Be the nurse that 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!

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.
UNIVERSITY OF COLORADO ADMINISTRATION

Bruce Benson
President, University of Colorado

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

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PhD Program Director, Professor

Be the nurse that everyone looks to first.
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, 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 at 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 official University 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

https://www.cu.edu/regents/meet-regents/board-authorization-and-responsibilities

B. COLLEGE OF NURSING (CON) HISTORY

http://www.ucdenver.edu/academics/colleges/nursing/about-us/Pages/history.aspx

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 further 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) provide expert care and community service; (b) provide opportunities to develop innovative models of health care delivery; (c) improve access to care for underserved populations; (d) engage in clinical inquiry; and (e) test nursing theories. CON faculty members practice nursing as theory-guided, evidence-based, and focused on holistic, relationship-centered 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 outcomes of nursing care. 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
http://www.ucdenver.edu/about-us/mvv/Pages/default.aspx

E. 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.

Be the nurse that everyone looks to first.
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) 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. All questions or concerns regarding the SHCC 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 and integrity, and CON students should apply 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.
  - 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:
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 confidentiality.

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, 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 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](https://www.ana.org/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 [Assistant Dean of Student Affairs and Diversity](https://con.colorado.edu/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](https://con.colorado.edu/student-affairs), another professor, the Assistant Dean of Student Affairs and Diversity, the [Assistant Dean of the Undergraduate or Graduate Programs](https://con.colorado.edu/graduate-programs), the [Associate Dean of Academic Programs](https://con.colorado.edu/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.
  - Require the student to complete additional didactic or clinical assignments.
After discussion with the student, neutral party, and associated party (as necessary), if the faculty member of record deems a situation to be in violation of the SHCC, the faculty member of record will contact the student in writing via CU email, outlining the violation and subsequent consequence. Consequences of SHCC violation include, but are not limited to, course failure and required additional didactic or clinical assignment. Students have the opportunity to appeal the SHCC violation if it affects student progression, in which case the process for SAC appeal will be used (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, Assistant Dean of Student Affairs and Diversity, 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 the student from CU.
- The Dean may reverse or modify the findings and recommendations of the SAC 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

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.
- 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 will be subject to disciplinary action, up to and including dismissal/termination.
- 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 Office 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 designated 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 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 of consciousness.
- 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.

Students who have a medical condition, are injured, or are taking any substance that impairs judgment (e.g., prescription medications, medical marijuana, 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.

Revised by SAC 4/15/15; Implemented 4/27/15
4. DRESS CODE AND PROFESSIONAL APPEARANCE (DCPA)

a. Policy Overview
The 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 are clearly identified as health care professionals, which includes presentation of professional attire. With the input from our clinical agency partners, the following Dress Code and Personal Appearance (DCPA) policy was developed.

The DCPA applies to all CON students who provide care in on-site (Clinical Education Center or Simulation activities) or off-site (direct patient care setting) clinical areas. The purpose of this policy is to provide general guidelines and standards of practice as they pertain to professional dress and appearance. Clinical/internship sites (i.e., sites that host clinical and/or internship experiences for students) may have requirements that are above and beyond these guidelines. Any clinical site requirements must be followed. No dress code can provide for all contingencies; students are expected to apply a certain amount of professional judgment in selecting clothing. If students are unsure about a clothing choice, they should seek the advice of their course faculty member(s). Course and clinical faculty are responsible for communicating, interpreting, and adhering to the DCPA, as well as determining appropriateness of attire and appearance for their specific course and clinical facility.

b. Standard Procedure
Students who fail to adhere to the DCPA may be asked to leave the on-site or off-site clinical area; make-up time for missed clinical hours associated with leaving the clinical site may not be available. Multiple violations of the DCPA may result in a course failure.

c. Accommodations
Students may request a dress or grooming accommodation, if necessary, through CU or the relevant clinical site.

d. Clothing
Clothing at the on-site or off-site clinical area should fit properly and be clean, pressed, in good condition, and of a length and style that does not interfere in performing job duties. Dress and skirt length should be at a length in which you can sit comfortably in public and not be revealing. Any clothing that is short, tight, and overly revealing is inappropriate.

