



UNIVERSITY OF
NORTHERN COLORADO

**Post Bachelor's Doctor of Nursing Practice
Family Nurse Practitioner
and
Post Master's Family Nurse Practitioner Certificate
STUDENT HANDBOOK
2026-2027**



Please note:

Students are responsible for accessing and using the most current version of the program's official Student Handbook located on the UNC School of Nursing website.

<https://www.unco.edu/nhs/nursing/#handbooks>

(The Plan of Study for the Fall 2026 cohort will be published in this handbook.)

This Student Handbook is to be used in conjunction with:

1. The School of Nursing **Student Clinical Handbook** which include policies relevant to clinical/practicum related experiences.
2. The School of Nursing DNP Scholarly Project Manual (*forthcoming*)

(Please review the UNC Graduate School Student Handbook here)

<https://www.unco.edu/graduate-school/student-resources/current-students/>

(Handbook Revised Date 8/21/2026)

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UNC School of Nursing (SON) Information

and

UNC Institutional Equity and Compliance (Title IX)



UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

SON Mission

The Mission of the University of Northern Colorado School of Nursing, congruent with the University mission, To improve the health and well-being of society by preparing compassionate, courageous, and competent nurses who advance nursing through leadership, scholarship and practice.

4/2023 revision adopted by NFSO

SON Vision

The University of Northern Colorado School of Nursing will be known for excellence in the preparation of exceptional practitioners and nurse educators. Through leadership in practice and education, our faculty and students will transform the healthcare landscape to meet the needs of society and advance our discipline.

SON Values

- **Excellence:** being outstanding; fostered through intentional decision-making and development of high standards and processes for ensuring quality.
- **Professionalism:** consistent demonstration of and adherence to accountability, competence, responsibility, dependability and a commitment to life-long learning.
- **Caring:** an integral component of nursing practice requiring ongoing development of empathy, conscience, compassion, resilience, and confidence in interactions with patients, families, communities, other healthcare professionals, and ourselves.
- **Equity, Diversity and Inclusion:** acknowledgement of human dignity and autonomy, privacy, equity, freedom, and inclusivity as central to cultivating deep understanding of people in the betterment of health and well-being of all members of society.
- **Social Justice:** We can achieve a just and equitable healthcare system for all by recognizing and combating discrimination in healthcare and becoming aware of implicit bias and its effects. We oppose discrimination in healthcare and are committed to continued efforts to prevent discriminatory acts.
- **Student-Centered Teaching and Learning:** Evidence-based, innovative teaching and learning is critical to meeting the changing demands in healthcare, nursing practice, and nursing education.
- **Community Engagement:** collaboration with community-based partners to enrich learning, foster equitable decision-making processes, and deepen relationships and trust to meet the healthcare needs of the region.
- **Innovation:** We value creativity, curiosity, and responsible innovation in nursing education and practice. By integrating AI thoughtfully and ethically, we prepare nurses to use technology to improve patient care, optimize systems, advance research, and strengthen clinical and academic decision-making, while upholding the humanistic values central to the nursing profession.

UNC Institutional Equity and Compliance (Title IX)

The University of Northern Colorado is committed to providing equal opportunity in its educational programs and activities and protects students, employees, and applicants for admission and employment from discrimination, harassment, and/or related retaliation based upon protected classes. For purposes of these policies, "protected classes" refers to race, color, national origin/ancestry, religion, creed, sex, sexual orientation, pregnancy, gender identity, gender expression, genetic information, veteran status/military service, marital/family status, age, disability, and political affiliation. The university prohibits sex-based discrimination and harassment, including discrimination based on sex as defined by Title IX, discrimination based on sex that falls outside of Title IX, and other forms of sexual harassment and sexual misconduct as defined by UNC Policy (Board Policy Manual 1-1-508(3) and University Regulations 3-6-125 et seq.) It is critical to this commitment that anyone who may have been the target of or has experienced discrimination feel free to report their concerns without fear of retaliation.

Any person who has experienced protected class discrimination, harassment, sexual harassment, sexual misconduct, or related retaliation, should report concerns to the Office of Institutional Equity and Compliance. To foster a climate that encourages prevention and reporting, OIEC will respond to all reports promptly, provide supportive measures when necessary to maintain the safety of the university environment, and recognize the inherent dignity of all individuals involved. The university shall provide fair and equitable processes to investigate and address complaints that provides fundamental due process.

All inquiries about the application of policy under established laws and regulations (including Title IX) can be directed to the University's Title IX Coordinator and Equity Officer.

Jimmy Kohles
Phone: (970) 351-4899
Email: titleix@unco.edu
Website: www.unco.edu/oiec
<https://www.unco.edu/institutional-equity-compliance/>

SON Purpose and Goals for Graduate Programs

To prepare well-educated baccalaureate and graduate prepared nurses who understand the impact of professional nursing on a dynamic, diverse, and technologically advancing health care system.

Goals - Graduate Programs:

- Students will engage in scholarly activity, research and creative projects conducive to advanced professional nursing roles and advanced nursing practice.
- Students are prepared for advanced professional nursing roles through a solid foundation of theory, research and advanced practice standards as well as specialty nursing coursework.
- Students develop professional values fostering the commitment to life-long learning, scholarship and service.
- Students will develop competencies essential to assume leadership positions in nursing education and practice.

Adopted NFSO 12/2/2023

Simulation Center Mission and Vision Statement

Mission

The mission of the UNC School of Nursing simulation center, is to provide applied educational activities, support scholarly work, and inspire critical thinking in simulated clinical environments with students at all levels.

Vision

Faculty and staff on the simulation team at the University of Northern Colorado continue to develop critical thinking, evidenced-based practice educational interventions, scholarly work, and the establishment of collaborative inter/intra professional relationships, with the goal of educating students at all levels in a safe environment.

Adopted NFSO 10-2-2020

Campus and Student Resources



MyUNC is UNC's on-line platform for students to: register, view transcripts, access textbook information, view financial aid, pay your bill, use Degree Works, see grades, etc. Students may access this service through the UNC website at: <http://my.unco.edu>.

Academic Program Support

Your SON program advisor and the SON Graduate Program Management Specialist are critical contacts for you within the School of Nursing. These individuals are available to help you with problems you may encounter or be able to refer you to other sources of help for student problems and/or situations which you may encounter while attending UNC.

School of Nursing Faculty and Staff: <https://www.unco.edu/nhs/nursing/faculty-staff/>

UNC Dean Of Students

The UNC Dean of Students website is: <https://www.unco.edu/dean-of-students/>

The Dean of Students office is available for you to share concerns and navigate difficult situations. Student Outreach and Support, Student Rights and Responsibilities, Student Legal Services, Bear Pantry, and Student Judiciary are located here to assist you.

1. Students Rights and Responsibilities - <https://www.unco.edu/graduate-school/academic-policies-deadlines/>
2. Title IX/Non-Discrimination or Sexual Misconduct Policies - <https://www.unco.edu/institutional-equity-compliance/>

The University of Northern Colorado is committed to providing equal opportunity in its educational programs and activities and protects students, employees, and applicants for admission and employment from discrimination, harassment, and/or related retaliation based upon protected classes. For purposes of these policies, "protected classes" refers to race, color, national origin/ancestry, religion, creed, sex, sexual orientation, pregnancy, gender identity, gender expression, genetic information, veteran status/military service, marital/family status, age, disability, and political affiliation. The university prohibits sex-based discrimination and harassment, including discrimination based on sex as defined by Title IX, discrimination based on sex that falls outside of Title IX, and other forms of sexual harassment and sexual misconduct as defined by UNC Policy (Board Policy Manual 1-1-508(3) and University Regulations 3-6-125 et seq.) It is critical to this commitment that anyone who may have been the target of or has experienced discrimination feel free to report their concerns without fear of retaliation.

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Jimmy Kohles

Phone: (970) 351-4899

Email: titleix@unco.edu

Website: www.unco.edu/oiec

UNC Graduate School

The UNC Graduate School website is: <https://www.unco.edu/graduate-school/>

****NOTE: Every effort is made to keep this handbook up to date, but information and forms should be verified with the Graduate School website to be sure that you have the most up-to-date information and/or version of a form.*

UNC GRADUATE SCHOOL POLICIES

UNC Graduate School academic policies and deadlines should be reviewed by each graduate student. These policies are updated on a regular basis and can change from semester to semester. The School of Nursing and your program coordinators will do his/her best to keep students informed of any important changes in Graduate School policies, but ultimately it is the graduate student's responsibility to be aware of Graduate School policies as an active graduate student.

<https://www.unco.edu/graduate-school/academic-policies-deadlines/>

OTHER GRADUATE SCHOOL ITEMS TO NOTE:

- **Current Students page:** <https://www.unco.edu/graduate-school/current-graduate-students/>
Includes links to the Graduate School Handbook, policies, deadlines, campus resources, guidelines for theses and dissertations, forms, and more.
- **Deferral prior to start of program** - You must enroll in courses during the first year of admission. If you choose to defer prior to starting your first semester, please discuss with your program coordinator, then complete this deferral process through the individualized account you created for the UNC Graduate application.
- **Continuous Registration** - All Masters, Specialist, and Doctoral students are required to register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Students must be enrolled for at least 1 credit hour each academic semester (fall and spring) to be in compliance with this policy. Students not in compliance with the continuous registration policy will automatically be assessed a \$150 continuous registration fee each semester of non-enrollment. Payment of the continuous registration fee does exempt the student from financial aid obligations or the health insurance requirement. Full policy: <http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Registration/Continuous-Registration-for-Graduate-Students>
- **Graduate School Forms/Appeals:** <https://www.unco.edu/graduate-school/graduate-school-forms/>

Communicate with your program advisor prior to completing these forms:

- Transfer credit form (transfer courses from another institution):
- Graduate Student Petition for Exception (*used for exceptions to time to completion and leave of absence from the program etc.*)
- Withdrawal from a course or the program (*communicate with your program advisor prior to taking these steps*)
- Leave of Absence (*communicate with your program advisor prior to taking these steps*)

Financial Aid and Other Funding Opportunities

Financial Aid for Graduate Students: <https://www.unco.edu/financial-aid/applying/graduate/>

GRADUATE ASSISTANT/TEACHING ASSISTANT/RESEARCH ASSISTANT:

- The recipient of the award will be required to work 8 -11 hours per week (.20 FTE for each semester). Responsibilities may include assisting in skills lab, online courses or in faculty research projects.
- The GA/TA/RA will receive an established University salary or stipend. The student may also have some or all of that semester's tuition paid by the Graduate School.
- Requirements for becoming a GA/TA/RA can be found on the Graduate School website.
- Availability is determined on a year-to-year basis and announcements are sent by email when applications are available.

SCHOLARSHIPS:

UNC Scholarship Application: Graduate students are encouraged to complete the [UNC Scholarship Application](#) each year to be considered for scholarships funded through the UNC Foundation and various academic departments. The application is available in MyUNC under the Financial Aid tab. Opens November 1st / Priority deadline June 1st.

UNC Graduate School Scholarships: <https://www.unco.edu/graduate-school/scholarships/>

Friends of Nursing (Colorado Residents) - <https://friendsofnursing.org/scholarships/>

Scholarship Opportunities Posted in Canvas: NURSPROG_SUPP shell (*please reach out to mellany.archer@unco.edu if you have not received an invitation to this Canvas shell*)

Graduate Nursing Student Academy (GNSA) - <https://www.aacnnursing.org/students/gnsa>

Sigma Theta Tau, Zeta Omicron Chapter:

The Zeta Omicron chapter of Sigma Theta Tau, the International Organization for Nursing Scholarship, invites qualified students to join the organization each year. The following awards are sponsored by the organization:

- **Catalyst Scholarship/Grant Awards**
Money for small grants may be available on an annual basis. Interested students should check the Zeta Omicron Chapter website or contact a board member for details.

DRENNAN AWARD

The Drennan Award sponsored by Dr. Phyllis Drennan, former Dean of the UNC School of Nursing, is awarded to one or two outstanding graduate nursing student/s each year. Graduate nursing faculty nominate students for the award. The candidates will be evaluated by the selection committee based on their commitment to nursing, professionalism, research activities, and professional growth achievements. The Drennan Award recipient(s) will receive a certificate of recognition, stipend and his/her name engraved on the Drennan Award Plaque displayed in the School of Nursing.

Updated 8/2026

Letters of Reference

The faculty of the School of Nursing are responsible for encouraging graduates to maintain a professional vita and a list of references. Individual references may be provided by faculty upon request.

UNC Campus Resources

WRITING CENTER

Staff can assist in improving writing skills. Appointments can be made online or on campus and staff will provide assistance with writing. The Writing Center is provided by the English Department and can be accessed at <https://www.unco.edu/hss/centers-events/writing-center/>. Online tutoring is available.

MICHENER LIBRARY

Maggie Shawcross is our reference librarian. She can help you search for materials or narrow down a topic. 970-351-1474 maggie.shawcross@unco.edu. Maggie is also a resource for questions on APA writing style.

RESEARCH CONSULTING LAB

Assistance with research and statistical issues are provided through the Research Consulting Lab in the Department of Applied Statistics and Research Methods located within the College of Education. Information can be found at <https://www.unco.edu/ebs/applied-statistics-research-methods/research-consulting-lab/>

STATISTICAL CONSULTING

Statistical consulting is available at no charge to graduate students through the UNC Research Consulting Lab on campus. <https://www.unco.edu/ebs/applied-statistics-research-methods/statistics-support-center/>

HIRING A TYPIST, EDITOR, OR TRANSCRIPTIONIST

The Graduate School maintains a list of people who can be hired by students for these services. More information can be found at <https://www.unco.edu/graduate-school/hiring-a-typist-editor-transcriptionist/>

UNC COUNSELING CENTER

The UNC Counseling Center's goal is to support students throughout their academic journeys towards healthy and meaningful college experiences. Counseling services are **free** to UNC students. <https://www.unco.edu/counseling-center/>

PSYCHOLOGICAL SERVICES CLINIC

UNC Psychological Services at UNC accepts students in addition to the Northern Colorado community as clients for counseling and assessment services. Fees are based on a sliding fee scale. Interested individuals can contact them at (970) 351-1645 or <https://www.unco.edu/ebs/centers-institutes/psychological-services-clinic/>.

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SON Governance and Student Organizations



Nursing Faculty Student Organization (NFSO)

The governance structure is guided by the School of Nursing by-laws, adopted by faculty. The by-laws have been revised throughout the years; the last revision was completed in 2026.

This is a committee of all SON faculty plus student representatives from all levels. It meets several times per semester for communication of information and for decision making regarding Nursing program policies. In addition, there are subcommittees which also meet every semester for Graduate Leadership (policies and issues for graduate programs) and Graduate Curriculum (curriculum development, implementation, and evaluation).

STUDENT PARTICIPATION IN THE GOVERNANCE OF THE SCHOOL OF NURSING

The graduate program coordinators will coordinate selection of a graduate student representative and an alternate each fall to NFSO and the Graduate Curriculum Committee (GCO) or program specific subcommittees. Additionally, NFSO and subcommittee meetings are open for any interested student to attend. Student representatives have full voice and vote in all these meetings with the exception of declared executive sessions. Student representatives will receive the meeting agendas/minutes, associated documents, and other communications via email. They are often scheduled on Friday mornings or afternoons (check with a faculty member or the office staff for dates).

Faculty value student input and hope that students take appropriate advantage of the opportunities to participate. Be sure you know who your representative is. All students are encouraged to contact their representatives in person, in writing, by email or by phone to share questions and feedback about programs and issues.

UNC Graduate Student Association (GSA)

<https://www.unco.edu/graduate-student-association/>

This is a student organization that provides graduate students with information on matters related to graduate students including financial support to attend and/or present at conferences and to support research projects.

Sigma Theta Tau (Zeta Omicron)

The UNC chapter of STTI, Zeta Omicron, was founded in 1982 by six nursing faculty members. Eligible students will receive an invitational email to join Zeta Omicron in the fall semester and are encouraged to participate in an induction ceremony later in the year. Find out more about STTI at <https://www.sigmanursing.org/>

AACN Graduate Nursing Student Academy

The AACN Graduate Nursing Student Academy (GNSA) provides high value programs, services, and resources to graduate nursing students enrolled in master's and doctoral programs at AACN member schools as they prepare for their future nursing careers.

<https://www.aacnnursing.org/students/gnsa>

Post Bachelor's DNP-FNP Program Description, Admission, Outcomes, Etc.



Description of the BSN-DNP-FNP Program

The BSN-DNP Family Nurse Practitioner concentration prepares the nurse to be a clinical expert with the critical thinking, leadership and political policy skills needed to advocate and create changes in healthcare practice at the individual, population and organizational systems levels. Graduates will provide primary care health promotion and disease management for patients with episodic or chronic illnesses across the life span, focusing on the underserved.

This five plus years, part-time hybrid graduate program is designed to fit the schedules of practicing BSN prepared registered nurses. It offers advanced practice clinical simulations and didactic coursework in order to prepare each student for the live clinical setting. A minimum of 1,000 clinical and project hours are completed while enrolled in the clinical/practicum courses.

