed LOA Request Form to the Assistant Dean of Graduate Programs.
  - It is the student's responsibility to ensure that they are not registered for any courses during the terms for which an LOA has been granted. The student will need to work with the Office of the Registrar to ensure their record is correct prior to starting their LOA.
  - The student must contact the Graduate Student Advisor and appropriate Graduate Specialty Director, DNP faculty mentor, and DNP Program Director prior to returning from an approved LOA and prior to enrolling in any coursework. This will allow the Office of the Registrar to adjust and update the student's record prior to course enrollment.

18. MILITARY LEAVE

The CON has students who serve in the US Military, Reserves, and National Guard. CU AMC supports students who are serving the country in this way. Military actions in other parts of the world and weather-related disasters/other crises both in the United States and in other parts of the world may result in the Department of Defense and/or the Governor calling Reserve and National Guard members to active duty. Federal and state laws require Reserve and National Guard members to comply with orders calling them to active duty. The Anschutz Medical Campus is "military friendly," committed to providing servicemen and women with a high-quality education catered to each student's distinct needs. For more information about Veteran and Military services on campus, contact the Office of Veteran and Military Student Services.

Effective 1/1/12

19. Medical Leave of Absence Policy

A. POLICY STATEMENT

This policy describes the circumstances under which a student may request a Medical Leave of Absence (MLOA) and the procedures the student must follow to obtain the MLOA as well as the procedures the student must follow for re-entry into their academic program once the health condition is mitigated.

Students may seek a Medical Leave of Absence only for their own personal mental health and/or physical health circumstances. Students seeking a leave of absence for other reasons should contact the Assistant Dean of Undergraduate or Graduate Programs.

Students participating in an international education program may not seek a Medical Leave of Absence for the term in which the student is participating in the international education program.

The Medical Leave of Absence is not intended to shield a student from unsatisfactory progress or any other academic irregularity unrelated to a mental health and/or physical health condition that causes a degree of functional impairment that warrants a complete withdrawal from academic study for an academic term as provided in this policy.

Students who receive an approved Medical Leave of Absence are eligible for relief from their school or college's time-to-degree requirements but remain subject to the time-to-degree requirements for any applicable accrediting body.

If a student takes courses for credit at another institution while on a Medical Leave of Absence, the student must comply with the applicable policies for receiving transfer of credit toward a degree from their school or college.

A student who has already received a Medical Leave of Absence during enrollment in an educational program and who has a mental or physical health emergency during a subsequent term may submit a request for an additional Medical Leave of Absence.

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The Assistant Vice Chancellor for Student Affairs or their designee (in the CU CON, the Assistant Dean of Undergraduate or Graduate Program or the Director of Admissions and Student affairs in consultation with the applicable dean at the school or college, and the Medical Director of Student Mental Health or their respective designees, has the discretion to determine whether to grant an additional Medical Leave of Absence.

If CU Anschutz CON approves a Medical Leave of Absence, the Office of Case Management will notify relevant offices/departments that the student is withdrawing for medical reasons.

A student cannot withdraw a request for a Medical Leave of Absence after CU Anschutz has approved the request.

If the student is unable, due to their mental health and/or physical health condition, to complete an application for a Medical Leave of Absence, at the discretion of the Assistant Vice Chancellor for Student Affairs or their designee, CU Anschutz may accept an email from the student as notice that another individual will complete the application on behalf of the student, provided that the student has executed a FERPA release, as needed, for such individual.

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B. MEDICAL LEAVE OF ABSENCE PROCESS

1. The student may submit an electronic application to the Office of Case Management for a Medical Leave of Absence for mental health and/or physical health conditions that prevent the student from functioning successfully or safely as a member of the CU Anschutz community. The link to submit an electronic application can be found below:

http://www.ucdenver.edu/anschutz/studentresources/student-assistance/student-wellbeing/Pages/medical-leave.aspx

Students should promptly seek care from their treating physician, licensed mental health provider, or other licensed healthcare provider and should request a Medical Leave of Absence as soon as possible.