- 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.
- Bare midriff, low-cut necklines, sun dresses, and spaghetti straps are inappropriate and therefore prohibited.
- Undergarments should not be visible through clothing.
- 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.
Hats, with the exception of those worn for religious purposes, are not permitted. For further information, please see the AMC Title IX policy.

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

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.

Traditional Bachelor of Science (BS) and Accelerated (i.e., University of Colorado Accelerated Nursing [UCAN]) students are required to wear a specific scrub style as approved by the CON. Scrubs are 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.

e. 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.

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

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

Tennis shoes may be worn, but they must be made of leather, clean, and in good repair. Mesh-topped tennis shoes are not permitted due to safety concerns.

f. 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.

Additional applied fragrances such as perfume, cologne, or aftershave are not permitted in patient care areas.

Artificial nails (including shellac and gel 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.

Hair must be neat, clean, and styled appropriately. Hair should not fall over the eyes or on patients. Hair color or style may not be extreme. Long hair must be secured off the shoulders and face.

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

Heavy use of makeup is not acceptable.

Be the nurse that everyone looks to first.
g. Identification Badges

- A CU CON identification badge must be worn and remain visible to patients and staff at all times while a student is in a clinical agency or CU facility.
- 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.
- Badges should be unaltered, worn at the waist or above, and either clipped to clothing or around the neck with a break-away lanyard.
- Off-campus agencies may require students to obtain agency-specific ID badges to be worn during clinical time in the agency. If required, the first agency issued-ID badge is free to the student. Lost, misplaced, or 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 Baccalaureate students may have regarding agency-issued ID badges can be directed to the undergraduate placement team, the clinical instructor, or the course faculty. All other students will be informed when agency badges are required for clinical or internship experiences.

h. Jewelry

- Jewelry must not interfere with job performance or safety. Jewelry in the clinical setting should not come in contact with patients or the work area, or pose a danger of becoming caught in machinery or equipment.
- 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.
- No more than three (3) items may be worn in an ear at any one time. Nose studs are not allowed.
- Any other visible jewelry worn in piercings is prohibited, including the tongue.
- Pins, buttons, jewelry, emblems, or insignias may be prohibited by agencies and therefore not allowed.
- Medic alert and wristwatches are not considered jewelry.

i. Tattoos

- Visible tattoos must be covered.

Approved by SAC 11/16/15; Approved by General Faculty 12/14/15; Implemented 12/14/15

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 experiences involving direct patient care. In addition, even when not explicitly stated, references to “clinical” experience include also any internship experience.
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. 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 professional role behavior 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 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)**

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. The expectations for professional behavior are consistent across all clinical practice/internship sites and within all nursing education settings.

The following Critical Elements must be consistently demonstrated. Note that an alternative assignment from clinical cannot be guaranteed and generally will NOT be arranged for PRB violations, thereby resulting in a course incomplete or course failure, which will delay program progression and completion. The student must accept the responsibility for these PRB/Critical Element violations and their consequences.

- **Academic Integrity.** See SHCC. Violations of academic integrity will be processed expeditiously. Warranted actions may include, but are not limited to, failure in the assignment/course, referral to the Student Affairs Committee (SAC), and/or Dismissal from the program or Expulsion from CU. Violations may also have legal ramifications.

- **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. 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.

  - **Approved absence.** The student, in the event of verifiable illness or emergency, notify the clinical scholar/instructor AND agency preceptor prior to the scheduled clinical/internship experience. If an alternative assignment session is offered as an option, the student will be flexible in attending all necessary alternative assignment times and completing all necessary assignments within designated time frames. A student may not independently arrange an alternative assignment with a clinical agency. Only the clinical placement team and Assistant Dean of Undergraduate or Graduate Programs/Graduate Specialty Director determine with the clinical agency whether an alternative assignment is feasible.