The BSN-DNP Family Nurse Practitioner concentration is accredited by the Commission on Collegiate Nursing Education (CCNE). The FNP programs embody the characteristics of graduate education accepted by the National League for Nursing, the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties.

NOTE: Compliance with health policies, OSHA requirements, American Heart Association BLS and ACLS certification are required. A background check and drug screen are required upon admission.

DNP Program Outcomes

Required by the Commission on Collegiate Nursing Education for schools seeking accreditation for DNP programs, the American Association of Colleges of Nursing (AACN) Advanced-Level Essentials outline the foundational competencies that are core to all advanced nursing practice roles, including the four nationally recognized Advanced Practice Registered Nursing roles: nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives. The Advanced-Level Essentials define the curricular elements evident in the following UNC DNP program outcomes:

1. Demonstrate advanced knowledge and skills in evidence based advanced practice to promote and improve healthcare delivery systems and practice applications.
2. Integrate organizational and systems leadership knowledge, communication expertise and collaborative skills within the healthcare delivery system to develop, implement and evaluate best practices for health promotion, intervention and delivery of care.
3. Promote optimal health care through individual, family, population and systems perspectives to diverse populations using varied delivery models and healthcare applications.
4. Provide and advocate for optimal direct and indirect health care provision in context of professional ethics, cultural diversity, legal parameters, and social practice.

ADVANCED-LEVEL ESSENTIALS AND SUB-COMPETENCIES

The Advanced-Level Nursing Education competencies and sub-competencies are listed below. The complete narrative from AACN explaining each essential (domain, competency, and sub-competency) can be accessed at: <https://www.aacnnursing.org/AACN-Essentials/Download>.

DOMAIN 1: KNOWLEDGE FOR NURSING PRACTICE

1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines

- 1.1e Translate evidence from nursing science as well as other sciences into practice.
- 1.1f Demonstrate the application of nursing science to practice.
- 1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.

1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

- 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.
- 1.2g Apply a systematic and defensible approach to nursing practice decisions.
- 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.
- 1.2i Demonstrate socially responsible leadership.
- 1.2j Translate theories from nursing and other disciplines to practice.

1.3 Demonstrate clinical judgment founded on a broad knowledge base.

- 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.
- 1.3e Synthesize current and emerging evidence to influence practice
- 1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment

DOMAIN 2: PERSON-CENTERED CARE

2.1 Engage with the individual in establishing a caring relationship.

- 2.1d Promote caring relationships to effect positive outcomes.
- 2.1e Foster caring relationships

2.2 Communicate effectively with individuals.

- 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.
- 2.2h Design evidence-based, person-centered engagement materials.
- 2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.
- 2.2j Facilitate difficult conversations and disclosure of sensitive information.

2.3 Integrate assessment skills in practice.

- 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

2.4 Diagnose actual or potential health problems and needs.

- 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.
- 2.4g Integrate advanced scientific knowledge to guide decision making.

2.5 Develop a plan of care.

- 2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.
- 2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.
- 2.5j Develop evidence-based interventions to improve outcomes and safety.
- 2.5k Incorporate innovations into practice when evidence is not available.

2.6 Demonstrate accountability for care delivery.

- 2.6e Model best care practices to the team.
- 2.6f Monitor aggregate metrics to assure accountability for care outcomes.
- 2.6g Promote delivery of care that supports practice at the full scope of education.
- 2.6h Contribute to the development of policies and processes that promote transparency and accountability.
- 2.6i Apply current and emerging evidence to the development of care guidelines/tools.
- 2.6j Ensure accountability throughout transitions of care across the health continuum.

2.7 Evaluate outcomes of care.

- 2.7d Analyze data to identify gaps and inequities in care and monitor trends in outcomes.
- 2.7e Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.
- 2.7f Synthesize outcome data to inform evidence-based practice, guidelines, and policies.

2.8 Promote self-care management.

- 2.8f Develop strategies that promote self-care management.

- 2.8g Incorporate the use of current and emerging technologies to support self-care management.
- 2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management.
- 2.8i Evaluate adequacy of resources available to support self-care management.

2.9 Provide care coordination.

- 2.9f Evaluate communication pathways among providers and others across settings, systems, and communities.
- 2.9g Develop strategies to optimize care coordination and transitions of care.
- 2.9h Guide the coordination of care across health systems.
- 2.9i Analyze system-level and public policy influence on care coordination.
- 2.9j Participate in system-level change to improve care coordination across settings.

DOMAIN 3: POPULATION HEALTH

3.1 Manage population health.

- 3.1j Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs.
- 3.1k Analyze primary and secondary population health data for multiple populations against relevant benchmarks.
- 3.1l Use established or evolving methods to determine population-focused priorities for care.
- 3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
- 3.1n Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan.

3.2 Engage in effective partnerships.

- 3.2d Ascertain collaborative opportunities for individuals and organizations to improve population health.
- 3.2e Challenge biases and barriers that impact population health outcomes.
- 3.2f Evaluate the effectiveness of partnerships for achieving health equity.
- 3.2g Lead partnerships to improve population health outcomes.
- 3.2h Assess preparation and readiness of partners to organize during natural and manmade disasters.

3.3 Consider the socioeconomic impact of the delivery of health care.

- 3.3c Analyze cost-benefits of selected population-based interventions.
- 3.3d Collaborate with partners to secure and leverage resources necessary for effective, sustainable interventions.
- 3.3e Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.
- 3.3f Incorporate ethical principles in resource allocation in achieving equitable health.

3.4 Advance equitable population health policy.

- 3.4f Identify opportunities to influence the policy process.
- 3.4g Design comprehensive advocacy strategies to support the policy process.
- 3.4h Engage in strategies to influence policy change.
- 3.4i Contribute to policy development at the system, local, regional, or national levels.
- 3.4j Assess the impact of policy changes.
- 3.4k Evaluate the ability of policy to address disparities and inequities within segments of the population.
- 3.4l Evaluate the risks to population health associated with globalization.

3.5 Demonstrate advocacy strategies.

- 3.5f Appraise advocacy priorities for a population.
- 3.5g Strategize with an interdisciplinary group and others to develop effective advocacy approaches.
- 3.5h Engage in relationship-building activities with stakeholders at any level of influence, including system, local, state, national, and/or global.
- 3.5i Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.

3.6 Advance preparedness to protect population health during disasters and public health emergencies.

- 3.6f Collaboratively initiate rapid response activities to protect population health.
- 3.6g Participate in ethical decision making that includes diversity, equity, and inclusion in advanced preparedness to protect populations.
- 3.6h Collaborate with interdisciplinary teams to lead preparedness and mitigation efforts to protect population health with attention to the most vulnerable populations.
- 3.6i Coordinate the implementation of evidence-based infection control measures and proper use of personal protective equipment.
- 3.6j Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies.

DOMAIN 4: SCHOLARSHIP FOR THE NURSING DISCIPLINE

4.1 Advance the scholarship of nursing.

- 4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice.
- 4.1i Engage in scholarship to advance health.
- 4.1j Discern appropriate applications of quality improvement, research, and evaluation methodologies.
- 4.1k Collaborate to advance one's scholarship.
- 4.1l Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities.
- 4.1m Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship.

4.2 Integrate best evidence into nursing practice.

- 4.2f Use diverse sources of evidence to inform practice.
- 4.2g Lead the translation of evidence into practice.
- 4.2h Address opportunities for innovation and changes in practice.
- 4.2i Collaborate in the development of new/revised policy or regulation in the light of new evidence.
- 4.2j Articulate inconsistencies between practice policies and best evidence.
- 4.2k Evaluate outcomes and impact of new practices based on the evidence.

4.3 Promote the ethical conduct of scholarly activities.

- 4.3e Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.
- 4.3f Apply IRB guidelines throughout the scholarship process.
- 4.3g Ensure the protection of participants in the conduct of scholarship.
- 4.3h Implement processes that support ethical conduct in practice and scholarship.
- 4.3i Apply ethical principles to the dissemination of nursing scholarship.

DOMAIN 5: QUALITY AND SAFETY

5.1 Apply quality improvement principles in care delivery.

- 5.1i Establish and incorporate data driven benchmarks to monitor system performance.
- 5.1j Use national safety resources to lead team-based change initiatives.
- 5.1k Integrate outcome metrics to inform change and policy recommendations.
- 5.1l Collaborate in analyzing organizational process improvement initiatives.
- 5.1m Lead the development of a business plan for quality improvement initiatives.
- 5.1n Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.
- 5.1o Advance quality improvement practices through dissemination of outcomes.

5.2 Contribute to a culture of patient safety.

- 5.2g Evaluate the alignment of system data and comparative patient safety benchmarks.
- 5.2h Lead analysis of actual errors, near misses, and potential situations that would impact safety.
- 5.2i Design evidence-based interventions to mitigate risk.
- 5.2j Evaluate emergency preparedness system-level plans to protect safety.

5.3 Contribute to a culture of provider and work environment safety.

- 5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.
- 5.3f Foster a just culture reflecting civility and respect.
- 5.3g Create a safe and transparent culture for reporting incidents.
- 5.3h Role model and lead well-being and resiliency for self and team.

DOMAIN 6: INTERPROFESSIONAL PARTNERSHIPS

6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.

- 6.1g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions.
- 6.1h Facilitate improvements in interprofessional communications of individual information (e.g. EHR).
- 6.1i Role model respect for diversity, equity, and inclusion in team-based communications.
- 6.1j Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships.
- 6.1k Provide expert consultation for other members of the healthcare team in one's area of practice.
- 6.1l Demonstrate capacity to resolve interprofessional conflict.

6.2 Perform effectively in different team roles, using principles and values of team dynamics.

- 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.
- 6.2h Evaluate the impact of team dynamics and performance on desired outcomes.
- 6.2i Reflect on how one's role and expertise influences team performance.

6.2j Foster positive team dynamics to strengthen desired outcomes.

6.3 Use knowledge of nursing and other professions to address healthcare needs.

6.3d Direct interprofessional activities and initiatives.

6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.

6.4e Practice self-assessment to mitigate conscious and implicit biases toward other team members.

6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.

6.4g Integrate diversity, equity, and inclusion into team practices.

6.4h Manage disagreements, conflicts, and challenging conversations among team members.

6.4i Promote an environment that advances interprofessional learning.

DOMAIN 7: SYSTEMS-BASED PRACTICE

7.1 Apply knowledge of systems to work effectively across the continuum of care.

7.1e Participate in organizational strategic planning.

7.1f Participate in system-wide initiatives that improve care delivery and/or outcomes.

7.1g Analyze system-wide processes to optimize outcomes.

7.1h Design policies to impact health equity and structural racism within systems, communities, and populations.

7.2 Incorporate consideration of cost-effectiveness of care.

7.2g Analyze relevant internal and external factors that drive healthcare costs and reimbursement.

7.2h Design practices that enhance value, access, quality, and cost-effectiveness.

7.2i Advocate for healthcare economic policies and regulations to enhance value, quality, and cost-effectiveness.

7.2j Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team.

7.2k Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs.

7.2l Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.

7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

7.3e Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.

7.3f Design system improvement strategies based on performance data and metrics.

7.3g Manage change to sustain system effectiveness.

7.3h Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems.

DOMAIN 8: INFORMATICS AND HEALTHCARE TECHNOLOGIES

8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.

8.1g Identify best evidence and practices for the application of information and communication technologies to support care.

8.1h Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings.

8.1i Propose a plan to influence the selection and implementation of new information and communication technologies.

8.1j Explore the fiscal impact of information and communication technologies on health care.

8.1k Identify the impact of information and communication technologies on workflow processes and healthcare outcomes.

8.2 Use information and communication technology to gather data, create information, and generate knowledge.

8.2f Generate information and knowledge from health information technology databases.

8.2g Evaluate the use of communication technology to improve consumer health information literacy.

8.2h Use standardized data to evaluate decision-making and outcomes across all systems levels.

8.2i Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.

8.2j Interpret primary and secondary data and other information to support care.

8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.

8.3g Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care.

8.3h Formulate a plan to influence decision-making processes for selecting, implementing, and evaluating support tools.

- 8.3i Appraise the role of information and communication technologies in engaging the patient and supporting the nurse-patient relationship.
- 8.3j Evaluate the potential uses and impact of emerging technologies in health care.
- 8.3k Pose strategies to reduce inequities in digital access to data and information.

8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.

- 8.4e Assess best practices for the use of advanced information and communication technologies to support patient and team communications.
- 8.4f Employ electronic health, mobile health, and telehealth systems to enable quality, ethical, and efficient patient care.
- 8.4g Evaluate the impact of health information exchange, interoperability, and integration to support patient-centered care.

8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

- 8.5g Apply risk mitigation and security strategies to reduce misuse of information and communication technology.
- 8.5h Assess potential ethical and legal issues associated with the use of information and communication technology.
- 8.5i Recommend strategies to protect health information when using communication and information technology.
- 8.5j Promote patient engagement with their personal health data.
- 8.5k Advocate for policies and regulations that support the appropriate use of technologies impacting health care.
- 8.5l Analyze the impact of federal and state policies and regulation on health data and technology in care settings.

DOMAIN 9: PROFESSIONALISM

9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.

- 9.1h Analyze current policies and practices in the context of an ethical framework.
- 9.1i Model ethical behaviors in practice and leadership roles.
- 9.1j Suggest solutions when unethical behaviors are observed.
- 9.1k Assume accountability for working to resolve ethical dilemmas.

9.2 Employ participatory approach to nursing care.

- 9.2h Foster opportunities for intentional presence in practice.
- 9.2i Identify innovative and evidence-based practices that promote person-centered care.
- 9.2j Advocate for practices that advance diversity, equity, and inclusion.
- 9.2k Model professional expectations for therapeutic relationships.
- 9.2l Facilitate communication that promotes a participatory approach.

9.3 Demonstrate accountability to the individual, society, and the profession.

- 9.3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes
- 9.3j Demonstrate leadership skills when participating in professional activities and/or organizations.
- 9.3k Address actual or potential hazards and/or errors.
- 9.3l Foster a practice environment that promotes accountability for care outcomes.
- 9.3m Advocate for policies/practices that promote social justice and health equity.
- 9.3n Foster strategies that promote a culture of civility across a variety of settings.
- 9.3o Lead in the development of opportunities for professional and interprofessional activities.

9.4 Comply with relevant laws, policies, and regulations.

- 9.4d Advocate for policies that enable nurses to practice to the full extent of their education.
- 9.4e Assess the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators.
- 9.4f Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes.
- 9.4g Analyze efforts to change legal and regulatory policies that improve nursing practice and health outcomes.
- 9.4h Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.

9.5 Demonstrate the professional identity of nursing.

- 9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public.
- 9.5g Evaluate practice environment to ensure that nursing core values are demonstrated.
- 9.5h Identify opportunities to lead with moral courage to influence team decision-making.
- 9.5i Engage in professional organizations that reflect nursing's values and identity.

9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

- 9.6d Model respect for diversity, equity, and inclusion for all team members.
- 9.6e Critique one's personal and professional practices in the context of nursing's core values.

- 9.6f Analyze the impact of structural and cultural influences on nursing's professional identity.
- 9.6g Ensure that care provided by self and others is reflective of nursing's core values.
- 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.
- 9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

DOMAIN 10: PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT

10.1 Demonstrate a commitment to personal health and well-being.

- 10.1c Contribute to an environment that promotes self-care, personal health, and well-being.
- 10.1d Evaluate the workplace environment to determine level of health and well-being.

10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

- 10.2g Demonstrate cognitive flexibility in managing change within complex environments.
- 10.2h Mentor others in the development of their professional growth and accountability.
- 10.2i Foster activities that support a culture of lifelong learning.
- 10.2j Expand leadership skills through professional service.

10.3 Develop capacity for leadership.

- 10.3j Provide leadership to advance the nursing profession.
- 10.3k Influence intentional change guided by leadership principles and theories.
- 10.3l Evaluate the outcomes of intentional change.
- 10.3m Evaluate strategies/methods for peer review.
- 10.3n Participate in the evaluation of other members of the care team.
- 10.3o Demonstrate leadership skills in times of uncertainty and crisis.
- 10.3p Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.
- 10.3q Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.

POLICY TITLE:**DNP Program Tracks – Application and Admissions**

Last Revision/Review Date: 4/26/2024 NFSO; 8/7/24 MH edits; 11/21/2025 MH/MA Revisions; MH/MA edits 5/14/2026
Previous Review Dates: 10/15/15 GLT; 11/18/14 GLT; 12/4/2015 NFSO; Reviewed GLT 4/2022
Original Policy Date: 2/10/2012
Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

In order to provide equitable screening of all Doctor in Nursing Advanced Practice Registered Nurse (APRN) program applicants, the following criteria will be utilized to screen program applicants:

ADMISSION REQUIREMENTS:**Post Bachelor's DNP**

- A bachelor's degree or higher level direct entry pre-licensure program in nursing from an ACEN, CNEA or CCNE accredited institution
- Current, unencumbered RN license and eligibility for Colorado licensure as a registered nurse.
- Meet UNC Graduate School Requirements for admission.
- A minimum GPA of 3.0 in the program leading to RN licensure.
- One year of post-licensure clinical nursing experience is recommended.
- Meet the School of Nursing requirements for English Language Proficiency.
- Pass a background check and 10-panel drug screening.