In exceptional circumstances, students may submit an application for a Medical Leave of Absence after the last day of the term. If submitting an application after the last day of the term, students may be required to complete additional procedures and provide additional documentation at the request of the student's progression body.

2. Along with the application, the student must submit adequate medical documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider specifying a mental health and/or physical health condition that causes a degree of functional impairment that warrants a complete withdrawal from all academic activities including, but not limited to, academic study and/or clinical rotations for an academic term. The student and the provider should have a shared understanding of the information being submitted to CU Anschutz on the student's behalf. CU Anschutz will request documentation from the provider that must include the following:

- The treating physician, licensed mental health provider, or other licensed healthcare provider's professional qualifications and licensure
- Date the student first consulted the provider
- Number of visits with the provider
- Professional opinion regarding the approximate date on which the symptoms first began
- Diagnosis of the mental health and/or physical health condition or statement of symptoms and plan for diagnostic workup
- Impact of the condition on the student's academic activities (including attending classes and completing coursework)
- Identification of the degree of functional impairment(s) that warrants withdrawal from all courses for the term
- Treatment recommendations and estimated length of treatment plan

3. Submission of an application for a Medical Leave of Absence does not guarantee that the requested Medical Leave of Absence will be approved.

C. REENTRY FROM A MEDICAL LEAVE OF ABSENCE

The student must complete the following steps for the reentry process:
1. Submit a Return from a Medical Leave of Absence application and an academic and transition success plan to the Office of Case Management.

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2. Submit medical documentation from the student's treating physician, licensed mental health provider, or other licensed healthcare provider. The student and the provider should have a shared understanding of the information being submitted to CU Anschutz on the student's behalf. CU Anschutz will request documentation from the provider and must include the following:

a. The treating physician, licensed mental health provider, or other licensed healthcare provider's professional qualification and licensure
b. Professional opinion regarding the student's ability to successfully perform academically with a full-time and/or half-time course load at CU Anschutz with or without continued treatment
c. A treatment summary with the following specificity:

- Time span and type of treatment provided to the student during the student's time away from CU Anschutz
- Whether the treatment was concluded (with or without the healthcare provider's approval) or is on-going
- Specific intensive treatment, if any, while on the Medical Leave of Absence
- Demonstrated understanding of the diagnoses and functional impairment that resulted in a Medical Leave of Absence, and clear evidence that the healthcare provider completing the medical documentation for reentry addressed these specific issues in the treatment of the student during the Medical Leave of Absence
- If treatment is ongoing, recommended treatment plan during student's return to full-time study
- Any continuing care needs or concerns for the student
- Any safety concerns for the student or for others in the CU Anschutz community

The submitted medical documentation will be reviewed by the Medical Director of Student Mental Health or another non-treating clinician. The non-treating clinician may indicate agreement or disagreement with the treating provider's recommendation or request additional follow-up or documentation.

The Assistant Vice Chancellor for Student Affairs or their designee (in the CU CON, the Assistant Dean of Undergraduate or Graduate Program), in consultation with the applicable dean at the school or college, and the Medical Director of Student Mental Health or their designee, has the discretion to determine whether the student has submitted sufficient documentation to support the Return from a Medical Leave of Absence application and approve or deny reentry.

CU Anschutz may establish conditions for the student in the first term after reentry based on the information provided in connection with the Return from a Medical Leave of Absence application. If the student's Return from a Medical Leave of Absence application is approved with conditions, the student must also submit updated medical documentation consistent with the conditions or as otherwise provided in the approval of the Return from a Medical Leave of Absence application.

The student must submit medical documentation and any other information required by the Return from a Medical Leave of Absence application with sufficient time to allow for processing and registration. The student must also comply with all other applicable procedures for returning to CU Anschutz.

If a student seeks to extend their Medical Leave of Absence beyond one year, the student should contact the staff in their specific School/College or Office of Case Management to discuss applicable procedures.

Students may appeal a decision denying a Medical Leave of Absence and/or Reentry to the Assistant Vice Chancellor for Student Affairs or their designee (Assistant Dean of Undergraduate or Graduate Program) An appeal will only be considered when the student submits a completed appeal form, available from the Office of Case Management, to the Office of Case Management within five (5) business days of the date on the denial letter. The grounds for appeal are limited to the following:

- The existence of procedural errors so substantial that such errors greatly impacted the decision
- New medical documentation that was not reasonably available at the time of the initial decision.