  - **Unapproved absence.** Any (a) missed required class, clinical, lab, or simulated learning experience for a reason other than a verifiable illness or emergency or (b) lack of timely
notification to the clinical scholar/instructor AND agency preceptor is considered an unapproved absence. Alternative assignments will not be provided for “no-shows” or instances when prior notification was not student-initiated, thereby resulting in a failing grade for the class, clinical, lab, simulated, or any other assignment. In the event of an unapproved absence from clinical, a clinical failure is warranted, resulting in course failure.

- **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 unacceptable. Refer to the Undergraduate On-Site Clinical Attendance Policy (Figure 2) for further details.

- **Off-Site Clinical Tardiness.** A reasonable expectation is for the student to arrive at the clinical site a minimum of 15 minutes prior to the start of the shift or scheduled clinical time. Tardiness necessitates that the faculty member/clinical instructor/preceptor initiate a Student Advising Notice (SAN), which requires the student to commit more resolutely to punctuality. A pattern of tardiness may result in a failing grade for the class or clinical in that a lack of personal accountability is inconsistent with professional nursing and safe patient care. A plan for continued academic progression will not be approved until the student is able to accept the scheduling requirements.

- **Dress.** This Critical Element calls for adherence to the Dress Code and Professional Appearance (DCPA) and additional dress code maintained by the agency, lab, simulated learning experience, and/or clinical/internship experience. A pattern of non-compliance will result in removal of the student from the clinical/internship or simulation experience. Students may be dismissed for the day for non-adherence to DCPA. Dismissal from the lab or simulation experience may result in a failing grade for the assignment. Dismissal from clinical constitutes an unexcused absence and loss of clinical hours required to pass the course.

- **Equipment.** Equipment necessary to administer patient care is a Critical Element. Equipment may include a stethoscope, a watch (with a second hand or other method of counting seconds), a CON photo identification badge, drug cards, and written assignments, as specified by faculty/course syllabi or clinical requirements.

- **Conflict Management.** 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. 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, 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 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, Dismissal, or Expulsion.

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 clinical courses. Unprofessional communication or behavior reflects poorly on the college and the CON student body and jeopardizes future clinical placements. 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. Students are accountable for all information sent by the clinical placement team via CU email and must commit to checking for updated information as frequently as needed to identify new and changing information.

- **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 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. Leaving the patient or clinical assignment without acknowledged communication constitutes patient abandonment and warrants course failure and potential Dismissal or Expulsion.

- **Respect.** Courtesy, consideration, respect, and positive regard are conditions for learning. CON students must demonstrate attentiveness, politeness, and consideration for others in all learning environments and with clients, peers, health care providers, faculty, and staff. CON students must refrain from intruding, interrupting, distracting, or otherwise limiting others’ opportunities for learning. Interactions with all others must always display respect, tolerance, and caring. Body language, nonverbal behaviors (including tone of voice), and personal opinion must at all times demonstrate professionalism and collegiality. 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.

  A student may be (a) removed from the class, clinical, lab, or simulated learning experience or (b) face course failure, Suspension, Dismissal from the program, or Expulsion from CU for disrespecting the learning or working environment and interfering with the learning or work of others. Subsequent return to the class, clinical, lab, or simulated learning experience is dependent on commitment to consistent demonstration of civility.

- **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, or Program Director. Appropriate referral(s) may be made by the Office 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. In the event of approved absences for medical reasons, alternative assignment times for missed classes, clinicals, or simulated learning experiences may be arranged within the scheduled term if possible (but this cannot be guaranteed). 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.

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. 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.** 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. 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.

- **Confidentiality.** 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 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. Violations of confidentiality may result in course failure, Dismissal, or Expulsion.

- **Patient Safety.** 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 clinical placement team or Graduate Specialty Director by checking routinely their CU email accounts.

- **Requirements for Clinical/Internship Placement.** 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 clinical placement 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 initiation of Student Advising Notice (SAN), course
disenrollment, and potentially a forfeiture of the clinical/internship placement, which in turn yields the potential for a delay in progression/graduation.

- **Online and Tele-Conference Courses.** 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)**

- **Orientation.** 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., condensed syllabi, assessment tools) and reinforce use of the PRB.

- **Instruction.** 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.

  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 at mid-rotation and at completion.
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 or Graduate Programs. One of the above will then notify the student’s faculty advisor.