Post-Master's DNP:

- A master's degree in nursing from an ACEN, CNEA or CCNE accredited institution
- Current, unencumbered RN license (licensure outside of the United States is acceptable).
- Certification as an Advanced Practice Registered Nurse (APRN) or pending certification as an APRN to be completed by the end of the 1st enrolled semester.
- Meet UNC Graduate School Requirements for admission.
- A minimum GPA of 3.0 at the master's level.
- One year of post-licensure clinical nursing experience in a direct patient care role is required by the time of program start.
- Meet the School of Nursing requirements for English Language Proficiency.
- Pass a background check and 10-panel drug screening.

APPLICATION REQUIREMENTS INCLUDE:

- Official transcripts from each college or university where courses were taken including any in progress and including documentation of a bachelor's or master's degree.
 - If you are still completing your bachelor's or master's* degree at the time you apply, admission will be based on your current cumulative GPA and you will need to re-submit your official transcript (showing your conferred degree and final GPA) during your first semester. If your final GPA fell below 3.00, you will be given additional requirements as defined by the academic program that must be met within one calendar year to remain enrolled at UNC. *The cumulative GPA of your master's degree will be used if 18 or more credit hours towards this degree has been completed.
- Copy of current unencumbered RN license.
- *(Post MS-DNP Applicant's Only)* Copy of current unencumbered APRN license and national APRN certification.
- Two letters of reference that address the applicant's capabilities to complete a clinical doctorate. Applicants will be asked to supply contact information for references in the application.
- Statement of career goals. -
- Current CV or resume.
- Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
 - Describe a scholarly evidence-based case study that best exemplifies professional nursing practice.

- Describe a professional nursing practice related concept including its scope and significance, patient population, and clinical setting of interest.
- Submission of nursing school scholarly paper or current professional nursing practice scholarly works.
- A personal interview may be required.
- Documentation of English Proficiency, if applicable.

APPLICATION PROCESSING PROCEDURE:

- The priority deadline for completed applications (including all supplemental materials) each year is February 1st. Additional applications will be considered on a space available basis.
- Program applications are posted through the NursingCAS platform along with a link to our English Language Proficiency Policy, Background Check Policy, and Drug Screen Policy.
- Each completed applicant file will be loaded by the Graduate Program Management Specialist to a shared and secured e-file location that only GLT faculty will be allowed to access.
- Each GLT member will screen each applicant individually by using the criteria above for admission.
- They will provide rationale for the top candidates and their recommendations to GLT for review. A face-to-face meeting may take place if deliberation is needed.
- The Program Coordinator will summarize the feedback from each GLT member and create a list of applicants recommended for admission, an alternate list, and a decline/disqualifying list – to be reviewed by GLT for final approval.
- The Graduate Program Management Specialist will then email each applicant of their admission status (a recommendation for admission, placement on the alternate list, or an official denial).
- The Graduate Program Management Specialist will email the Graduate School with the names of the students to be admitted. They will download those applications from NursingCAS into Slate and verify with the applicant that the application requirements are met.
- The Graduate School will push the applicant names back to the SON for final confirmation in Slate.
- The Graduate School will email applicants their final admission notifications.
- Applicants will be admitted to the program based on meeting the above criteria and space availability.
- Admission to the program will be contingent on passing a background check and clear 10-panel drug screening.

COURSE OFFERINGS / SEQUENCE *(84 credits)*

First Fall (5)	First Spring (7)	First Summer (6)
NURS 602 – Theory for Advanced Practice Nurses (2)	NURS 507 – Policy, Leadership and Nursing Issues (3)	NURS 606 - Research and Evidence-Based Practice in Nursing (3)
NURS 614 – Advanced Pathophysiology (3)	NURS 612 – Advanced Pharmacology (4)	NURS 608 - Advanced Health Care Concepts (3)
Second Fall (7)	Second Spring (6)	Second Summer (6)
NURS 613 – Advanced Health Assessment (4)	NURS 654 – Acute Care of Adults (3)	NURS 658 Applied Nursing Genomics (3)
NURS 624 - Health Promotion and Disease Prevention in Advanced Practice of Nursing (3)	NURS 656 – Care of Chronic Illness in Adults (3)	NURS 674 – Care of Women and Pediatric Populations (3)
Third Fall (8)	Third Spring (7)	Third Summer (6)
NURS 675 – FNP Clinical I (4), <i>includes 180 clinical hours</i>	NURS 616 - Measurement of Clinical Outcomes for Advanced Nursing Practice (3)	NURS 618 – Epidemiology in Advanced Nursing Practice (3)
NURS 676 – FNP Advanced Clinical Topics (2)	NURS 677 – FNP Clinical II (4), <i>includes 180 clinical hours</i>	NURS 668 – Population Centered Health Care (3)
NURS 700 – Advanced Nursing Theory (2)		
Fourth Fall (6)	Fourth Spring (3)	Fourth Summer (6)
NURS 678 – Professional Practice and Healthcare Finance Seminar (3)	NURS 726 – Introduction to the DNP Scholarly Project (3)	NURS 669 FNP Clinical III (3), <i>includes 135 clinical hrs</i>
NURS 725 – Translational Research Methods (3)		NURS 727 – DNP Scholarly Project Proposal Development and Defense (3)
Fifth Fall (3)	Fifth Spring (8)	Fifth Summer +
NURS 798 – DNP Scholarly Project Practicum (3)	*NURS 689 – FNP Clinical Synthesis (1-6), <i>includes 270 clinical hours; must take 6 cr</i>	FNP Board Exam
	NURS 690 – Advanced Practice Role (2)	<i>Updated 8/21.26</i>

- Course Sequence is subject to change.
- A minimum of 855 clinical/simulation lab hours in primary care are required (765 clinical, 90 simulation lab hours).
- You will complete a minimum total of 1,000 combined clinical and project hours to successfully complete the DNP.
- The semester of program graduation will depend on your progression with the didactic/clinical courses and the DNP Scholarly Project.

BSN-DNP-FNP Program Estimated Costs

(tuition rates are set in June each academic year and are approximate)

Tuition and Fees = \$70,627
84 credit hours

APRN students may incur the following approximate expenses
prior to starting the program.

* Some expenses may be reoccurring based on compliance requirements.

BLS (renewable)	Must be American Heart Association	\$55+
ACLS (renewable)	Must be American Heart Association	\$75+
Malpractice Insurance	(do not purchase for the program until further information is received from the SON; only purchase prior to clinical courses)	\$130+
COMPLIO (American Databank)		
	Immunization Tracking	\$40 (36 months)
	HIPAA/OSHA Training	\$40 (annual)
	Background Check (at program start + add'l if clinical site requires) • Colorado Child Abuse Registry (TRAILS)	\$164+ (cost varies) \$30
	Drug Screen (10-panel) (at program start + add'l if clinical site requires)	\$40

HEALTH CLEARANCE AND IMMUNIZATIONS

- Required items can be obtained through your own physician/clinic or the UNC Student Health Center (SHC)
- Prices listed below are approximate and based on current estimated costs

Measles/Mumps/Rubella (MMR)	2-shot series OR Titer	2 shots = \$85+ each Titer = \$60+
Tetanus/Diphtheria/Pertussis (Tdap)	• Tdap required at least once • Td booster every 10 years	Tdap = \$60+ Td booster = \$60+
Hepatitis B	3-shot series	3-shots = \$95+ each
Varicella/Chickenpox	2-shot series OR Titer	2-shots = \$150+ each Titer = \$120+
TB/PPD (annual) Initial clearance includes two separate TB/PPD tests within 12 months of each other, subsequent renewals require only one test w/in 12 months of previous test	TB/PPD OR QuantiFERON or T-Spot blood tests; <u>positive</u> tests require a chest x-ray	TB/PPD = \$30+ (x 2 if needed) QuantiFERON = \$85+ Chest x-ray (if needed) = variable
Flu (annual)	1x/yr in Sept/Oct	Free for students
COVID	2 doses (Pfizer, Moderna) or 1 dose (J&J)	Varies

Other variable out-of-pocket expenses during the program may include (but are not limited to):

	Books and Technology	\$500+
	Travel related expenses (to/from clinicals and campus)	variable
	Renewing compliance items	variable

Program and Student Fees cover the following (but are not limited to):

	Rosh Review (FNP national certification exam review platform)	\$250 (covered by fees)
	myClinicalExchange (clinical rotation management platform)	\$40 (covered by fees)
	Typhon (track clinical encounters, evaluations, etc.)	\$90 (covered by fees)
	EKG Academy	\$150 (covered by fees)
	Nursing Badges (initial)	\$5 (covered by fees)
	White Coats (received prior to clinicals)	\$50 (covered by fees)

Post MS-FNP Certificate Program Description, Admission, Outcomes, Etc.



UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

Description of the Post MSN-FNP Certificate Program

This program is designed for individuals who already have a Nursing master's degree to obtain a post-master's certificate to become a Family Nurse Practitioner. Post Master's FNP Certificate student slots are based on available space in the existing cohorts of our other FNP programs. Upon admission, a personalized plan of study will be created, based on a gap analysis of your previous coursework, that could range from 12-33 credits of the required courses. Applicable required prerequisite coursework (up to 11 additional credits) is listed in Post MS-FNP-C course sequence and plan of study.

The UNC Post Master's Certificate program Family Nurse Practitioner concentration is accredited by the Commission on Collegiate Nursing Education (CCNE). The FNP programs embody the characteristics of graduate education accepted by the National League for Nursing, the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties.

MSN and Post-MSN Certificate Program Outcomes

1. Acquire, critically analyze and apply advanced knowledge to evidence-based practice in the care of individuals, families, and populations.
2. Apply leadership skills in various health care systems for management of and accountability for care delivery and improved outcomes.
3. Participate in intra/interdisciplinary collaboration and advocacy for health care delivery to individuals, families, and groups of diverse backgrounds and/or settings, and the development of health care policy.
4. Provide and advocate for optimal direct and indirect evidence-based health care provision in the context of professional ethics, quality improvement, cultural diversity, healthcare technologies, legal parameters, and social justice.

NOTE: Per federal regulation requirements, UNC certificate program students (non-degree seeking) are not eligible for aid through the Free Application for Federal Student Aid (FAFSA). At this time, scholarships or private loans outside of the university are generally the only options for funding.

POLICY TITLE:**Post-MSN NP Certificate Admission Requirements****Last Revision/Review Date:** 4/26/24 NFSO; 11/21/2025 MH/MA Revisions; 8/17/26 MH Revisions**Previous Review Dates:** 11/16/01 DP; 2/2009 GCO; 3/2012 GCO; 4/27/12 NFSO; 1/13/17 KH; 2/3/17 NFSO; 2/3/17 NFSO; 4/22 GLT;**Original Policy Date:** 5/1/98**Sponsoring Committee(s):** Graduate Leadership Team**DESCRIPTION:**

In order to provide equitable screening of all Post-Master's APRN program applicants, the below criteria may be utilized to screen program applicants.

ADMISSION REQUIREMENTS:

- A master's degree in nursing from an ACEN, CNEA or CCNE accredited institution.
 - If you are still completing your bachelor's or master's* degree at the time you apply, admission will be based on your current cumulative GPA and you will need to re-submit your official transcript (showing your conferred degree and final GPA) during your first semester. If your final GPA fell below 3.00, you will be given additional requirements as defined by the academic program that must be met within one calendar year to remain enrolled at UNC. *The cumulative GPA of your master's degree will be used if 18 or more credit hours towards this degree has been completed.
- Current, unencumbered RN license and eligibility for Colorado licensure as a registered nurse.
- Meet UNC Graduate School Requirements for admission.
- A minimum GPA of 3.0 at the master's level.
- One year of post-licensure clinical nursing experience is recommended.
- Meet the School of Nursing requirements for English Language Proficiency.
- Pass a background check and 10-panel drug screening.

APPLICATION REQUIREMENTS INCLUDE:

- Official transcripts from each college or university where courses were taken including documentation of a master's degree or higher was earned (or is in progress).
- Copy of current unencumbered RN license.
- Two letters of reference with at least one letter that addresses potential ability to practice as an independent practitioner. Applicants will be asked to supply contact information for references in the application.
- A statement of career goals. -
- A current CV or resume.
- A personal interview may be required.

APPLICATION PROCESSING PROCEDURE:

- Applicants are admitted based on available space in the existing cohorts of our FNP program and admission is typically limited to 1-2 students. Applicants are instructed to contact nursing@unco.edu to see if applications are being accepted prior to completing the application and to obtain a gap analysis to see where they would step into the curriculum.
- Program applications are posted through the UNC Slate platform along with a link to our English Language Proficiency Policy, Background Check Policy, and Drug Screen Policy.
- The completed applicant file will be loaded by the Graduate Program Management Specialist to a shared and secured e-file location that the Program Coordinator can access.
- The Program Coordinator will screen the applicant using the criteria above for admission and notify the Graduate Program Management Specialist of the decision.
- The Graduate Program Management Specialist will then email the applicant of their admission status (a recommendation for admission or an official denial) and indicate the decision in the Slate platform.
- The Graduate School will email applicants their final admission notifications.
- Applicants will be admitted to the program based on meeting the above criteria and space availability.
- Admission to the program will be contingent on passing a background check and clear 10-panel drug screening.

POLICY TITLE:

Post Masters APRN Students Individualized Plan of Study

Last Revision/Review Date: 4/29/2022 NFSO; 5/7/2024 MH edits

Previous Review Dates: 2/3/17 NFSO

Original Policy Date: 12/6/16

Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

Post Master's APRN students will have an individualized plan of study that reflects past work in the discipline as well as national certification in a population focus. When the post master's student enters to add an additional APRN population (post-masters certificate students), the individualized plan of study will be modified to acknowledge the previous APRN education through a gap analysis.

PROCEDURE:

- 1) The student is identified by the APRN program coordinator as a credentialed APRN who is applying as a post-master's student to add an additional population. The APRN must hold a degree in the population focus as at least a master's level of preparation. It is preferred that the student also hold national certification in their population (ie: family, pediatric, women's health, acute care, and so on).
- 2) The APRN program coordinator will review the student's transcripts for coursework that might be directly transferrable into the new APRN certificate population program.
- 3) For acknowledgement with adjustments in the plan of study:
 - a. The 3Ps (advanced pathophysiology, pharmacology and physical assessment) must be across the lifespan.
 - b. All coursework must be readily identifiable on the transcript(s). The student will supply syllabi and/or letters from the original APRN program identifying the number of clinical hours distributed by population and didactic education distribution by population.
 - c. The student must complete a minimum of 500 hours in the *new* APRN population.
- 4) The gap analysis will be completed using the Criteria for Evaluation of Nurse Practitioner Programs by the National Task Force on Quality Nurse Practitioner Education (NTF) gap analysis form:
 - a. The courses for the standard required program of study for the new APRN population program will be listed.
 - b. The courses from the student's transcript(s) that will be used to waive any credits from the standard program of study will be listed.
 - c. The clinical hours necessary to complete the new foci will be identified.
 - d. Additional coursework to be completed shall be listed.
- 5) The student will be provided a copy of the gap analysis form as it serves as notification of the individualized plan of study.
- 6) The APRN program coordinator will file a copy of the individualized plan of care in the student's electronic file.

Fall Pre-reqs @ UNC	Spring Pre-reqs @ UNC
NURS 614 – Advanced Pathophysiology (3)	NURS 612 – Advanced Pharmacology (4)
NURS 613 – Advanced Health Assessment (4)	

11 PRE-REQUISITE CREDITS

(AS DETERMINED BY GAP ANALYSIS)

**If taken at UNC, this does not necessarily guarantee admission to the program.*

33 FNP CREDITS

(AS DETERMINED BY GAP ANALYSIS)

First Fall	First Spring	First Summer
NURS 624 - Health Promotion and Disease Prevention in Advanced Practice of Nursing (3)	NURS 654 – Acute Care of Adults (3)	NURS 674 – Care of Women and Pediatric Populations (3)
	NURS 656 – Care of Chronic Illness in Adults (3)	

Second Fall	Second Spring	Second Summer
NURS 675 – FNP Clinical I (4), <i>includes 180 clinical hours</i>	NURS 677 – FNP Clinical II (4), <i>includes 180 clinical hours</i>	NURS 669 FNP Clinical III (3), <i>includes 135 clinical hrs</i>
NURS 676 – FNP Advanced Clinical Topics (2)		

Third Fall	Third Spring	Third Summer +
NURS 690 – Advanced Practice Role (2)	*NURS 689 – FNP Clinical Synthesis (1-6), <i>includes 270 clinical hours</i>	FNP Board Exam

A total minimum of 855 clinical/simulation lab hours in primary care are required (765 clinical, 90 simulation lab hours).