Students who have concerns regarding a possible violation of CU Anschutz's anti-discrimination policies should contact the Office of Equity.

3. Initial Policy Effective Date: October 1, 2019

4. Cross References/Appendix:
   - Campus Administrative Policy 7005, *Guidelines for Assisting Students with Pregnancy and Parenting*

Implemented Aug 2020

20. GRADUATION

Students who plan to complete their program of study must apply for graduation via UCDAccess in the term in which they plan to graduate and submit a graduation application. All important notices and reminders regarding graduation and related deadlines are sent to students via CU email. Students must check their official student email accounts regularly and pay attention to the deadline dates provided. These dates are not flexible. Students who have registered for graduation will receive information by email about Commencement (i.e., the CU-wide ceremony) and Convocation (i.e., the CON-focused ceremony).

Graduating students with certain financial aid packets are required to complete exit documentation (by email and regular mail). Documentation requests may come from several sources. Approximately three (3) weeks prior to graduation, a "hold" will be placed on the student's account until all parts of the exit documentation are complete.

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21. COMMENCEMENT

CU holds annual Commencement ceremonies in May and December of each year for all schools and programs. Students who complete their respective programs in August are encouraged to participate in the December ceremony but cannot participate in Commencement prior to successful completion of all academic and graduation requirements. Official regalia must be worn to participate in these ceremonies. Additional details will be posted on the Commencement website and emailed to students prior to the event.

Diplomas are typically available for pickup four to six (4-6) weeks after final grades are posted. Students will be notified by CU email that their diplomas are available for pick-up. Diplomas are not available for student pick-up prior to email notification. Students who would like their diploma sent to them by mail should contact directly the Office of the Registrar to make arrangements.

22. CONVOCATION

The CON generally holds its Convocation on the same day as Commencement. Students participating in graduation ceremonies may participate only in the ceremony pertaining to their semester of graduation, except for August program-completion students, who may participate in the December ceremony. Detailed information is provided by the Office of Admissions and Student Affairs via email.

23. HONORS DESIGNATION

Undergraduate students must fall within the GPA ranges listed below to qualify for honors distinction:

- 3.50--3.74   Cum Laude

- 3.75--3.89   Magna Cum Laude

- 3.90--4.00   Summa Cum Laude

The Honors GPA posted to a student's final transcript will include grades from all CON program courses completed. Convocation ceremonies take place prior to the final semester of grades being posted. Due to this, only grades completed through the penultimate semester (i.e., the second-to-last one) will be included in Honors designations reflected in the graduation program. Honors designations do not apply to graduate students.

Revised 2/3/16; Approved by SAC 2/8/16

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24. OFFICIAL TRANSCRIPTS

Students may print unofficial transcripts from UCDAccess at any time during their education. To order official transcripts, students need to follow the directions listed on the Office of the Registrar webpage. A student having any financial obligations to CU will not be issued a transcript. Copies of transcripts from other institutions cannot be furnished by CU.

25. LICENSURE (RN)

BS Students who have completed program requirements must apply for the National Council Licensure Examination (NCLEX) and, upon successful NCLEX completion, for a Registered Nursing (RN) license in the state where they plan to work. The National Council of State Boards of Nursing outlines the policies and procedures for NCLEX registration. The student will find specific instructions and requirements at the websites of individual state boards of nursing, e.g., the Colorado State Board of Nursing.

Some graduate students must be nationally certified in the specialty for which they received education (e.g., nurse practitioners, clinical nurse specialists, nurse midwives). APRN specialty certification is required prior to applying for state licensure and state APRN licensing is required (in addition to RN licensure). General information regarding national certification should be sought from the Graduate Specialty Director or from the appropriate specialty professional certification websites (i.e., AACN, PNCB, and AANP). Students will find specific instructions and requirements about state licensure on the websites of individual state boards of nursing.