- **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.
  
  o 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.
  
  o An action plan will be completed using the SAN form, with follow-up after the course is completed.
  
  o Once the SAN is completed, it will be distributed to the appropriate CON leadership member(s) as outlined on the SAN form.
  
  o 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.
  
  o The completed SAN is placed in the student’s file 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

*Be the nurse that everyone looks to first.*
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

         o *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.

         o *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.

         o *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.

         o *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.

         o *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.

         o *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)*.
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 Assistant Dean of Student Affairs and Diversity.

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.
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 notetakers, alternative testing (e.g., extra time, scribe, reader), 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 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:

- 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.

- Implementation of Accommodations for Students with Disabilities. 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.

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 Undergraduate and Graduate Curriculum and Evaluation Committees.
- 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), 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.

- 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 snow totals from the AMC. CU South Denver will follow the recommendations of its own Assistant Vice Chancellor regarding delays or closures.

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.

- CU South Denver will follow the Douglas County School District weather closures and delays.
- 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 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, 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

All continuing students are strongly encouraged to register during the pre-registration period according to their Plan of Study. It is extremely important that all students register during the pre-registration period. If students want to ensure that they have a place in a course, they must register during the assigned pre-registration period or face the risk of not being able to enroll in desired courses. This is especially important for courses that fill quickly with students who are waitlisted (e.g., Master's-level core courses or courses for prescriptive authority). At the end of the pre-registration period, course rosters are made available to the primary faculty for their assigned courses to help monitor enrollment. If a student fails to register during the pre-registration period, the student will have to wait until the drop/add period to register.

Students should monitor their status through the UCDAccess portal. Continuing students pre-register in November for courses offered during Winter Intersession and Spring term, in April for courses offered during Summer, and in July for Fall courses. See the Academic Calendar for specific dates.

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 open registration period. Non-degree students will be placed on waiting list until the open registration period ends. 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 Dean of the CON or the Associate Dean of Academic Programs and if the student account is not subject to a finance stop (i.e., prohibition of enrollment in subsequent academic term as a result of any unpaid student bill, incurred during any preceding academic term).
2. TUITION AND FEES

   a. Policy Overview

Students are directed to the [CU Anschutz Medical Campus Bursar’s Office](https://www.cuanschutz.edu/bursar/) 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](https://www.cuanschutz.edu/curriculum/academic-policy/) 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](https://www.cuanschutz.edu/) 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 Medical Campus (AMC) Course Catalog](https://www.cuanschutz.edu/curriculum/course-catalog/) 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.

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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.
- Failure to comply with drop/add, withdrawal, and registration policies and deadlines as published in the AMC Course Catalog 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 the Assistant Dean of Student Affairs and Diversity.

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.

3. DROPPING A COURSE

Students may drop any course up until 5:00 pm Mountain Time on the semester’s designated Census Date. The specific date is clearly identified on the Academic Calendar. Students may drop courses during the Drop/Add period (the first ten [10] class days of the academic term during Fall and Spring terms; the first five [5] class days for Summer term). Courses dropped during this period do not require the instructor’s signature and will not appear on the student’s transcript. If the course is dropped on or before this deadline, the student may be entitled to a full or partial refund of tuition. For more information, refer to the CU Denver Enrollment and Billing Policy.

Students may withdraw from a course, regardless of academic status, at any time during the semester.
The student will need to complete a Withdrawal Form. This form must be signed by the student’s course instructor and the student’s Assistant Dean of Undergraduate or Graduate Programs.

A designation of “IW” on the student transcript indicates an Incomplete Withdrawal or drop without discredit. In case of a medical condition (physical or psychological), students may request a Leave of Absence (LOA).

Tuition will not be adjusted, and courses dropped after the Drop/Add period will appear on the student’s transcript with a grade of “IW.” Students who wish to appeal tuition charges should submit via CU email a Tuition Appeal Form. It is the student’s responsibility to see that the drop has been processed. Students receiving VA benefits must report dropped courses to the VA representative in the Anschutz Medical Campus Office of Financial Aid. If a student stops attending class and does not officially drop the course/s, the student is responsible for tuition/fees and may receive a grade of “F” for each course. This grade will appear on the transcript. Students dropping all classes must complete a Withdrawal Form.