Updated 5/2/24

Post MSN-FNP Certificate Program Estimated Costs

(tuition rates are set in June each academic year and are approximate)

**Tuition and Fees = \$28,840 + any pre-requisite courses
(33 program hours + 11 pre-req credit hours)**

**APRN students may incur the following approximate expenses
prior and during the program.**

* Some expenses may be reoccurring based on compliance requirements.

NOTE: Per federal regulation requirements, UNC certificate program students (non-degree seeking) are not eligible for aid through the Free Application for Federal Student Aid (FAFSA). At this time, scholarships or private loans outside of the university are generally the only options for funding.

BLS (renewable)	Must be American Heart Association	\$55+
ACLS (renewable)	Must be American Heart Association	\$75+
Malpractice Insurance	(do not purchase for the program until further information is received from the SON; only purchase prior to clinical courses)	\$130+
COMPLIO (American Databank)		
	Immunization Tracking	\$40 (36 months)
	HIPAA/OSHA Training	\$30 (annual)
	Background Check (at program start + add'l if clinical site requires)	\$171+ (cost varies)
	Drug Screen (10-panel) (at program start + add'l if clinical site requires)	\$35

HEALTH CLEARANCE AND IMMUNIZATIONS

- Required items can be obtained through your own physician/clinic or the UNC Student Health Center (SHC)
- Prices listed below are approximate and based on current estimated costs

Measles/Mumps/Rubella (MMR)	2-shot series OR Titer	2 shots = \$85+ each Titer = \$60+
Tetanus/Diphtheria/Pertussis (Tdap)	• Tdap required at least once • Td booster every 10 years	Tdap = \$60+ Td booster = \$60+
Hepatitis B	3-shot series	3-shots = \$95+ each
Varicella/Chickenpox	2-shot series OR Titer	2-shots = \$150+ each Titer = \$120+
TB/PPD (annual) Initial clearance includes <u>two</u> separate TB/PPD tests within 12 months of each other, subsequent renewals require only one test w/in 12 months of previous test	TB/PPD OR QuantiFERON or T-Spot blood tests; <u>positive</u> tests require a chest x-ray	TB/PPD = \$30+ (x 2 if needed) QuantiFERON = \$85+ Chest x-ray (if needed) = variable
Flu (annual)	1x/yr in Sept/Oct	Free for students
COVID	2 doses (Pfizer, Moderna) or 1 dose (J&J)	Varies

Other variable out-of-pocket expenses during the program may include (but are not limited to):

	Books and Technology	\$500+
	Travel related expenses (to/from clinicals and campus)	variable
	Renewing compliance items	variable

Program and Student Fees cover the following (but are not limited to):

	Rosh Review (FNP national certification exam review platform)	\$250 (covered by fees)
	myClinicalExchange (clinical rotation management platform)	\$40 (covered by fees)
	Typhon (track clinical encounters, evaluations, etc.)	\$90 (covered by fees)
	Nursing Badges (initial)	\$5 (covered by fees)
	White Coats (received prior to clinicals)	\$50 (covered by fees)

Updated 7/17/2026

Other Admission Policies, Course Descriptions, Tuition, and Program Completion/Graduation



POLICY TITLE:**Delayed Admission to SON Programs**

Last Revision/Review Date: 3/6/2026 NFSO; edits MH 5/13/2026
Previous Review Dates: 11/5/15 KH; 2/5/16 NFSO; Reviewed GLT 4/2022
Original Policy Date: 5/4/94
Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

Students who have been accepted into a SON program (undergraduate or graduate) may choose to delay their admission to the program for a variety of reasons. For such circumstances, the following procedure will be followed:

PROCEDURE:

1. Applicants who have been admitted to a SON program (undergraduate and graduate) but wish to delay their program start date, may do so for a maximum of one year, regardless of the circumstance. The applicant must have completed all admission requirements for the originally designated program start date before requesting deferment.
2. Applicants must request deferment of admission, in writing, to the respective program coordinator within 1 month of their acceptance to their program.
3. Applicants delaying admission will not have to reapply to the UNC (UG Admissions or Graduate School) School of Nursing the following year but must provide, in writing to the program coordinator, their intention to begin the program no later than 4 weeks prior to the program start date, or as otherwise indicated.
 - a. Failure to submit a letter of intention 1 month prior to the program start date will lead to forfeiture of their admission. The applicant may reapply during the next application cycle.
 - b. Program coordinators and SON administrative staff will not be responsible for contacting students in order to prompt their letter of intent to begin the program.

POLICY TITLE:**Provisional Admission to Graduate Programs**

Last Revision/Review Date: 12/4/15 NFSO; Reviewed GLT 4/2022
Previous Review Dates: 12/10/08 KH; 2/09 GCO/GLT; 11/2015 GLT/GCO
Original Policy Date: 5/4/94
Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

Students who meet all of the admission requirements except that of the GPA minimum, may be admitted with a provisional status upon recommendation of the Graduate Leadership Team.

PROCEDURE:

Prior to regular admission to the Graduate School and School of Nursing Master's Program, the specific provisions outlined by the School of Nursing which are consistent with Graduate School provisions are as follows:

1. Upon the recommendation of the Graduate Program Coordinator, the program advisor will select five semester hours of graduate level courses which are representative courses in the program's curriculum (e.g. core nursing courses). These courses must be taken within the student's first two semesters at UNC, and must be UNC courses.
2. If the student's grade point average for the above selected courses falls below 3.00 the student will not be granted regular admission to a degree program in the School of Nursing.
3. If the student's grade point for the selected courses is equal to or greater than 3.00, the department/division may recommend the student to the Dean of the Graduate School for regular admission.

POLICY TITLE:**Program Admission - English Proficiency****Last Revision/Review Date:** 5/1/2026 NFSO; MH edits 8/12/26**Previous Review Dates:** 3/7/2025 (edits MH 3/17/2026)**Original Policy Date:****Sponsoring Committee(s):** School Leadership Team – Academic Policy

DESCRIPTION:

Nursing students must be able to communicate clearly and effectively in English with patients and members of the healthcare team using standard, professional medical terminology. Communication may occur during highly stressful, crisis situations requiring a strong command of verbal and written language skills and timely interpretation of patient data. Clinical agency affiliation agreements require attestation of English proficiency of students entering clinical rotations. To meet these needs, SON undergraduate and graduate clinical programs require students to have a higher level of English proficiency than university admission to assure preparation for the rigor of programmatic coursework and to meet clinical agency requirements.

PROCEDURE:

1. If an applicant's transcripts come from outside the US, then the applicant will need to demonstrate English proficiency by meeting one of the following SON admission criteria
 - a. Michigan English Test – minimum overall score 64 with minimum of 64 on listening, reading, speaking and writing subscores.
 - b. Cambridge English – B2 First Test – minimum overall score 176 with minimum of 169 Use of English, 162 writing, 169 listening, and 176 speaking subscores.
 - c. TOEFL a minimum of 83 on the internet-based test (iBT) with a minimum score of 18 reading, 18 listening, 26 speaking, and 21 writing.
 - d. IELTS (International English Language Testing System)—Minimum of 6.5 total, no score lower than 6 and a minimum speaking subscore of 7.
 - e. GATEWAY English Test – overall score of 475, with all sections with a score of 430 or above.
2. If an applicant, whose transcripts come from outside the US, fails to provide documentation of English proficiency at the time of application/admission, they may be required to submit documentation of English proficiency at the start or during the program. Determination of the need to provide further documentation will occur on a case-by-case basis by the relevant program coordinator.
3. Non-international students (e.g. permanent residents) whose primary language is not English, may be required to submit documentation of English proficiency at the start or during the program. Determination of the need to provide further documentation will occur on a case-by-case basis by the relevant program coordinator.
4. SON English proficiency requirements will be communicated to departments across campus to provide to prospective students and families who inquire about the program and professional advising centers.
5. Prospective students shall be informed of the requirement during the application process through the SON and NursingCAS. This policy will also be published in SON program handbooks and on the UNC SON program webpages.

UNC graduate level criteria (2026) - (<https://unco.smartcatalogiq.com/en/current/graduate-catalog/general-information/international-admission/demonstration-of-english-proficiency/>):

Course Descriptions

NURS 507 Policy, Leadership and Nursing (3)

Involves comprehensive investigation and analysis of health care systems, health policy, organizational theory and leadership theory and skills which are imperative in today's health care environment.

NURS 602 Theory for Advanced Practice Nursing (2)

Introduction to the theoretical foundations for advanced nursing practice. Emphasis is on the development, application, and critique of nursing and interdisciplinary theories.

NURS 606 Research & Evidence-Based Practice in Nursing (3)

Development of knowledge and skills for reviewing and ethically generating evidence as a basis for evidence-based clinical practice, nursing research, and quality improvement.

NURS 608 Advanced Health Care Concepts (3)

Application of quality and patient safety standards, performance measures, use of informatics, collaborative/interdisciplinary care, improvement methods and tools, health care finance and culture of safety within a healthcare organization.

NURS 612 Advanced Pharmacology (4)

Examine clinical pharmacokinetics and pharmacotherapeutics. Focus on selected drug groups and their safe and appropriate utilization in primary care practice.

NURS 613 Advanced Health Assessment (4)

(3 lecture, 2 laboratory) Emphasis is in health history taking, physical assessment and interviewing of individuals across the lifespan.

NURS 614 Advanced Pathophysiology (3)

Focus on pathophysiology, symptomology and etiology of commonly encountered acute and chronic clinical entities of children and adults.

NURS 616 Leadership in the Measurement of Clinical Outcomes for Advanced Nursing Practice (3)

Introduction to the measurement, interpretation and presentation of healthcare outcomes with focus on quality, effectiveness, and organizational performance. Integrates the application and integration of statistical tools to identify relevant outcomes.

NURS 618 Epidemiology in Advance Nursing Practice (3)

Principles of epidemiology and understanding of biostatistics will be applied to population management of disease and intervention strategies.

NURS 624 Health Promotion & Disease Prevention in Advanced Practice of Nursing (3)

Prepares the APN student to plan and implement health promotion and disease prevention strategies to assist in maintaining and improving the health of patients, families and communities.

NURS 654 Acute Care of Adults (3)

(2.5 lecture, 1 laboratory) Application of theoretical and research based developmental approaches to primary care of adults with acute episodic conditions.

NURS 656 Care of Chronic Illness in Adults (3)

(2.5 lecture, 1 laboratory) Application of theoretical and research based developmental approaches to primary health care of adults with chronic illness.

NURS 658 Applied Nursing Genomics (3)

A genomics focus on concepts of prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness for individuals and aggregates within cultural and ethical care contexts

NURS 668 Population Centered Health Care (3)

Examines perspectives of population-based health care across the life span from a community and global perspective.

NURS 674 Care of Women and Pediatric Populations (3)

(2 lecture, 2 laboratory) Application of theoretical and research-based developmental approaches to primary health care of families with particular emphasis on care of women, obstetric, and pediatric populations.

NURS 675 FNP Clinical I (4) - includes 180 clinical hours

The focus of this course is application of didactic and simulated learning in FNP diagnosis and management courses to the live clinical setting. S/U graded.

NURS 676 FNP Advanced Clinical Topics (2)

Application of theoretical and research based developmental approaches to complex, advanced clinical topics seen in the primary care setting.

NURS 677 FNP Clinical II (4) - includes 180 clinical hours

The focus of this course is application of didactic and simulated learning FNP diagnosis and management courses to the live clinical setting.

NURS 678 Professional Practice and Healthcare Finance Seminar (3)

(2 lecture, 3 practicum) Forty-five hours applied practicum arranged. Comprehensive economic investigation of health planning, organization, personnel, payment systems and care cost effectiveness in health care delivery systems.

NURS 669 FNP Clinical III (3) - includes 135 clinical hours

The focus of this course is application of didactic and simulated learning FNP diagnosis and management courses to the live clinical setting.

NURS 689 FNP Clinical Synthesis (6 total) - includes 270 clinical hours

Application of didactic and simulated learning of FNP coursework to the live clinical setting.

NURS 690 Advanced Professional Role (2)

Advanced practice role development in health maintenance and illness management is examined from several perspectives.

NURS 700 Advanced Nursing Theory (2)

The focus of this course is nursing knowledge development and the underpinnings of nursing science, practice and education.

NURS 725 Translational Research Methods (3)

In-depth application of the integrated principles of both quantitative and qualitative design, methods and analysis as they relate to the translation of evidence into practice.

NURS 726 Introduction to the DNP Scholarly Project (3)

Introduction to the DNP Scholarly Project emphasizing the application of the integrated principles of proposal development, research design and the measurement of clinical outcomes.

NURS 727 DNP Scholarly Project Proposal Development and Defense (3)

Provides advanced in-depth study, emphasizing the intensive development and defense of the DNP Scholarly Project Proposal.

NURS 798 DNP Scholarly Project Practicum (1-3, w/ 3 required)

The DNP project reflects synthesis and application of evidence-based practice and translational research.

Tuition Rates

Tuition rates are subject to approval by the UNC Board of Trustees each summer and are subject to change. They are posted by Extended Campus on each program's page and Extended Campus' general cost page. Tuition rates are effective during the subsequent Fall, Spring, and Summer semesters. Additional fees (e.g. assessment, course, participation, supervision fees) may apply to specific courses.

Tuition Rates: <https://www.unco.edu/costs/extended-campus.aspx>

Additional Fees by Course: <https://www.unco.edu/costs/fees/academic-fees.aspx>

The estimate cost sheet provided on the next page is based on this past year's tuition rates and fees. All other associated program related expenses are estimated.

Graduation Information

Students who are completing a **degree program** are responsible for determining that the **Application for Graduation** has been filed with the Graduate School in accordance with published guidelines and deadlines. In addition, there is a form on the Graduate School web site for information about mailing the diploma. This must be completed and submitted by the student.

Please visit: <http://www.unco.edu/graduate-school/student-resources/preparing-for-graduation/>

Graduation Deadlines:

<http://www.unco.edu/graduate-school/student-resources/preparing-for-graduation/graduation-deadlines.aspx>

Certificate Program Completion

Graduate Certificate Programs at the University of Northern Colorado are sequences of focused courses that provide foundational preparation in a particular subject or area of specialization. In order to receive recognition of completion for a graduate certificate program, please complete the form linked below and return to michaela.romero@unco.edu and mellany.archer@unco.edu

A notation of completion of the graduate certificate program will be added to the student's academic transcript and an official certificate will be mailed.

<https://www.unco.edu/app/uploads/2025/10/Graduate-Certificate-Programs.pdf>

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Academic Progression, Expected Student Performance, and Related Policies



Program Progression

Students are expected to progress according to the Program of Study provided by their advisor. Any exceptions must be discussed and approved by the program coordinator.

All courses must be completed with a minimum grade of “B”. See Progression in Graduate Programs Policy in the next section for details.

Doctoral students must complete all degree requirements within eight (8) years from their first enrollment after admission to the program. If approved coursework completed prior to admission is applied toward the degree, the eight-year time limit begins with the earliest course counted toward the program. Therefore, approved transfer credits or unclassified graduate coursework may reduce the overall time allowed to complete the degree.

See Progression in Graduate Programs Policy in the next section for details.

Course Syllabi

Each nursing syllabus outlines the course objectives and is a guide for achieving the expectations of the course. The faculty will explain the requirements of each course during the first week of the semester. If you have questions or need clarification, please make an appointment with the course faculty member early in the semester.

Evaluation practices (grading) may vary from course to course or semester to semester. Please be sure you understand the evaluation policy.

Standard UNC Syllabus Statements can be found at: <https://www.unco.edu/academic-effectiveness/center-enhancement-teaching-learning/syllabus-statements/>

****It is advised that students keep copies of all program syllabi for future reference if needed.***

Course and Faculty Evaluations

Near the end of each semester students will receive an email to complete course and faculty evaluations in Canvas. Timely completion of the evaluations each semester is an extremely important part of our accreditation process and assists in our program review including faculty and curriculum. This is a great opportunity to share both positive and constructive feedback that can be utilized to shape the nursing student experience for you as well as future cohorts. All evaluations are anonymous and confidential.

Academic Related Policies

(See the following pages for Academic Related Policies)

POLICY TITLE:**Academic Appeals-School of Nursing****Last Revision/Review Date:** 10/18/19 NFSO; MH edits 8/13/2026**Previous Review Dates:** 9/92, 2/20/98 JR; 12/01; 2/07; 12/6/10 NFSO; 11/12 GLT; 10/21/15 GLT / 2-2016 NFSO; 10/18/19
ULT/NFSO**Original Policy Date:** 11/12/2014**Sponsoring Committee(s):** School Leadership Team - Academic Policy

DESCRIPTION:

The purpose of the procedures outlined below is to provide the student with guidance for appealing an academic decision that they consider arbitrary, capricious, or contrary to university policy, which are the reasons acceptable to the University for appealing. Before utilizing these procedures, or between any of the appeals steps outlined below, the student is encouraged to seek advice from their academic advisor. It is further recommended that attempts at mediation between student and instructor be pursued.