26. DEGREE VERIFICATION

CON processing of degree verification is free both for current students and alumni. Students who need degree verification should contact the Office of Admissions and Student Affairs.

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IV. Student Resources (in Alphabetical Order)

Advancement Office

The CU Denver Advancement Office maintains alumni association programs for various schools and academic programs, including the CON. The Advancement Office maintains records of alumni; arranges alumni events throughout the US; coordinates alumni board meetings and activities; sponsors annual meetings, class reunions, homecoming, and student/alumni programs; and works with the CU Foundation Office of Annual Giving. The Office of Alumni Relations participates in the publication of bulletins for all alumni associations of CU Denver.

Alumni Association

The purpose of the Alumni Association is to recognize the contributions of all alumni and to provide programs and services, which stimulate interest in and build loyalty/increase support for the CON among its alumni-to-be (i.e., current CON students). The programs and services offered by the Alumni Association are supportive of an environment that encourages gender, ethnic, and cultural diversity. The Association is governed by elected officers and a Board of Directors. The purpose of the Board of Directors is to determine the policy, goals, and management objectives of the Alumni Association. The standing committees of the Association are as follows: Awards, Social Activities, Nominations, Professional Relations, and Special Projects. Activities include educational opportunities, fund-raising, homecoming and class reunion events, and career networking.

Anschutz Inclusivity Alliance

The Anschutz Inclusivity Alliance promotes cultural humility on the Anschutz Medical Campus by celebrating diversity, embracing differences, and creating richness in all of our lives.

Campus Police

The Anschutz Medical Campus Police provide a variety of services that fulfill their mission of preparing and protecting the campus community by preventing crime and other adverse events.

Career Services

Information regarding on-campus student employment can be found through the UCDAccess portal. The campus provides many opportunities for students to use their skills and have flexible work schedules while attending classes. There are opportunities for graduate students (MS) as Teaching Assistants (TA) and Research Assistants (RA). Contact the CON Office of Clinical and Community Affairs or Office of Academic Programs for information on TA positions and the CON Office of Research and Scholarship for RA positions.

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Colorado Statewide AHEC System

Colorado Area Health Education Centers (AHECs) were established as an academic-community partnership involving CU and community-based AHEC offices, each serving a designated region of the state. The AHECs mission is to improve the quality and quantity of education provided to health care providers in Colorado and thereby enhance the delivery of health care services throughout the state, with special emphasis on minority populations in frontier, rural, and urban communities. These AHEC offices serve as liaisons between CU and the community to develop educational outreach and support systems to link CU resources with local planning, educational, and clinical platforms in the community.

CU Student Nurses Association (CUSNA)

CUSNA is the school chapter of CSNA (Colorado Student Nurses Association) and NSNA (National Student Nurses Association). CUSNA supports the NSNA mission to organize, represent, and mentor students preparing for initial licensure as registered nurses. CUSNA supports this mission by promoting development of the skills that students will need as responsible and accountable members of the nursing profession and by advocating for high-quality health care.

Financial Aid

The Financial Aid Office makes every effort to ensure that financially needy students, who otherwise would not be able to attend CU because of insufficient resources, have the financial opportunity to attend CU and obtain their degrees.

Graduate School Office

The primary responsibilities of the Graduate School are to (a) maintain the high standards and quality of graduate faculty and programs and (b) coordinate the various graduate programs.

Health Insurance

Any student registered for one or more credits will automatically be charged for the Student Health Insurance Plan and the Student Health Service fee. Any student who has equivalent insurance may qualify to waive the Student Health Insurance Plan. For more information, students can visit the Student Health Insurance webpage.

Health Sciences Library (HSL)

The Health Sciences Library (HSL) on the CU Anschutz Medical Campus has an extensive collection of allied health, dental, medical, nursing, and pharmacy materials. The library's collection includes more than 265,000 bound volumes and more than 2,500 current journal subscriptions.

Numerous computerized resources are available in the HSL. These databases may be searched by CU students at no charge. Mediated online searches done by the HSL's professional researchers may be requested for a fee. IMPULSE, the library's electronic card catalog, includes books, journals, and audiovisual materials in HSL, as well as material in nine other health sciences libraries in the Denver Metro area. Classes and demonstrations are also offered at no cost to students.