Students are responsible for any financial burden incurred as a result of dropping courses including impact to financial aid that they may have received. It is highly recommended that students meet with a financial aid counselor prior to dropping courses to understanding the potential implications.

4. WITHDRAWAL FROM THE UNIVERSITY

In order to withdraw entirely 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.
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 Assistant Dean of Student Affairs and Diversity and the Assistant Dean of Undergraduate or Graduate Programs 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.

Be the nurse that everyone looks to first.
• 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 (e.g., enter an electronic medical record immediately after the patient visit).

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:
  o Tactile palpation.
  o Auscultation using a stethoscope.
  o Direct hand percussion.
  o Indirect percussion using a percussion hammer.
  o 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 routine 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:
  o Administration of scheduled and as-needed medications.
  o Obtainment of vital signs.
  o Performing a basic head-to-toe physical assessment.
  o Performing and assisting with activities of daily living.
• Execute motor movements reasonably required to provide emergency 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:
  o Cardiopulmonary resuscitation.
  o Administration of intravenous medications.
  o Application of pressure to stop bleeding.
  o Obtainment and interpretation of vital signs.
  o Opening of obstructed airways.
  o 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.

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 clinical placement team.
• 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).
• 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.

An inability to meet CON Technical Standards and subsequent program or course outcomes may result in a Leave of Absence (LOA), course failure, 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 Assistant Dean of Student Affairs and Diversity 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 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.

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.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete, regarded as “F” if not completed within one year.</td>
</tr>
<tr>
<td>IP</td>
<td>In-progress coursework at the professional level; thesis, project, research, rotations only at the graduate level.</td>
</tr>
</tbody>
</table>
HP/F  Credit hours counting toward the degree but not included in the grade 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 original instructor outlining the work required and the time frame for completion. If the student does not complete the work for that 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

2. 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.

3. 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.

4. 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. This conversation should provide the student with an adequate rationale for the grade given. If the student is hesitant to bring an issue to the attention of a faculty member, it is recommended that the student ask their faculty advisor (undergraduate students) or Graduate Specialty Director (graduate students) to be present when meeting with the faculty member. The Assistant Dean of Student Affairs and Diversity is available to assist with this step if requested. The decision of the faculty member is final.

5. 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 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 be notified by the Assistant Dean of Undergraduate or Graduate Programs, Graduate Specialty Director, and/or course instructors if an advisee is having difficulties in a course.

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 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 instructor and the faculty advisor and Graduate Specialty Director.
- Meeting CON (Baccalaureate, Master’s, and DNP Programs) deadlines.
- Contacting the faculty advisor 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 or Graduate Student Advisor regarding clinical placement issues or performance in the clinical area that may arise through the program.
6. ONLINE COMPLETION OF COURSE AND INSTRUCTOR EVALUATIONS

The Board of Regents and our 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 through the Student Affairs Committee (SAC), 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.

3. GOOD ACADEMIC STANDING

- **Undergraduate Program**
  - 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.
  - Students who are not in Good Academic Standing may not participate in any clinical or health care-related volunteer activities as a student or represent themselves as an active nursing student in public settings.
Graduate Program

- 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.
- 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 settings.
- 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.

4. ACADEMIC PROGRESSION

- Undergraduate Program. 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.
- Graduate Program. 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.

5. COURSE FAILURE AND/OR ACADEMIC PROGRESSION APPEALS

a. 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. The Ombuds Office is available as a confidential resource to help students access the appropriate office or means of resolving a problem. If 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.

b. Standard Procedure (See Figure 1)

- Informal Conflict Resolution Meeting
  - The appeal must (a) refer to clinical course failure or a didactic course failure or (b) 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).