Procedures for implementation of this policy are based on UNC Board Policy, specifically Academic Appeals Policy and Procedure (Policies 2-1-201 - 2-1-204; most recently updated June 2025). The student must follow the Steps for Appeal as set forth in 2-1-204 of UNC Board Policy.

PROCEDURE:

1. The student is encouraged to set up an informal conference with the instructor involved for the purpose of trying to resolve a grievance before the initiation of the formal academic appeals process.
2. If no resolution is reached in Step 1, the student may then move forward with a formal appeal. The student is recommended to meet with the Program Coordinator of their respective program to discuss the situation and be advised on the formal appeal process set forth in University Board Policy (Policies 2-1-201 - 2-1-204).
3. The formal appeal must be initiated in writing within 20 working days after the end of the semester or session in which the action being appealed occurred, as per the UNC Board Policy.

POLICY TITLE:

Artificial Intelligence Student Use Policy

Last Revision/Review Date: 12/5/2025 NFSO

Previous Review Dates:

Original Policy Date: 12/5/2025

Sponsoring Committee(s): School Leadership Tem

DESCRIPTION:

The UNCO School of Nursing affirms its responsibility to ensure that all students demonstrate the competencies, critical reasoning, and professional integrity necessary to provide safe, high-quality patient care. We have an obligation to prepare students to engage with AI across clinical, teaching, and research settings in an ethical manner. Student assessment in the age of AI must continue to uphold these standards of competency and accountability. We recognize that while AI tools may enhance learning and efficiency, they also challenge traditional measures of capability, integrity, and authenticity. Therefore, assessments must continue to reflect students' independent mastery of knowledge and skills essential for nursing licensure, clinical readiness, and professional practice.

For both clinical and non-clinical programs, AI presents unique opportunities and complexities. In clinical settings, students must adhere to privacy, safety, and anti-bias practices to promote health equity with AI use. Non-clinical programs rely on cultivating deep inquiry, scholarly reasoning, leadership, and sustained intellectual engagement. This policy will guide responsible AI use in coursework, research, and assessment, ensuring that our graduates remain competent, ethical, and forward-thinking leaders in nursing education and practice.

PROCEDURE:

1. The SON Director will work with the program management specialists to include the SON AI Use Policy in all student program and clinical faculty handbooks. The program coordinators will review during the orientation to each program.
2. SON faculty will add the following statement to their course syllabi and the associated CANVAS course for all SON courses except DNP scholarly project and PhD Dissertation courses (NURS 727/798/797/799)–

“Artificial intelligence (AI) tools may be used as indicated for each course assessment using the following scale. Note that the use of AI tools may impact the quality and accuracy of the assignment. It is the learner's responsibility to disclose and/or document any use of AI in their written proposal and final written product, if allowed. Failure to do so and/or the use of generative AI tools to create content are violations of academic integrity and subject to the SON Code of Conduct Policy.”

The following AI Use – Assessment scale is to be used as a guide to communicate the expectations for AI use on each course assignment/assessment. Faculty may choose to add the scale to their syllabus but are not required to, and may adjust the suggested phrases to match the needs of their courses/assignments.

Artificial Intelligence Use - Assessment Scale – (adapted from Perkins, et al., 2024)

		Description
1	No AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. <i>AI must not be used at any point during the assessment.</i>
2	AI Assisted Idea Generation and structuring	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. <i>No AI content is allowed in the final submission</i>

3	AI- Assisted Editing	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. <i>AI can be used, but your original work, with no AI content, must be provided in an appendix.</i>
4	AI Task Completion, Human Evaluation	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. <i>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</i>
5	Full AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. <i>You may use AI throughout your assessment to support your own work and do not have to specify with content is AI generated.</i>

3. SON faculty shall add a statement to each course assessment/assignment that indicates the allowed level of AI use on that course requirement. Faculty may choose to use the italicized statement corresponding to the level of AI use (as indicated on the table) or may change the italicized statement to meet the needs of the assignment in their course. Each statement will be found in the assignment description in the syllabus and may or may not refer back to the table (if used).
4. SON faculty teaching in the doctoral scholarly project and dissertation courses (NURS 727/798/797/799) will add the following statement to the syllabus instead of the statement outlines in #2 above –

Artificial intelligence (AI) tools may be used to help generate topics, ideas, and outlines and to revise the learner's original work in this course. Any other use of AI to generate content is prohibited. Note that the use of AI tools may impact the quality and accuracy of the assignment. It is the learner's responsibility to disclose and/or document any use of AI in their written proposal and final written product; failure to do so and/or the use of generative AI tools to create content are violations of academic integrity.
5. SON faculty will add language reminding students to never enter personal, private, or HIPAA-protected data into generative AI platforms (public or private) as a statement under course/grading requirements.
6. SON faculty will add a statement for each course involving student research that all documents/outputs involving the use of AI, if allowed, must comply with IRB and data security requirements.
7. Students may choose to opt out of AI use for any assignment and be provided an alternate assignment to meet the course requirement.
8. Students must declare how they used AI tools such as for topic generation, brainstorming, outlining, editing, etc. for each course assignment for which it is allowed. Example declarations will be provided in the syllabus to guide the students, such as:

"I attest that this project made use of AI in the following ways..."
[List tools used, purpose, and how outputs were edited or validated.]
9. Students must cite and reference materials generated by AI using APA Style and Grammar Guidelines (2025) <https://apastyle.apa.org/blog/how-to-cite-chatgpt>
10. Students who use AI in an authorized manner for assessments, clinical logs, care plans, or other course work will be subject to [UNC Code of Conduct](#) and SON Code of Conduct Policy. Students may be asked to orally defend or explain their work if AI misuse is suspected.

POLICY TITLE:**SON Clinical Programs - Attendance Policy****Last Revision/Review Date:** 5/1/2026 NFSO**Previous Review Dates:** 8/2008 dwt; 5/3/13 ULT/NFSO; 1/25/19 ULT/NFSO; 12/1/2023 NFSO**Original Policy Date:** 3/14/08**Sponsoring Committee(s):** School Leadership Team**DESCRIPTION:**

Students enrolled in SON clinical programs (BSN, MSN, Post-Masters Certificate (ENP/FNP) and DNP) are required to attend all lecture, laboratory, and clinical hours as scheduled, to ensure their success and meet board of nursing and accreditation requirements. Regular attendance in nursing lecture/clinical courses is critical to support learning, professional development, and preparation for safe nursing practice. Additionally, assignments and discussions scheduled during in-class sessions may meet one or more competencies necessary to receive a passing course grade and meet national standards.

If a student has an illness or has sustained an injury that could be aggravated by clinical, classroom, or laboratory experiences, or could place others at risk, the student has an obligation to refrain from attending class to care for self or seek treatment. If the student is unable to meet performance standards for their course, they are to contact the faculty member and the program coordinator as outlined in the *Performance Standards* policy. Depending on the situation, documentation may be necessary to ensure safe resumption of attendance in any course.

Attendance expectations include being ready to begin before the scheduled start of the day and after any scheduled breaks. A 30-minute lunch break is pre-scheduled in all clinical/laboratory hours and not included in the hours calculated for the course. Students are expected to remain in the classroom, laboratory, or on the clinical unit until the scheduled end of each day. Arrival to class/clinical late or leaving before the end of class/clinical may constitute an unexcused absence unless prior arrangement was made with the faculty member.

Excused absences are granted for any unexpected situation out of the student's control or personal life events which necessitate the student's attendance outside of scheduled coursework. Examples of excused absences include illness, injury, treatments, surgeries or other medical-related appointments that the student is unable to reschedule. Students are encouraged to communicate with the course faculty member prior to any anticipated absences.

Unexcused absences are defined as any absence due to a scheduled activity unrelated to the nursing program (i.e. vacations, job orientations, weddings) not granted permission by the clinical lead faculty or program coordinator prior to arrangements being made or missing a class period without communicating with the faculty member prior to the absence.

PROCEDURE:

In the event that a student must miss a scheduled lecture/lab/clinical class period, or a partial class period, they are to:

1. notify the faculty member regarding the absence as soon as possible prior to the absence.
2. complete make up materials for the missed content
 - a. Trad/Second Degree BSN program clinical course hours - missed /clinical hours must be made up either through a repeat clinical day, completion of virtual simulation or other case-based materials (1:1 ratio of sim:clinical hours missed), or through completion of on-campus high fidelity simulation hours (2:1 ratio of sim:clinical hours missed). The type of clinical hour make up is determined by the clinical lead faculty member.

- b. BSN capstone (NURS 446) and RN-BSN/MSN/DNP program clinical course hours --missed clinical hours will be rescheduled and completed.
 - c. On campus laboratory courses – the skills/procedures covered during the missed course time must be completed by the student. The timing of review/practice session is at the discretion of the lead faculty member and dependent on course resources. There may be instances where there is no available time to make up the missed laboratory, which may result in the student earning an unsatisfactory grade on the missed content or an incomplete grade for the course.
 - d. On campus/online synchronous lectures – all students are expected to attend each lecture course per the course schedule provided at the beginning of the semester in the syllabus. Course attendance expectations will be clearly delineated in each course syllabus and points will be deducted for any missed day. Learning objectives completed during the in-class session will need to be completed through make up materials, per the discretion of the faculty member. There may be instances where there is no opportunity to make up this time and the student may receive an unsatisfactory grade on the missed content or an incomplete grade for the course.
 - e. Online/asynchronous courses – course attendance/participation expectations will be delineated in the syllabus at the start of the semester, which may include participation points, per the discretion of the faculty member.
3. If a student misses lecture/laboratory/clinical due to a medical reason unrelated to a short-term illness (i.e. cold, flu), a medical clearance may be needed before return to their coursework. The student is to email the SON Director for directions on next steps, which may necessitate documentation/clearance to return to the course.
 4. Any absence, unexcused or excused, may result in a notice of unsatisfactory performance or an unsatisfactory grade for the course.
 5. If the absence includes missing more than one scheduled class or is longer than 1 week (5 business days), the student will also notify the program coordinator, who will work with the student to determine the best course of action depending on the situation; this may include advising the student to take a leave of absence (see LOA policies), join a different cohort of students, or work with the faculty members to make up the missing days, among other options. Depending on the situation, the absence may warrant program dismissal if no alternative is identified.
 - a. If a student chooses to miss a course(s) requirements after the program coordinator has not approved the requested leave, the student may be dismissed from the program per the SON Code of Conduct policy and may request reinstatement through the appropriate procedure.

POLICY TITLE:

Audio and Video Recording Policy during Classrooms and Simulation Experiences

Last Revision/Review Date: NFSO 4/28/23

Previous Review Dates:

Original Policy Date:

Sponsoring Committee(s): School Leadership Team – Academic Policy

DESCRIPTION:

The UNC School of Nursing is committed to excellence in teaching and learning through use of technology to meet course and program objectives, which may include recording of instructional activities to meet the objectives of the course.

PROCEDURE:

1. Classroom
 - a. Faculty members may create audio or audio/video recordings of classroom lectures for instructional purposes to meet the objectives of a course.
 - b. Faculty members must alert students that they will be recorded, the use and distribution of the recording, and how the recording will be stored before the recording is initiated.
 - c. All attempts should be made to protect student's privacy if the recording is conducted online and students can be viewed in their personal settings.
 - d. Students must be allowed an opportunity to ask questions or to opt out of a recording if requested.
 - e. Classroom related recordings may be saved by the instructor for future courses, if appropriate. All recordings must be distributed through the university's learning management system and kept on a university password-protected drive. All recordings not to be used as future course materials or accreditation exemplars should be destroyed at the end of the semester.
2. Simulation and Skills Laboratory
 - a. Faculty members may create audio or audio/video recordings of skills and simulated learning experiences for instructional purposes to meet objectives of a laboratory, clinical, or didactic course.
 - b. Before a simulated learning experience is recorded, the students must be provided information on the event and sign the consent form attached to this policy. Information to share with students include:
 - i. When the recording will occur
 - ii. What the recordings will be used for
 - iii. How the recordings will be stored/distributed
 - iv. When the recordings will be deleted
 - c. All students will have an opportunity to ask questions before signing the consent form.
 - d. Signed consent forms will be collected by the course instructor, lead clinical faculty, or program coordinator at the beginning of the semester for the course including recordings through the Typhon platform.
 - e. Students who request not to be recorded will be provided alternative opportunities to meet course objectives.



UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

***You will be instructed by the SON
on how to sign this form.***

Student Consent to Video and Audio Recording during Simulated Teaching-Learning Activities

Teaching-learning activities for your classroom, laboratory, and clinical courses in the University of Northern Colorado's ("UNC") School of Nursing may require participation in simulated patient care experiences. Simulated patient care experiences enhance educational outcomes by providing the opportunity to observe and participate in navigating real life patient scenarios in a non-clinical setting. Simulated experiences are designed to challenge a student's response and judgment to patient care scenarios in a more realistic environment.

School of Nursing faculty and staff may video and audio record all or portions of simulated patient care experiences in which you are either a participant or an observer. The recordings optimize the educational value of the teaching-learning activity. Recordings of simulated patient care experiences will be treated as education records under 34 C.F.R. Section 99.3, which is the Family Educational Rights and Privacy Act.

By signing this document, you consent to being video and audio recorded during simulated patient care experiences. The recordings will only be used for teaching-learning activities and student assessment purposes.

I authorize the UNC School of Nursing faculty and staff to video and audio record my participation in teaching-learning activities including simulated patient care experiences for educational and evaluation purposes.

Name _____

Signature _____

Bear Number (last 4 digits) _____

Date _____

POLICY TITLE:

Grading Policy (SON)

Last Revision/Review Date: 2/18/2022 - NFSO

Previous Review Dates:

Original Policy Date: 2/18/2022

Sponsoring Committee(s): School Leadership team

DESCRIPTION:

The SON will employ the following grading policy and procedure to ensure consistency in course grading, standardize grading schema across programs, and assure students are meeting professional standards and program outcomes.

PROCEDURE:

1. The School of Nursing grading policy for all programs will not use +/- as per the university grading policy outlined in the respective catalog.
2. Each course syllabus will outline the grading policy under the section titled "Method of Evaluation".
3. The method of evaluation statement will also include information on requirements for passing the course. For the undergraduate programs, the statement will read: *"A grade of "C" or higher ("S" for clinical courses) is required to pass this course"*. For graduate programs the statement will read: *"A "B" or higher ("S" for clinical courses) is required to pass this course"*.
4. A statement will be included for all SON course syllabi regarding completion of course assignments/requirements. The statement will read *"Students must complete all course assignments/requirements as outlined in the syllabus"*.
5. The grading policy will be communicated to students at program orientation, in the student handbooks, and each course syllabus.

POLICY TITLE:**Newborns/Children in SON Classes**

Last Revision/Review Date: 12/6/2024 NFSO
Previous Review Dates: 11/13 ULT
Original Policy Date: 12/6/2013 ULT
Sponsoring Committee(s): School Leadership Team – Academic Policy

DESCRIPTION:

In an effort to provide an environment that is conducive to learning and safety for students, newborns/children will not be allowed to attend classroom, laboratory, simulation or clinical experiences with their parents. However, some parents may need to bring newborns/children to campus for feedings and lactating parents and may need access to a lactation station or lactation support while on campus.

PROCEDURE:

1. Newborns/children are not allowed to attend course activities with their parents who are students in the School of Nursing. This will be communicated to students at program orientation.
2. Students and Faculty are encouraged to access UNC's most current information on lactation stations on the Center for Women's and Gender Equity website <https://www.unco.edu/center-womens-and-gender-equity/?page=1&limit=3&tags=Center%20for%20Women%27s%20and%20Gender%20Equity,cwge>
 - a. If students need to bring their children for lactation or feedings, they must arrange for the child's care while attending class.
 - b. Information regarding lactation/feeding resources will be available to all students through the SON front office and will be distributed to students through the SON CANVAS shell.