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Materials not available at HSL may be obtained through the ILLiad and PROSPECTOR free of charge for current students. Photocopy and printing services for materials in HSL is also available for a fee. Students are encouraged to become familiar with the library's resources and services early in their professional studies.

Health and Well-Being Services

The Anschutz Health and Wellness Center invites anyone who works or studies on the CU Anschutz Medical Campus to receive a wide range of care. The Center has appointments available and accepts walk-ins, has flexible hours, and offers board-certified practitioners who can manage prescriptions.

Student Mental Health Services offers professional, confidential counseling to students. This service is for the benefit of the students if and when they need assistance and support in dealing with the stresses of professional education. Furthermore, the Campus Assessment, Response, and Evaluation (CARE) Team helps students navigate a wide variety of life's challenges and create plans to confront difficulties while providing the support and resources needed to keep students safe and successful.

Additional health and well-being services are available through the DAWN Clinic, a student-staffed free clinic that serves uninsured adults in Aurora, and the Phoenix Center, which offers interpersonal violence resources.

Identification Cards and Parking Services

All CU students are issued photo identification badges at the time of registration or orientation. Security for all staff, students, and property on campus is of significant concern. University buildings are locked after normal operating hours and on weekends/holidays. ID badges may be used to gain access to the building housing a student's school/program after hours.

This ID badge remains valid for the entire period of student enrollment. The ID badge must be worn (except when it interferes with lab work, etc.) any time students are on campus. The sharing or loaning of an ID badge is prohibited. When students graduate or leave the campus, the ID badge must be returned during the clearance process. Lost or stolen ID cards should be reported immediately to the University Police. The original cards are provided by CU, and replacement cards can be obtained for $10. For more information contact the Security Badging Office.

Medical Malpractice Coverage

CU provides medical malpractice coverage through a Self-Insurance Trust, authorized and established pursuant to a resolution of the CU Board of Regents. This coverage is subject to the terms of the Trust's Coverage Document and extends to students, interns, residents and other health care practitioners-in-training who are enrolled in and matriculating at CU. As employees, servants, or volunteers associated with CU, all such persons are "public employees," and therefore, their liability in any medical malpractice action is limited by the Colorado Governmental Immunity Act (CRS 24-10-114). The Colorado Governmental Immunity Act provides that the maximum amount that may be recovered against a public entity or public employee shall be (a) $350,000 for any injury to one person in any single occurrence and (b) $990,000 for any injury to two or more persons in any single

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occurrence (except that no person may recover in excess of $350,000). Coverage applies to an act or omission of a student occurring during the performance of student duties and within the scope of training unless the act or omission is willful and wanton.

This coverage applies to the persons described above while they are involved in any activity or program which has received prior CU approval, regardless of where such activity or program may take place, as long as it occurs within the United States. In the event that the activity takes place in a state other than Colorado, and in the further event that a court in that state determines that the limits of the Colorado Governmental Immunity Act do not apply, the Trust has provided for coverage of $1,000,000/$3,000,000 through a commercial insurance policy. Further information about risk management at CU can be found at the University Risk Management website.

Office of Campus Student Services

The Office of Campus Student Services provides specific services to support and complement CU Denver students' academic learning. The Office provides current housing and child care referral and resources, Student Senate assistance, intramural coordination (flag football, softball, basketball, and volleyball), CU Buffaloes football ticket sales (limited quantities available), counseling referral, learning assistance/tutoring services, community service coordination, notary public service, and more.

Office of Inclusion and Outreach

The CU Anschutz Medical Campus Office of Inclusion & Outreach falls under the aegis of the broader CU Denver Office of Diversity and Inclusion. The mission of the Office of Inclusion and Outreach is to provide sustained, comprehensive programs across all educational levels to promote access and increase numbers of underrepresented populations in health care, STEM (science, technology, engineering and mathematics), and research professions.