- The student should meet with the course faculty to discuss any course-related concerns within five (5) working days of the event affecting progression.
- If the student does not feel the concerns have been addressed, the student may meet with the course coordinator or Graduate Specialty Director to discuss the concerns.
- If the student continues to have concerns, the student may discuss those concerns with the appropriate academic Assistant Dean of Undergraduate or Graduate Programs. These discussions should occur in a timely manner to meet the time requirements of the appeal process should that be initiated.
- If the student continues to have concerns that have not been addressed and would like to learn more about the appeal process, the student must arrange a meeting with the Assistant Dean of Student Affairs and Diversity within five (5) working days of the event affecting progression.
- If the student is hesitant to discuss an issue at any time, it is recommended the student ask their advisor to be present when meeting. The Ombuds Office is also available to assist if requested.
- If the problem is resolved through informal discussion, no further steps are required.
- Following these discussions, if the student wishes to proceed with the appeal, the student should begin the appeal process by submitting/emailing a completed Appeal Request Form (see below) to the Assistant Dean of Student Affairs and Diversity within five (5) working days of the event affecting progression.

- **Appeal Request Form**

  - Submission of an Appeal Request Form initiates the formal appeal review process. The student shall submit the completed form electronically through an official CU email account. It will be sent to the SAC via the Assistant Dean of Student Affairs and Diversity.
  - The completed form must include the following: course name and number, student name and identification number, person or persons involved, a summary stating specific policies or procedures involved, and specific actions upon which the appeal is based.
  - This summary must be kept to one typed page.
  - Any supplemental materials relevant to the appeal may be attached.
  - The completed Appeal Request Form must be submitted within five (5) working days of the event affecting progression.
  - The faculty member of record, Assistant Dean of Student Affairs and Diversity, Assistant Dean of Undergraduate or Graduate Programs, Associate Dean of Academic Affairs, and SAC Chair review the appeal paperwork completed by the student to determine if the case meets the criteria for the appeal process.
  - If deemed appropriate, the completed Appeal Request Form is submitted to SAC via the Assistant Dean of Student Affairs and Diversity and an appeal hearing is scheduled. The appeal hearing must occur within ten (10) working days of the event affecting progression. In the event that either party is unavailable to meet within the ten (10)
working days, the Associate Dean of Academic Programs may be contacted to facilitate scheduling of the meeting.

- **Student Affairs Committee (SAC) Process**
  
  - It is possible that an event affecting progression will not meet all criteria for consideration and a student appeal request will be dismissed prior to a SAC hearing. If the event affecting progression does meet all criteria for appeal consideration, SAC will convene an appeal hearing. Possible outcomes of the SAC appeal hearing are as follows:
    - The student request is granted, and the original faculty decision is overturned.
    - The student request is denied, and the original faculty decision is upheld.
    - The student request is granted with contingencies.
  
  - During the appeal hearing, all parties involved may have a peer colleague of their choice present with them at meetings. All involved parties are invited to attend the hearing. Colleagues may not participate formally in the meetings, but they may provide advice and support. Appeal hearings will be attended by SAC student representatives unless the student initiating the appeal requests otherwise.
  
  - Prior to the meeting, SAC members will receive copies of the appeal and supporting materials for their review.
  
  - During the hearing, all parties will be given equal time to address the committee. All parties involved may remain in the meeting to hear the information presented by others.
    - The faculty involved 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 SAC members will have the opportunity to ask questions of the student and the faculty. This is limited to ten (10) minutes.
    - Once the SAC members have concluded their questions, all parties will be excused from the meeting while SAC members deliberate and vote. Ex officio SAC members who are present at the hearing are non-voting participants.
  
  - The SAC will forward the outcome recommendations to the Associate Dean of Academic Programs, who will make a final decision and notify the student. The notification will be sent via the student’s official CU email with a “read receipt.” If the email is not read and/or the student does not respond to the email within five (5) working days, the notification will be sent to the student via certified mail.
  
  - The Associate Dean of Academic Programs (or designee) in collaboration with the SAC chairperson and the appropriate Assistant Dean (Undergraduate or Graduate) will develop the formal decision response and will inform the student within five (5) working days. The decision of the Associate Dean of Academic Programs will be final.
  
  - If the SAC decision triggers Suspension or Dismissal from the program, the student has the right to Petition for Academic Progression.