POLICY TITLE:**Progress Review of Doctoral Students****Last Revision/Review Date:** 5/1/2026 NFSO; 5/13/26 MH edits (formatting/grammar)**Previous Review Dates:** 12/4/15 NFSO; 3/3/17 GLT; 3/24/17 NFSO**Original Policy Date:** 3/9/15**Sponsoring Committee(s):** Graduate Leadership Team

DESCRIPTION:

The purpose of this policy is to develop internal procedures to conform with the Graduate School's policy regarding annual progress review for all doctoral students. This evaluation is to be performed yearly until the student passes oral comprehensive exams. See UNC graduate catalog at <https://unco.smartcatalogiq.com/current/graduate-catalog/program-requirements/doctoral-degree-requirements/courses-and-credit-hours/progress-review>

PROCEDURE:

1. Each doctoral student will complete a self-evaluation each fall. The self-evaluation link, generated by the student services coordinator, will be sent to the doctoral students by the Graduate Clinical Compliance and Program Management Specialist during fall semester.
2. The faculty for each doctoral course taken the previous year will complete an evaluation for each student through an evaluation link generated by the Graduate Clinical Compliance and Program Management Specialist and forwarded to the faculty during fall semester.
3. The respective program coordinator will be responsible for obtaining the data from the Graduate Clinical Compliance and Program Management Specialist annually in the spring. Based on the data collected, when necessary and in collaboration with a student the program coordinator will develop a recommendation for improvements following the Graduate School policy.
4. The program coordinator's summary report and any recommendations on each doctoral student is due to GLT and the School of Nursing Director by April 15th each year. This report will include a recommendation of whether students are to be continued each year without conditions, continue with conditions, or not continue.
5. The School Director will either approve and submit the report to the Dean of the Graduate School by May 1st each year, or if in disagreement the program coordinator may convene a meeting of GLT to deliberate following the Graduate School policy, linked above.

POLICY TITLE:**Progression in Graduate Programs**

Last Revision/Review Date: 5/1/2026 NFSO; MH updates 5/13/2026 (update DNP project timeline)
Previous Review Dates: 1/13/17 KH; 2/3/17 NFSO; 10/18/19 GLT; 10/13/23 NFSO; 12/5/2025 NFSO
Original Policy Date: 3/9/15
Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

Successful completion of the graduate nursing programs requires a minimum grade of 'B' in each course, satisfactory grade in each clinical course, and completion of applicable graduate school requirements (e.g. comprehensive exams, proposal and final dissertation/DNP scholarly project defenses). The student will not be able to complete any additional course work in the clinical portion of their program of study until the clinical course in question has been successfully completed. The student may not graduate without all of these requirements met satisfactorily.

Unsatisfactory course work and retake procedures:

One didactic or clinical course may be repeated if the grade is lower than a 'B' or Unsatisfactory. The graduate comprehensive exams (written/oral) allow for one retake. The repeated course will be recorded on the student's transcript and both letter grades will count towards the cumulative grade point average. If the student does not receive a 'B' or higher in a didactic course or Satisfactory grade in a clinical course on the repeat attempt, progression in the graduate program is not adequate and program termination will be recommended by GLT to the SON Director and UNC Graduate School.

A second grade below a "B" or "Unsatisfactory" in any additional course will be cause for program termination recommendation.

If the student receives lower than a 'B' or Unsatisfactory in two courses in the same semester, then program termination will be recommended by GLT.

If the student chooses to Withdraw ("W") due to failing grades twice during the enrolled program, then program termination will be recommended by the GLT to the SON Director and Graduate School.

To appeal a grade or program termination, the student shall follow the SON and UNC academic appeals policy and procedure.

Completion of dissertation and DNP Scholarly project credits:

PhD students: In order to enroll in 799 credits students should also have completed 4 N797 credits. If needed, students may enroll in 1 credit of N799 in the semester they are completing the written and/or oral exam if all 4 N797 credits have been completed based on consultation with the Research Advisor (RA). Students will work collaboratively with the RA regarding enrollment/spacing of N799 credits.

DNP students: Students must take N727 (DNP Scholarly Project Proposal) prior to registering for N798 (DNP Practicum) credit hours. Students must meet with the DNP Program Coordinator to discuss/request registration for ALL N798 credit hours. This discussion will include the specific number of credit hours of N798 that the student will be cleared for registration. Course overrides will be required to register for all N798 hours. The Written and Oral Comprehensive Exams and Scholarly Project proposal (one scheduled meeting) must be completed during N727 enrollment. The Final DNP Scholarly Project Defense will ONLY be completed while actively registered for N798 during the subsequent semester.

POLICY TITLE:**Service Animal Policy****Last Revision/Review Date:** 5/2/2025 NFSO**Previous Review Dates:****Original Policy Date:****Sponsoring Committee(s):** School Leadership Team – Academic Policy

DESCRIPTION:

The university supports the rights of individuals with disabilities to access university programs, activities, and services on campus, including the accompaniment by a service animal outlined by the UNC Disability Resource Center: <https://www.unco.edu/disability-resource-center/accommodations/housing/emotional-support-animals.aspx> and Office of Institutional Equity and Compliance https://www.unco.edu/institutional-equity-compliance/pdf/OIEC_Service_Animal_SOP.pdf Service animals are allowed to accompany individuals with disabilities in all areas where the public is normally allowed to access, which includes classroom spaces. The below definitions and procedures are adapted from the above documents.

Similarly, service animals are welcome in the School of Nursing classrooms and other shared spaces. However, SON laboratory and simulation rooms have confined spaces and hazardous equipment that may be associated with risk to the animal or other individuals in the space. Additionally, clinical facilities may have specific policies regarding service animals depending on the patient population and other considerations. To assure safety for students, faculty, the service animal, and other guests in the laboratory spaces, and to assure compliance with clinical agency policies, the following procedure is to be followed. Emotional support animals and pets are not allowed in any School of Nursing spaces.

DEFINITIONS AND BACKGROUND INFORMATION:

Service animal: Pursuant to the ADA and CRS, a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

Service animal-in-training: An animal that is being trained as a service animal, whether by an individual with a disability or by a trainer of service animals.

Task: Work that the service animal has been trained to perform that is directly related to the person's disability. Emotional support animal: Animals whose sole function is to provide comfort or emotional support.

Emotional support animals (ESA): are not service animals under the ADA and are not entitled to public accommodation.

Handler: A person who is an individual with a qualifying disability who requires the service animal to perform a task, or a person who is training a service animal-in-training to perform a task.

Under the Americans with Disabilities Act, if there is a question as to whether an animal is a service animal, two questions may be asked by faculty or staff of a student who brings a service animal to class:

- Is the animal a service animal required because of a disability?
- What work or task has the animal been trained to perform?

PROCEDURE:

1. Students or faculty who use a service animal and anticipate needing access to SON lab, simulation, or clinical spaces are encouraged to coordinate with the DRC and SON Director in advance to support a smooth experience and discuss any necessary logistics or risk mitigation.

2. The DRC and SON Director, in consultation with course faculty and program coordinator, will work with the student to determine how the service animal may impact the logistics of the course and develop specific procedures, for both on-campus and community-based course requirements (i.e. clinicals, service learning). This may include a walkthrough of laboratory spaces and any simulated experience, considering the space and impact on the learning of other students engaged in the experience.
3. If a clinical agency is unable to accommodate a service animal, the SON Director/Program Coordinator will make every reasonable effort to identify an alternative experience. If no such experience is available despite all good-faith efforts, the student will be supported by the DRC and SON in exploring a plan for program completion that maintains academic integrity while ensuring compliance with disability access laws.
4. Any questions that arise during the course should be directed to the SON Director/DRC to determine if any changes in the procedures are needed, including questions that arise during a clinical rotation or other community-based experience.
5. If another person is adversely impacted by the presence of the service animal, the impacted person should contact the Office of Institutional Equity and Compliance (OIEC) to determine available options.
6. Any service animal who does not adhere to expected behavioral standards will be removed from the learning space. The following are examples that justify the removal of a service animal:
 - a. The animal is not housebroken
 - b. The animal is out of control and the handler does not take effective action to manage it
 - c. The animal poses a direct threat to the health and safety of others, such as another person or animal has been bitten (call UNC PD)
7. If there is concern that someone is misrepresenting an animal as a service animal, faculty/staff are asked to report the concern to the OIEC and let the SON Director know of the concern.
8. Students who believe they have been denied equal access may contact the Office of Institutional Equity and Compliance (OIEC) for support or file a grievance under the university's ADA policy.

UNC Departmental contact information:

Police Department- 970-351- 2245

Office of Institutional Equity and Compliance-- 970-351-4899 or titleix@unco.edu

POLICY TITLE:**Student Accommodations**

Last Revision/Review Date: 5/1/2026 NFSO
Previous Review Dates: 4/19/19 ULT/NFSO; Edits MH/DRC 8.18.25
Original Policy Date: 4/19/19 ULT/NFSO
Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

At the University of Northern Colorado, we recognize disability as a vital aspect of diversity and are committed to fostering inclusive, accessible learning environments. The faculty and staff of the School of Nursing value diverse lived experiences of our students, including those with disabilities, and are committed to creating inclusive learning environments that reflect our profession's ethics and university's values of equity, access, and belonging. The School of Nursing partners with the DRC to implement approved accommodations.

PROCEDURE:

1. Students who require disability-related accommodations for testing, teaching and learning environments, clinical placements, and more, should connect with the Disability Resource Center (DRC) to engage in an individualized, interactive process. This ensures both consistency and alignment with institutional policy, federal law, and the university's equity goals.
2. SON faculty and staff should refer any student seeking disability-related accommodations directly to the DRC to ensure a fair, legally compliant, and supportive process for all learners.
3. If testing accommodations are requested and approved, the School of Nursing will collaborate with the DRC and the student to determine the most appropriate and feasible timing for test administration, while maintaining the integrity of the exam. Students are generally expected to test on or near the originally scheduled date, but flexibility may be needed depending on accommodation requirements and logistics. Testing may need to be scheduled the day before or after the scheduled exam time to assure the student does not miss any lecture/skills time in class, per the discretion of the faculty member.
4. SON faculty should not independently implement or modify accommodations without consulting the DRC. Faculty are expected to partner with the DRC in implementing approved accommodations to ensure consistency, legal compliance, and educational equity.
5. If a student incurs an injury or requires a short-term accommodation, they should follow the SON Performance Standards policy and reach out to the SON Director/DRC for further instructions.
6. Students and faculty are encouraged to reach out to the UNC Disability Resource Center for any questions regarding process, eligibility, or support. <https://www.unco.edu/disability-resource-center/> Contact information- DRC@unco.edu 970-351-2289.

POLICY TITLE:**Student Code of Conduct**

Last Revision/Review Date: 5/1/2026 NFSO
Previous Review Dates: 9/16/11 4/20/18 ULT; 4/27/18 NFSO; 3/7/2025 NFSO
Original Policy Date: 10/11
Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

Nurses are charged with ensuring the protection, promotion, and optimization of health and wellbeing of individuals and their communities. As such, UNC nursing students are expected to maintain the highest standard of personal and professional conduct, in alignment of nursing professional organizations (ANA, 2025), and to embrace the values, moral norms, and ideals of the profession. To assist in communication of the expected conduct of a professional nurse, students will be required to read and sign the School of Nursing's Student Code of Conduct at the beginning of their program and review at the beginning of each semester.

PROCEDURE:

1. The School of Nursing Student Code of Conduct will be included in each program's student handbook and updated annually. A link to the handbook will be provided in all syllabi and on the SON website.
2. Additional information related to student professional conduct will also be linked in the student handbook, including UNC's Code of Conduct, the Board of Trustee's Policy manual section on student conduct (Part 5), and the American Nurses Association's Code of Ethics to provide additional information and highlight the importance of this topic.
3. Each student will review the Student Code of Conduct and other materials in the student handbook as a part of the program's orientation. After an opportunity to ask questions and receive clarification the students will be required to sign the Code of Conduct acknowledging their understanding, which will be kept in the student's file.
4. Any breach of code of conduct will be communicated to the respective program coordinator by the person witnessing or learning of the infraction.
5. The program coordinator will determine, in consultation with appropriate faculty/SON leadership, the appropriate action, which may include, but is not limited to, verbal/written warning, development of an action/remediation plan, or program termination, depending on the severity of the infraction. Documentation of an action taken will be kept in the student file.

UNC's Student Conduct Policy

Students are also expected to be familiar with the University's expectations as outlined in UNC's Student Code of Conduct located at: <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

Student Code of Conduct

UNC's School of Nursing faculty members have a social and professional responsibility to ensure the development and consistent performance of ethical, personal, and professional conduct of the highest standard of all students in the undergraduate and graduate nursing programs. The student is expected to conduct themselves in a manner that reflects the ethical, personal and professional accountability congruent with the School of Nursing's values, program objectives, and the American Nurses Association's (2025) *Code of Ethics for Nurses*. Faculty members are responsible for communicating expectations of student's conduct throughout the program. Additionally, faculty members are responsible for providing feedback and designing corrective action plans when necessary to assist students in developing expected ethical, personal and professional nursing behaviors as part of their ongoing education as a professional nurse. The development and demonstration of appropriate ethical, personal, and professional conduct is the responsibility of the student and is determined as essential for the student's transition into professional practice.

ANA CODE OF ETHICS FOR NURSES (2025)

Provision 1:

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2:

The nurses' primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, or community, or population

Provision 3:

The nurse establishes a trusting relationship and advocates for the rights, health and safety of recipients of nursing care.

Provision 4:

Nurses have authority over nursing practice and are responsible and accountable for their practice; consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5:

The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6:

Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7:

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8:

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9:

Nurses and their professional organizations, work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing .

Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Reference: American Nurses Association (2025). *Code of Ethics for Nurses*. Silver Springs, MD:ANA.

**University of Northern Colorado
School of Nursing**

Student Code of Conduct

I understand that during my educational experience in the University of Northern Colorado, School of Nursing I am expected to demonstrate ethical, personal, and professional conduct in congruence with ANA Code of Ethics (2025), UNC Dean of Students', Student Code of Conduct, the School of Nursing's values statement, program outcomes and course objectives.

I agree I am responsible to:

- review and adhere to the University's and the School of Nursing's Code of Conduct and specific clinical agency policies.
- review and adhere to national standards of conduct for a student and professional nurse.
- demonstrate behaviors consistent with the above policies and standards in all settings when in the student role, including all clinical, classroom/laboratory, and public settings.
- refrain from violation of federal, state, or local ordinances including, but not limited to, those covering alcohol, narcotics, illicit drugs, gambling, sex offenses or arson.
- refrain from disorderly, lewd, and indecent or obscene language or conduct
- refrain from all public displays of affection with significant others, colleagues, or others on campus or at the clinical site
- refrain from use of technology to view or send obscene or threatening material to students, faculty, staff, or patients.
- refrain from forgery, alteration, misuse, destruction, or mutilation of college documents, records, identifications, or other educational materials of the school or other students.
- refrain from copying (e.g. taking pictures/screenshots, recording audio/visual materials) any portion of any type of examination, including hands on demonstrations, paper/pencil, computer-based examinations/assessments, or distributing (verbal or otherwise) any information related to a SON course examinations or other assessments.
- use generative AI for all course related work as outlined in the course syllabus and *SON Testing Policy*.
- follow professional standards for incorporation of published and unpublished sources in all course related work and recognize that incorporation of materials from other sources or paraphrasing of such material without acknowledgment is considered plagiarism.
- attest that all work is of my own words and creation, except where clearly indicated and acknowledged using professional standards of citation and referencing.
- attest performance on all examinations and other coursework reflects my knowledge without use of unauthorized materials.
- attend all lecture/laboratory/clinical courses as outlined in course syllabi and *SON Clinical Programs Attendance Policy*.
- dress in accordance with specific program's dress code policy in all settings; refrain from wearing student uniform in public settings if not performing course requirements.
- uphold utmost integrity in personal, professional, and academic situations by refraining from and reporting any form of dishonesty or breach in the above standards and policies using appropriate communication channels.
- demonstrate respect for differences in race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability.
- communicate in a professional and respectful manner promoting collegiality, civility, collaboration, and a positive learning/clinical environment at all times, and in all situations.

I understand and acknowledge that, in the event I breach any provisions of University and School of Nursing Policies or national professional standards, I will be subject to disciplinary action which may include dismissal from the nursing program.