Office of Research and Scholarship

The mission of the Office of Research and Scholarship (ORS) is to champion and support CON faculty and students in converting empirical research to nursing knowledge. This mission is carried out through consultation on/about faculty research, facilitation of intramural grants for pilot studies, identification of resources to support projects, development of grant applications, management of sponsored projects, analysis of data, assistance with dissemination of results, and publication of research activities. The ORS also works closely with academic units to help fund and recruit diverse junior scholars and facilitate the training and preparation of scholars for research careers.

Ombuds Office

The Ombuds Office is available to students to help resolve problems or conflicts in an informal, confidential manner. This office operates outside the usual review or appeal procedures and is totally independent of any other department. The Ombudsperson is impartial and will not take sides but will help to clarify concerns and direct students to the appropriate resources. Conversations with the Ombudsperson are confidential, except as provided by law, and the identity of any individual seeking the help of the Ombudsperson will not be revealed.

The Ombudsperson is also available to engage others in informal discussions regarding a given situation. If given permission, the Ombudsperson is available to gather information, consult with others, or mediate disputes that may arise. The Ombudsperson will empower individuals to seek tailored, customized resolutions.

Sigma Theta Tau International (STTI)

Alpha Kappa-at-Large Chapter of Sigma Theta Tau, a national honor society of nursing, was first established at CU in January 1966. The Chapter expanded in January 1982 to encompass the Regis College (formerly Loretto Heights College) Program in Nursing as one Chapter-at-Large. Metro State University and Colorado Christian University also joined the chapter. Its purposes are to develop creative leadership, contribute to the advancement of nursing through the support of research, and foster high professional standards.

Chapter members honor the nursing profession in countless ways. Annual scholarship awards are presented both to undergraduate and graduate students. The membership is obtained by an invitation. Undergraduates must complete half their program before receiving an invitation. BS students receive an invitation to join STTI if they demonstrate above-average scholastic achievement and a potential for leadership in nursing and have completed at least half of the nursing program. Graduate students must complete 10 credits before receiving an invitation.

Student Records

The Office of Admissions and Student Affairs maintains pre-2014 student admission records in paper form and post-2014 admission records electronically. (All records are in the process of being moved to the central OnBase storage hub.) Examples of student records/forms maintained by the Office of Admissions and Student Affairs include the following: Leave of Absence (LOA), Grade Appeal, Course Withdrawal, University Withdrawal, Student Advising Notice (SAN), Credit Transfers, and Requests to Transfer/Add.

CON STUDENT COUNCIL

The Student Council is a group of current nursing students who provide representation between and among CON students, staff, and faculty. Specifically, Student Council is active in the following activities:

- Peer Mentor Program (i.e., providing guidance to incoming CON students).
- Community Outreach (i.e., giving students opportunities to practice and hone their nursingskills).
- Fundraising (i.e., offering CON merchandise or memorabilia, with a portion of proceeds dedicated to student support andactivities).
- Recognition (i.e., acknowledging and supporting groups and organizations in alignment with the goals of the nursing student body and the Student Council mission).
- Unity (i.e., hosting or sponsoring events that bring CON students together).

All BS students within the CON are welcome to attend Student Council meetings and are allowed to vote on items raised by the Council. The Student Council meets the first Friday of every month and discusses opportunities for improving CON processes and procedures and holding social or fundraising events.

STUDENT LIFE AND ACADEMIC AFFAIRS COMMITTEE

The Student Life and Academic Affairs Committee provides frequent opportunities for interprofessional mingling through social activities that include all students in all schools on the Anschutz Medical Campus. The Committee subsumes the Student Senate, which is the student governing body and sounding board for the Anschutz Medical Campus. The Senate is composed of two elected representatives from each class of the various schools and programs at CU Denver: School of Medicine, School of Dentistry, College of Nursing, Graduate School, School of Pharmacy, Child Health Associate Program, Physical Therapy Program, and Dental Hygiene Program. All Senate meetings are open to any student, and participation by non-Senate members is encouraged.

Contact with issues on the three other CU campuses is maintained through meetings of the CU Student Executive Officers (Intercampus Student Forum). A student advisor to the President of CU acts as a liaison between the student officers and the President.

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