Revised by SAC 3/17/2015; 8/10/2015; Implemented 3/23/2015; 9/28/2015; Revised 1/15/19
Figure 1. Procedure Algorithm for Progression-Related Appeal/Petition

1. Student receives notification of event affecting progression.
2. Within five (5) working days of event affecting progression, student meets with the following:
   - Faculty member of record
   - Assistant Dean of Student Affairs and Diversity, who explains appeal process
3. Does student wish to initiate appeal?
   - No
     - No further action required; follow up with faculty of record
   - Yes
4. Student submits completed Appeal Request Form within five (5) working days of the event affecting progression.
5. Appropriate individuals review Appeal Request Form; does event meet criteria for appeal?
   - No
     - Decision communicated to student; follow up with faculty of record
   - Yes
     - Documentation submitted to SAC via Assistant Dean of Student Affairs and Diversity within ten (10) working days of the event affecting progression; hearing scheduled
6. Student notified of decision
7. SAC recommendations sent to Associate Dean of Academic Programs

Be the nurse that everyone looks to first.
6. ACADEMIC PROBATION

A student is placed on Academic Probation upon the first course failure. This indicates the student is in academic jeopardy. A student on Academic Probation is expected to (a) communicate frequently with their 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**
  - 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.
  - 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.
  - 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.
  - 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 Student Affairs Committee (SAC) for progression determination and possible Dismissal due to failure of two courses.
  - During Academic Probation, the student will have full access to all campus resources, Student Health Insurance, and financial aid.

- **Graduate Program**
  - 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.
  - Probation will be in effect during in the next term in which the student registers to repeat the course.
  - 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 Standing. Students have two semesters or six credits to raise their GPA to a 3.0 and thereby achieve Good Academic Standing, which is required for enrollment in any clinical/internship or doctoral practicum course.
  - 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. One possible SAC recommendation is Dismissal due to failure of two courses or a GPA below a 3.0.
  - During Academic Probation, the student will have full access to all campus resources, Student Health Insurance, and financial aid.
7. 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 a course for the second time; failure of two courses in the program; violations of the CON Student Honor and Conduct Code (SHCC) or Professional Role Behaviors (PRB) policy. Dismissal is final. The student will not be allowed back into the nursing program.

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 (see below). If the student decides to petition, the case is reviewed by SAC (see Figure 1, beginning with “Documentation Submitted to SAC”). SAC will make a recommendation for progression or recommendation for Dismissal to the Associate Dean for Academic Programs, and a final decision letter collaboratively constructed (see previously described process) will be sent by the Associate Dean of Academic Programs via email.

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.

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

Any student (i.e., undergraduate or graduate) 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 below). If the student decides to petition, the case is reviewed by SAC (see Figure 1, beginning with “Documentation Submitted to SAC”). SAC will make a recommendation for progression or recommendation for Dismissal to the Associate Dean for Academic Programs, and a final decision letter collaboratively constructed (see previously described process) will be sent by the Associate Dean of Academic Programs via email.

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.
9. 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.

10. 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 the Assistant Dean of Student Affairs and Diversity or a designee. If the student enters campus without permission, punitive action for trespass, including arrest, may be taken by the CON and/or police.

11. PETITION FOR ACADEMIC PROGRESSION

a. Policy Overview

A decision to Suspend or Dismiss a student is based upon the student’s inability to meet the established requirements set by the CON. It is further recognized that the decision to Suspend or Dismiss a student is a serious matter and therefore should be subject to review to ensure fairness. It is the policy of the CON to welcome student-generated petitions regarding decisions regarding Suspension or Dismissal. Students wishing to petition a Suspension or Dismissal decision should make an appointment with their advisor (or designee) to discuss the problem/concern. All students are encouraged to resolve their concerns with their instructor, faculty advisor, Graduate Specialty Director (if appropriate), or Assistant Dean of Undergraduate or Graduate Programs before initiating a petition.

b. Standard Procedure

If a student disagrees with a decision regarding Suspension or Dismissal at the CON, the petitioning student follow the procedure as detailed in Figure 1, starting with “Documentation Submitted to SAC.” The documentation should be submitted to the SAC via the Assistant Dean of Student Affairs and Diversity within ten (10) working days of receipt of the decision regarding student Suspension or Dismissal. If a petition is not initiated within ten (10) working days of the receipt of the decision regarding Suspension or Dismissal, the SAC may choose to dismiss the petition as untimely.