Print Name: _____

Signature: _____ Date: _____

POLICY TITLE:

Student Concerns

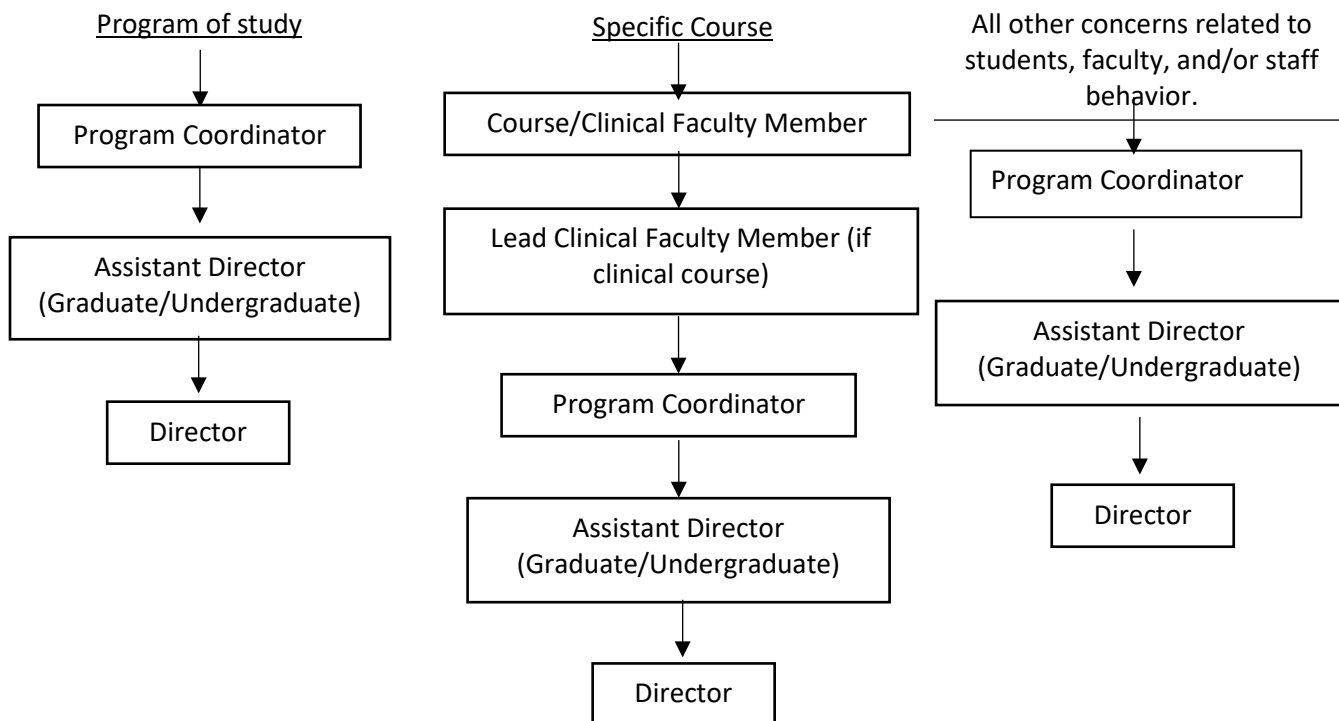
Last Revision/Review Date: 12/6/2025 NFSO reviewed
Previous Review Dates: 4/00 SB; 5/08 DWL; 12/16 FH; 11/19 FH; 12/3/21 NFSO
Original Policy Date: 4/1/00
Sponsoring Committee(s): School Leadership Team – Academic Policy

DESCRIPTION:

The SON encourages students to voice their concerns about their nursing educational program and/or academic procedures.

PROCEDURE:

1. Depending on the nature of the concern, a student is encouraged to reach out to the specific faculty member identified in the chart below to report the concern and receive guidance about how to address the issue (including steps to initiate a formal complaint or grievance).
2. If the concern is directed toward the faculty member identified as their point of contact, the student is then directed to the next person in the chart, and so on.



3. The student with concerns regarding an academic decision or other formal grievance are directed to appropriate Assistant Director to provide the student information on the SON Academic Appeals Policy, or UNC Board Policy Manual, and assist the student with next steps

POLICY TITLE:

Students' Dishonest Acts

Last Revision/Review Date: 4/2/21 NFSO

Previous Review Dates: 5/91 SCB w/ University Counsel; 10/31/93 VK; 4/98 LC; 11/27/01 DP; 12/09 ULT/GLT/NFSO, 11/30/18 GLT/NFSO; 12/2020 GLT/NFSO; 1/2021 ULT

Original Policy Date: 2/21/86

Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

Dishonesty violates the professional code of ethics. Students are expected to conduct themselves according to Standards of Professional Behavior and Practice. Examples of dishonesty include but are not limited to the following:

1. Taking an exam or writing a paper for another student.
2. Copying a few sentences for a paper without appropriate referencing to credit the source; See University definitions of Plagiarism.
3. Copying or sharing information from answer sheets and/or care plans without doing the work independently.
4. Sharing information regarding a course exam with anyone (even classmates). The exams should not be printed, copy/pasted, screen captured, etc.
5. Leading one to believe you have completed a required assignment or activity when indeed you have not
6. Fabricating data.
7. Stealing school, agency, or client property.

Students will be held accountable for their dishonesty.

PROCEDURE:

Student Responsibilities:

1. Students shall recognize or value that academic honesty is highly correlated with professional nursing ethics. Students are responsible and accountable for their behavior.
2. Students will comply with testing administration procedures and other course expectations.
3. Students will physically focus directly on their own work during examinations.

Faculty Responsibilities:

1. Faculty will provide student handbooks that direct students to university policies.
2. Faculty will use measures to minimize the opportunity for cheating/dishonest acts. Such measures may include seating arrangements during testing, assuring all test booklets are accounted for and proctoring an examination actively.
3. Faculty will include the Academic Integrity statement in all course syllabi.

Reporting of Dishonest Acts:

1. Students should report their observations or knowledge of dishonest acts to the faculty involved. Such reports are confidential.
2. Faculty who suspects, observe, or have knowledge of a student's dishonest acts shall follow guidelines below, depending on the circumstances:
 - a. Refrain from accusing the student of cheating in front of other students.
 - b. Meet with the student at the earliest opportunity to discuss facts available to the faculty regarding the dishonest act. Ask for the student's perceptions of the incident.

- c. If the faculty believes a dishonest act has definitely occurred, the faculty shall notify the respective Assistant Director or Program Coordinator and the student in writing. The student shall also be informed regarding School of Nursing Grievance Procedures by the faculty involved.
- d. A faculty member who is concerned that a student may have committed academic misconduct must submit a report to the Dean of Students describing the alleged academic misconduct.

Sanctions:

1. The course instructor may assign a grade of zero for the assignment or exam and/or may result in failure of the course.
2. The student may receive from the Assistant Director a letter regarding their disciplinary probation in the School of Nursing.
3. In the event of a second incident of dishonesty of any kind, the student may be terminated from the nursing program.
4. In the event of proof of destruction or stealing of property, the faculty may notify campus police and appropriate law enforcement agencies.

Due Process Procedures:

1. Student will meet directly with faculty involved with the behavior at issue to discuss recommended outcomes and /or sanctions.
2. Upon report of an incident of dishonesty:

Undergraduate student: The Program Coordinator will be made aware of the exact issues/charges being made. The Program Coordinator may recommend sanctions or that the student's program of study be terminated.

Graduate Student: The Graduate Leadership Team (GLT) may recommend sanctions or that the student's program of study be terminated.

3. If termination is recommended, this decision is subject to a formal hearing before the University Hearing Office/Panel. See the UNC Student Handbook.

POLICY TITLE:

Suspected Drug or Alcohol Use

Last Revision/Review Date: 4/26/2024 NFSO; 5/13/2025 HR/MH edits w/Univ Counsel

Previous Review Dates: 5/91 w/ Univ Counsel; 10/93 VK; 4/98 LC; 11/01 DP; 12/6/13 ULT; 1/31/14 ULT; 3/7/14 ULT w/ Univ Counsel; 3/28/14 NFSO; 4/18/2022 NFSO

Original Policy Date: 1/17/86

Sponsoring Committee(s): School Leadership Team – Academic Policy

DESCRIPTION:

The School of Nursing (SON) faculty have the right and responsibility to protect the public's health, safety, and welfare from impaired SON students who use drugs or alcohol in clinical settings. SON students are prohibited from using drugs or alcohol or other mind-altering substances that affect their performance during a clinical rotation and must abide by the University of Northern Colorado (UNC) and the clinical agency's policies.

PROCEDURE:

1. If a student's behavior suggests that they may be under the influence of drugs, alcohol, or other mind-altering substance, the clinical faculty member must remove the student from patient care.
2. The student is required to immediately take a drug and alcohol screen.
3. The clinical agency's policy for testing will apply if it is able to test the student. Otherwise, the student will be referred to UNC's Student Health Center (SHC) for testing.
4. The student is responsible for the testing expense.
5. The clinical faculty member will arrange appropriate transportation for the student from the clinical site to the testing site, if needed. The student is responsible for any travel expense.
6. If drug and alcohol screen is positive, or if the student refuses to be tested, the student will be referred to the SON Director and may be dismissed from their program. Further, if the student violated UNC or the clinical agency's policies or regulations, the student will be referred to the SON Director and may be dismissed from their program.
7. It is the student's responsibility to inform the course lead faculty member if they are taking prescription medications that could significantly affect cognition, behavior, or motor function, or may impair the ability to practice as a professional nurse safely and competently. The student will be referred to the performance standards policy for any needed accommodations for the use of prescription medications.
8. If a student holds a professional license and violates this policy, the SON may be required to report the violation to the Colorado State Board of Nursing or other regulatory body for further action.

4/7/2022 – Deb Miller communicated via email that it is appropriate to have students tested at the Student Health Center if they are not able to be tested on-site

POLICY TITLE:

SON - Testing Policy

Last Revision/Review Date: 5/1/2026 NFSO
Previous Review Dates: 12/1/2023 NFSO
Original Policy Date: 12/1/2023 NFSO
Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

Exam integrity and providing a safe and equitable environment for testing in all courses are highly important as part of student success and optimal patient outcomes.

PROCEDURE:

- Students must be present on exam/test/quiz days for in-person courses or follow any required proctoring instructions for online courses.
- Students may be given the opportunity to make up exams, which may include an alternative examination, per the discretion of the faculty member.
- Any student who may miss an exam/test/quiz must notify the instructor before the start of the exam, if possible. Failure to do so may result in a grade of 0 for the exam.
- No additional time for testing will be permitted if a student arrives late.
- No personal belongings will be allowed on the desk during the exam/test/quiz except for items necessary for taking the exam/test/quiz.
 - Cell phones and all other personal electronic devices, including wearable technology (i.e. smartwatches, glasses) must be stowed in bag or coat. All bags, coats, and any other items not needed for testing will be placed at the front of the room or away from the students' reach.
 - Students will be notified if a calculator is allowed. Only simple calculators without storage capacity will be allowed. No graphing calculators will be allowed.
 - Students will be provided with scratch paper if it is allowed. Students must print their name on the provided piece of scratch paper and every student will submit the scratch paper before leaving the room.
- Students may not render any audio/visual recording or take any pictures/screenshots for any portion or type of exam (i.e. return demonstration, computer based, paper/pencil).
- Course instructors will proctor the exam/test/quiz and this may include moving around the room.
- Students are encouraged to leave the building or go to the student lounge after exiting the testing room and refrain from congregating in the hallways.
- Any testing accommodation must come through the Disability Resource Center.

Exam Integrity

- Students may not disclose or discuss information about the items or answers seen on exam/test/quiz. This includes posting or discussing questions on the internet and social media websites.
- Students may not copy or reconstruct exam items during or following the exam for any reason.
- Students may not seek help from any other party in answering items (in person, by phone, text, email, or AI) during the exam/test/quiz (including breaks).
- Students may not remove exam/test/quiz items and/or responses (in any format) or notes about the exam/test/quiz from the testing room.
- Students will comply with any investigation related to exam integrity that needs to be conducted. Students may not take the exam/test/quiz for another student. If a student witnesses any of the above behavior, or any irregular behavior that is in violation of the exam/test/quiz rules, the student should report it to the test/exam proctor, course instructor, or the Dean of Students. **Violation of this policy will not be tolerated. See Student Dishonest Acts and SON Student Code of Conduct Policies.**

POLICY TITLE:

Transfer Credit for Graduate Students

Last Revision/Review Date: 10/13/23 NFSO; 11/7/2025 GLT review

Previous Review Dates: 1/98 JR; 5/08 DWL; 12/08 GLT; 10/12 GLT; 10/26/14 GLT; 10/21/15 GLT; 1/23/17 GLT; 2/3/17 NFSO; GLT Review 4/2022

Original Policy Date: 11/16/2012

Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

Transfer credit must be approved at the program level prior to submission to the Graduate School per Graduate School Procedure.

PROCEDURE:

In addition to University and Graduate School policies, the School of Nursing has the following policy:

1. Students wishing to transfer prior earned credits must identify those courses they wish to transfer into a program. Evaluation of courses for transfer will only occur after the student has been admitted into one of the SON graduate programs.
2. Credit for any transfer courses must first be approved by the program coordinator in consultation with faculty course experts.
3. Transfer courses without a nursing prefix (NURS), must be reviewed and approved by that respective department prior to transfer for equivalency. The SON Program Coordinator is responsible for initiating this process.
4. Per the UNC Graduate School policy, the minimum number of hours necessary for the Graduate School to confer a degree from UNC are as follows: Students must complete at least 50% of their graduate program credits at UNC, not including research, capstone, seminar, internship/externship/practicum, thesis, DNP scholarly project (N798), dissertation proposal (797), dissertation (799) and any credits graded with S/U (P/F).
5. It is the student's responsibility to follow the policies and procedures of the Graduate School to complete the transfer of credit to their UNC transcript. Please see the current Graduate Catalog for the full Transfer Policy and Graduate School website for current forms.

Simulation Related Policies

(See the following pages for Simulation Related Policies)



POLICY TITLE:

Participant Guidelines in Simulation

Last Revision/Review Date: 11/2020 (NFSO)
Previous Review Dates: 2/2018 (SC); 4/2018 (SC)
Original Policy Date: 4/01/2016
Sponsoring Committee(s): School of Nursing Simulation Committee

PURPOSE:

This Simulation Center (SC) policy establishes participant guidelines in simulation and laboratory learning.

DESCRIPTION:

Participants in laboratory experiences adhere to established Simulation Center guidelines and rules for the Skills Lab.

PROCEDURE:

1. Participants should wash their hands prior to interaction with manikin and equipment.
2. Participants will wear gloves, when appropriate, while performing care to manikin or equipment.
3. Do not chew gum anywhere in the Skills Lab or Simulation Center (SC).
4. Return all supplies and equipment to their original location after use.
5. Do not remove any equipment from the manikins or the SC.
6. No eating or drinking in immediate areas of manikins or practice equipment.
7. If you find equipment in need of repair, report it to a faculty or staff member immediately.
8. Make sure all IV pumps are plugged into an outlet before leaving for the day.
9. All sharps should be placed in red biohazard containers in accordance with university policy.
10. If a red biohazard container is full, notify Lab Coordinator or faculty member.
11. Log off all computers, ensure they are plugged in, and returned to their original location.
12. Students are not allowed in the back hallway between skill labs, unless otherwise instructed. If you need supplies or equipment, please ask a faculty or staff member.
13. Clean up the lab before you leave according to station directions.
14. Wear your UNC School of Nursing uniform and name tag to all labs.
15. Bring your stethoscope to all laboratory activities.

POLICY TITLE:**Protection of Physical Safety of Participants Involved in Simulation Center Activities****Last Revision/Review Date:** 10/2020 NFSO; 11/14/2025SC Review/Edits; MH edits 2/5/2026**Previous Review Dates:** 4/2018 (NFSO)**Original Policy Date:** 3/1/2018**Sponsoring Committee(s):** School of Nursing Simulation Committee

DESCRIPTION:

For students, faculty and staff to have an optimal learning environment, it is critical that physical safety is consistently supported and maintained.

PROCEDURE:

1. To help ensure physical safety of participants, a simulation orientation is provided in the form of a video developed by the UNC simulation team. In addition to the video, the participant is provided with an orientation to the simulation room as part of the briefing.
2. Only faculty and announced participants of the simulated event are allowed in the simulation room during the learning experience. This includes access to the control room during the simulation. This minimizes congestion and crowding of simulation areas.
3. Consult with Lab Manager or Simulation Coordinator for assistance in moving any equipment in the laboratories or simulation suite.
4. All simulation areas contain a sharps container, and sharps are disposed of per the *Sharps Disposal Policy*.
5. All areas of heavy foot traffic are to be kept clear of clutter to prevent falling.
6. Alert the Lab Manager of any broken or non-operable equipment.
7. All cleaning supplies should be used in accordance with Material Safety Data Sheet (MSDS) instructions for that product. The Simulation Center MSDS sheets can be obtained from the supply hallway.
8. All cleaning supplies must be kept in the original container including the label from the manufacturer.
9. Use of latex products in the Simulation Center is to be avoided whenever possible. Some purchased equipment and supplies do contain latex and will be labeled. Anyone who has a latex allergy should notify the course lead faculty member prior to starting the lab course.
10. All injuries must be reported to the course lead faculty member, who will assist in the completion of *Workers' Compensation forms*. If indicated, Workers' compensation protocols are followed per university and SON policy.

POLICY TITLE:**Practicing Invasive Procedures****Last Revision/Review Date:** 11/2020 NFSO; 11/14/2025 SC review/edits**Previous Review Dates:** 9/2017 (NFSO); 1/2018 (SC); 3/2018 (SC)**Original Policy Date:** 4/1/2016**Sponsoring Committee(s):** School of Nursing Simulation Committee

DESCRIPTION:

Performing invasive procedures such as IV insertion on a person who does not need the procedure for therapeutic purposes creates unnecessary legal liability, risk of injury and blood/body fluid exposure. For this reason, students must not practice the invasive portion of skills such as IV insertion, IM injections, etc., on each other, on clinical instructors, preceptors, or anyone else under any circumstance.

PROCEDURE:

No invasive procedures are performed on humans anywhere in the University of Northern Colorado Simulation Center (SC).