12. 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 (i.e., undergraduate or graduate) plans to return based on the approved IPP (90 days prior to the start of the semester).

13. INTER-PROGRAM TRANSFER

- **Undergraduate Program.** Transfer from the UCAN pathway to the traditional Bachelor’s pathway will be considered. In very special/rare cases, transfer to another pathway will be considered. 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 Assistant Dean of Student Affairs and Diversity, the Associate Dean of Academic Affairs, and the Dean, as needed. Transfer to another pathway will be granted on a space-available basis.

- **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. 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.

14. PROGRESSION POLICY RELATED TO CLINICAL PLACEMENT AND ATTENDANCE

a. Clinical Scheduling and Placement Policy Overview

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 clinical placement team approximately one month 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 clinical placement 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. Occasionally, students may be required to attend class or clinical during academic break periods, including the Summer term, intersession periods, or Spring Break as a result of clinical agency requirements. Intersession is considered the time between scheduled semesters. In general, students are not required to attend class or clinicals on official non-religious 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 non-religious 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 clinical placement team as soon as the information is available.

Child care, other work schedules, and commitments should be arranged after classes and clinical schedules are determined. Additional planning 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.

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 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 5/22/18; Approved by SAC 9/18/18; Implemented 9/18/18

b. 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**

  o **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.
  
  o **Absence.** An absence occurs when a student arrives more than ten (10) minutes after start of the scheduled session.
  
  o **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.
  
  o **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 Assistant Dean of Student Affairs and Diversity 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.
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
c. Master’s (MS) and Doctoral of Nursing Practice (DNP) Program Clinical Placements

Graduate clinical placements are determined and approved by the program Graduate Specialty Director, DNP faculty mentors, Program Directors, and the clinical placement team. 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, 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. DNP students are encouraged to speak with their DNP faculty mentor and course faculty member regarding appropriate DNP practicum experiences.

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.

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/DNP specialties in the CON:

- The Graduate Specialty Director, faculty mentor, 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 (FNP, AGNP, ACAGNP, PNP, ACPNP, PMHNP, 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.

Presented, Approved by Specialty Directors 5/18; Approved by SAC 09/18/18; Implemented 09/18/18

15. 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. 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 bases 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.
• **Procedure for Graduate Programs**
  o 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.
  o 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.
  o 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.

16. MILITARY LEAVE

The CON has students who serve in the US Military, Reserves, and National Guard. CU Denver/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

17. 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.
18. 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.

19. 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.

20. 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

21. 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.
22. LICENSURE (RN)

Prior to beginning nursing practice in the US, students must register for the Registered Nursing examination. The National Council of State Boards of Nursing outlines the policies and procedures for registration.

BS students 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 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, AANP). Students will find specific instructions and requirements about state licensure on the websites of individual state boards of nursing (e.g., CO, which is linked here).

23. 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.
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 for information on TA positions and the CON Office of Research and Scholarship for RA positions.

The Career Center offers opportunities and guidance for employment beyond a student’s time in the CON. The CON Academic Services Professional is also available for consultation.

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.

COMMUNITY-CAMPUS PARTNERSHIP (CCP)

The Community-Campus Partnership (CCP) fosters, promotes, and supports mutually beneficial collaborations between the Anschutz Medical Campus and surrounding Aurora neighborhoods to improve the health and economic well-being of the Aurora community.

The CCP is comprised of various programs, schools, and departments on the CU Anschutz Medical Campus and a wide variety of community and government organizations in and near the City of Aurora, as well as community residents.

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

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.

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

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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 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 & 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 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. 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

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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 nursing skills).
- **Fundraising** (i.e., offering CON merchandise or memorabilia, with a portion of proceeds dedicated to student support and activities).
- **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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