POLICY TITLE:**Protection of Psychological Safety of Participants Involved in Simulation**

Last Revision/Review Date: 3/1/2024 NFSO
Previous Review Dates: 12/4/2020 NFSO
Original Policy Date: 4/2018 NFSO
Sponsoring Committee(s): School of Nursing Simulation Committee

DESCRIPTION:

The purpose of this Simulation Center policy is to address concerns that may arise should a participant experience undo stress, anxiety, or emotional distress while engaged in simulation activities within the University of Northern Colorado Simulation Center.

For students, faculty, and staff to have an optimal learning environment, it is critical that psychological safety is consistently supported and maintained for all participants including students, faculty, and standardized participants.

PROCEDURE:

1. To help ensure psychological safety of participants, a simulation orientation is provided in the form of a video developed by the UNC simulation team. In addition to the video, the participant is provided with an orientation to the simulation room as part of the briefing. Finally, faculty training includes content on maintaining psychological safety in simulation.
2. All high-fidelity scenarios should include pre briefing activities that are intended to establish a safe learning environment by situating learners into a common mental model and preparing them for educational content. Additionally, pre-briefing activities should convey important ground rules for the simulation-based experience.
3. Only faculty and authorized participants of the simulated event are allowed in the simulation room during the scenario. This includes access to the control room during the simulation. Unauthorized persons should not be present in the control room during simulation unless student participants have been made aware of the presence of additional observers. All participants are informed if they are being recorded or streamed on the day of the event.
4. Scenarios should follow the algorithm for the scenario, which is based on the objectives for the event. Additional distractors should not be added unless they are written into the scenario and meet a specific objective.
5. It is important to maintain consistency in the scenario between groups, including the role of faculty, use of cues and support, scenario set up and design, and time allotted for scenario and debriefing.
6. All students are made aware that simulated clinical events are to be kept confidential. This operating principle is reiterated with each event.
7. In the event that a participant in simulation is experiencing undo stress or anxiety a member of the UNC faculty or staff should offer support and assistance to the participant. If additional support is needed, the faculty/staff must assist the person in reaching appropriate campus resources. If this happens during a simulated clinical event, the simulation facilitator will notify the course coordinator who will address the problem and ensure that the participant is escorted to the Universities' Department for Counseling Services. Following the incident, the Assistant Director should be notified.
8. Information regarding counseling services at UNC is provided to the students and is in the SC.
9. If intervention is required for a participant experiencing acute stress or anxiety related to simulation, the course coordinator will assist with completion of workers' compensation forms. If indicated, workers' compensation protocols are followed per university policy.

POLICY TITLE:**Simulation Confidentiality**

Last Revision/Review Date: 10/18/2024 NFSO
Previous Review Dates: 4/2018 (NFSO) 10/2020 (NFSO)
Original Policy Date: 2/1/2018
Sponsoring Committee(s): School of Nursing Simulation Center

DESCRIPTION:

The Simulation Center Faculty, Staff and Students shall adhere to the University of Northern Colorado School of Nursing policy regarding simulation confidentiality when engaged in learning activities in the Simulation Center. University of Northern Colorado policy regarding Family Educational Rights and Privacy Act (FERPA) is followed. Student confidential information is defined as anything that a student, or those individuals with whom they interact, would expect to remain private. This includes information relating to the performance of other individuals, the details of the simulation scenarios and educational activities conducted. This applies whether seen in real time, on video, or otherwise communicated to the learner, and any related discussions.

PROCEDURE:

1. Students will engage in simulation-based training as part of their clinical learning experience and will participate in the simulation as a professional and treat it as a real patient care encounter.
2. The content of the simulations is to be kept confidential to maintain the integrity of the learning experience for all students and fellow learners.
3. During participation and throughout enrollment in the program, the student will maintain and keep confidential all scenario-specific and student-performance related information per the School of Nursing Code of Conduct.
4. Faculty and staff will maintain and keep confidential all scenario-specific and student performance related information.
5. Student performance information can only be shared on a need to know basis with the course lead, simulation coordinator, and/or undergraduate program coordinator.
6. Student will report any violations of confidentiality to the Simulation Facilitator or Clinical Faculty.
7. While simulation is in progress, video will not be streamed, recorded, or saved without prior knowledge of the scenario participants.
8. Any person not participating in the simulation event will not be allowed access to the simulation center while a scenario is in progress. This includes all tours and UNC employees from other departments.
9. This policy extends confidentiality protection to all participants in simulation including students, faculty, staff, and standardized patients.

POLICY TITLE:

Simulation Etiquette - Students

Last Revision/Review Date: 12/5/2025 NFSO
Previous Review Dates: 4/2018 NFSO; 10/2020 NFSO; 10/18/2024 NFSO
Original Policy Date: 2/1/2018
Sponsoring Committee(s): School of Nursing Simulation Center

DESCRIPTION:

Simulated clinical learning experiences necessitate engagement of students in events which range from simple to highly complex and stressful as a part of their clinical coursework. As such, a high level of professionalism, comportment, and etiquette of all faculty, staff, and students is important to assure a positive, safe learning environment. Violation of this policy may result in unsatisfactory clinical performance and referral to the lead course faculty member.

PROCEDURE:

1. The simulation coordinator and/or clinical lead faculty member will provide an orientation to the simulation laboratory and specific simulated clinical experiences at the beginning of each clinical course. The orientation will prompt/remind students to:
 - a. maintain confidentiality of the experience (i.e. not sharing the scenario with other students or the performance of colleagues with others).
 - b. participate in the simulation as a nursing professional.
 - c. engage in the experience as if it were a real patient care encounter.
 - d. perform all procedures unless otherwise instructed.
 - e. assess vital signs (not retrieve from the monitor), unless otherwise instructed.
 - f. use SBAR, or other established reporting guidelines, when communicating with a provider or team member during the scenario.
 - g. provide support and encouragement for all student peers.
 - h. keep conversation to a minimum and maintain a quiet environment in the control room and shared spaces during the simulated event.
 - i. to follow any established scripts and faculty guidance in simulated clinical events.
2. Students are expected to complete assigned pre-simulation activities in order to participate in simulation.
3. All simulation participants are expected to contribute during debriefing.

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Clinical Experiences Overview



FNP Clinical Rotation and Lab/Simulation

The FNP program has been developed to prepare students for the live clinical setting with specially designed didactic coursework and simulated patient experiences, giving them a strong knowledge base to draw from as they are interacting with preceptors and patients.

Lab/Simulation = 90 hours

- NURS 613 Advanced Health Assessment – (Lab/Simulation - 1 cr / 30 hours) – 2nd fall
- NURS 654 Acute Care of Adults – (Lab/Simulation - 0.5 cr / 15 hours) - 2nd spring
- NURS 656 Care of the Chronic Ill Adult - (Lab/Simulation – 0.5 cr / 15 hours) – 2nd spring
- NURS 674 Care of Women and Pediatric Pop. – (Lab/Simulation - 1 cr / 30 hours) – 2nd summer

Clinical Hours = 765 hours - Student clinical hours should mirror what the FNP will be doing in live clinical practice upon graduation, this includes a required 30-45 hours of OB and 45-60 hours of pediatric rotations. Students may use a variety of clinical sites to complete the required hours as outlined in the table below.

Note: At least 180 clinical hours must be with an NP and part of these hours could be with a CNM. Other approved preceptors include PAs, MDs or DOs.

- NURS 675: FNP Clinical I (4-credit course / 180 clinical hours)
 - NURS 677: FNP Clinical II (4-credit course / 180 clinical hours)
 - NURS 669: FNP Clinical III (3-credit course / 135 clinical hours)
 - NURS 689: FNP Clinical Synthesis (6-credit course / 270 clinical hours)
- ✚ *Of the 270 hours, 10% of the total patient population needs to be 13 years and younger and 10% need to be 65 years and older. Students can spend 90 hours with a hospitalist. A primary care placement should see pediatric patients, if not, students need to include a pediatric clinical to compensate for the 10%.*

APPROPRIATE ROTATIONS INCLUDE (BUT ARE NOT NECESSARILY LIMITED TO):

Family Practice	Most of your rotations should be primary care in family practice (FP). It is expected for students to see patients across the lifespan including pediatric patients. Additional FP options may include women's health (gynecological and breast issues), men's genitourinary issues, primary care of the elderly adult including the management of chronic disease states
OB and Peds focused (REQUIRED)	OB 30-60 hrs./ Peds 60-90 hrs. <i>You are highly encouraged to complete the OB and Peds hours by <u>end</u> of the 2nd clinical semester.</i>
Specialty Care (out-patient)	Up to 120 hrs (after NURS 675); options may include orthopedics, hospitalist, oncology, cardiology, dermatology, wound care, rehab, palliative care, etc.
Internal Medicine (IM)	Up to 240 hrs, rotations (after NURS 677) due to complexity in patient care (<i>must meet NURS 689 patient population guidelines for 270 hrs listed above</i>)
Urgent Care or ED	Up to 135 hrs (after NURS 675) concentrating on acute, episodic problems and health maintenance of the adult client in urgent care or ED
Mental Health	Up to 135 hrs, <i>highly encouraged</i> (after NURS 675) psychiatric care (pediatric and/or adult)
Observation	Up to 20 hrs maximum (<i>radiology, psych, OR, etc.</i>)
Community Health (CH)	Can work with an MD, FNP, PA, CNM preceptor in a CH medical clinic for family practice hrs (<i>if specialty focus like OB/Peds then can count for those hours</i>).
⊗ Walk-in Clinics	<u>NO</u> hours in this setting. It lacks continuity of care and patient acuity is not vast enough. (<i>i.e., mostly flu and cold issues and one-time care</i>)

OTHER PARAMETERS:

- ❖ Students may use their places of employment, but practicum hours must be completed outside of regular working hours and responsibilities.

- ❖ The Graduate Clinical Compliance and Program Management Specialist will assist students in the process of securing clinical experiences, but students are highly encouraged to find their own clinical preceptors and settings. Personal networking can go a long way to secure your hours and perhaps even lead to future employment.

❖ **Michaela Romero** (FNP Program Coordinator): Michaela.Romero@unco.edu

❖ **Mellany Archer** (Clinical Compliance and Placements): Mellany.Archer@unco.edu
(agreements, immunizations, clearances, attestations, myCE, Typhon, Complio)

1. Have ready before each clinical:

- CV (update each semester with clinical and classroom experience)
 - ✚ Career Services support: <https://www.unco.edu/career-readiness/student-resources/>
- Photo for badge and photo ID
- Compliance in Complio

2. Recruiting a Preceptor

- Start networking now!!!
 - ✚ Ask your work colleagues and NP friends or acquaintances.
 - ✚ Ask your own PCP (or specialist) for contacts.
 - ✚ Check for NP groups in your area.
 - Consider joining your local NP group (e.g., NCNPC, SCAPNA)
 - Northern Colorado Nurse Practitioner Coalition <https://ncnpc.enpnetwork.com/>
 - Southern Colorado Nurse Practitioner Coalition <https://scapna.enpnetwork.com/>
 - Check this website: <https://www.enpnetwork.com/>
- Maybe connect in person to discuss and follow-up after a few days.
- Provide a short professional CV or resume. (see Student CV Tips page)
- Provide potential/secured preceptors with the program overview and expectations sheet.

3. Securing a Rotation

- UNC has some FP, specialty, Peds and OB preceptors who take students each year. We will email students during the spring semester about clinical opportunities using Bear email. We are always recruiting preceptors and sites so, if you hear about a preceptor who is willing to take students, please let us know!!
- Once a site has been identified, **submit the NP Clinical Site Placement Information and Request Form to: mellany.archer@unco.edu.**
 - ✚ If you aren't sure if the clinical site has a contract, ask Mellany or send the request form to her with the facility information and contact person at the facility.
 - ✚ If the form is submitted late, you risk not having a site and preceptor secured for the course.
 - **Mar 15:** Deadline for requesting a site (new OR existing) for Summer clinical course
 - **June 15:** Deadline for requesting a site (new OR existing) for Fall clinical course
 - **Oct 15:** Deadline for requesting a site (new OR existing) for Spring clinical course

4. Site specific Onboarding - Sites may vary in their requirements for student onboarding including special online platforms (e.g., myClinicalExchange, ClinicianNexus). Requirements may be in addition to the compliance requirements outlined by this program. Mellany will work with you to complete and submit these site-specific requirements. You will need to receive approval from both the SON and the clinical site to begin.

5. Schedule your clinical dates with your preceptor. Locate or add them and the site into Typhon.

6. For each clinical site, students must obtain a signed Informal Learning Agreement with their clinically certified preceptor and provide this to their clinical course instructor.

7. Log hours in Typhon.

Student Clinical Handbook

Students are required to review the *Student Clinical Handbook* for the School of Nursing policies relevant to their clinical/practicum related experiences.

Graduate Nursing Program Clearance Requirements

Your cooperation in meeting the *Nursing Program Clearance Requirements* will enable you to have access to the clinical sites that will prepare you for the practice of professional nursing.

In addition, clinical agencies are required by their accrediting and regulatory bodies to guarantee that staff, students, faculty, and visitors meet health and safety standards. There are periodic audits by agency representatives to verify that the School of Nursing (SON) students and faculty are compliant.

The SON utilizes Complio for verifying program requirements. Complio is an online, comprehensive tool for student screening, immunization tracking, and compliance. Information to set up your student account will be given to you following admission to the program and prior to the start of your first semester.

IMPORTANT: Students are expected to have all clearances up to date. It is ALWAYS the responsibility of the student to keep track of expiration dates and to submit renewals into Complio on time. Renewals are due the 1st of the month in which it expires. For example, if your BLS certification expires July 31st, the renewal will be due July 1st. If required documentation is not submitted by the deadline, student will be considered out of compliance with the policy and are **not eligible to attend** practicum until it is resolved.

NOTE ABOUT MALPRACTICE INSURANCE FOR NP STUDENTS:

Students will be notified when to purchase malpractice insurance and may need to directly contact the service to ensure coverage for the “NP Student”. Malpractice insurance coverage must begin on or prior to the start of the student’s first clinical semester. Some suggested vendors are:

- NSO, <https://www.nso.com/>
- Proliability, <https://www.proliability.com/>
- Berxi, <https://www.berxi.com/>
- Your Homeowner’s insurance may be able to add this to your policy.

See the ‘Health and Safety Compliance Tracking for Nursing Students’ Policy in the *Student Clinical Handbook* for more information on the requirements.

Securing a Clinical Site and Preceptor

Students will work closely with course faculty, the Graduate Clinical Compliance and Program Management Specialist, and the FNP Program Coordinator to locate and secure placements.

Our clinical placement coordinator is dedicated to the Nurse Practitioner programs to assist in finding clinical placements and qualified preceptors (which include: MD, DO, PA, NP, and ENP.) All students should be prepared to actively network and locate clinical site experiences.

NOTE: Students may only begin clinical hours for a specific course on the first day of the semester it is offered.

Prior to the semester in which a student is conducting clinicals, they must complete and submit the NP CLINICAL SITE PLACEMENT FORM to inform the SON of their intent to conduct clinicals at a particular site with a particular preceptor(s). A complete form must be submitted per preceptor/site for each clinical course (e.g., 2 preceptor/site requests = 2 forms). **It neither confirms nor guarantees placement.** Submission of this form additionally initiates a request for a new agreement with a clinical site OR verifies existence of a current agreement. New or expiring agreements can take up to 3 months to obtain. Email completed form(s) to the Graduate Clinical

Compliance and Program Management Specialist.

Please note semester-specific deadlines. If the form is submitted late, you risk not having a site and preceptor secured for the course. **The June deadline may not apply to first semester ENP students.*

- ☐ **Mar 15:** Deadline for requesting a site (new OR existing) for Summer clinical course
- ☐ **June 15:** Deadline for requesting a site (new OR existing) for Fall clinical course
- ☐ **Oct 15:** Deadline for requesting a site (new OR existing) for Spring clinical course

NOTE: You may not begin clinical until you receive a confirmation email from the site the School of Nursing indicating approval. Various sites may also include official notification for a student to begin.



NP CLINICAL SITE PLACEMENT FORM

(this form does not go to the preceptor or site)

- ❖ Submission is **required** to inform the SON of your **intent** to be at a site. **It neither confirms nor guarantees placement.**
- ❖ Submit a **separate** completed form for each site attending during a clinical course.
- ❖ You **may not** begin clinical until you receive a confirmation email from the site or Mellany indicating approval.
- ❖ New or expiring agreements may take 3+ months to finalize. Submitting the form late or an incomplete form may delay your clinical rotation.
- ❖ Email completed form(s) to mellany.archer@unco.edu.

Deadlines for form submission	Summer clinicals	Fall clinicals	Spring clinicals
	March 15 th	June 15 th	October 15 th

STUDENT INFORMATION

Name: _____ Bear Email: _____ Phone: _____
Course #: _____ Start Date: _____ End Date: _____
I am an employee of the site listed below or of the health system of which it is a part of: ☐ YES ☐ NO

PRECEPTOR CONTACT & SITE INFORMATION

Proposed Site: _____
Address: _____
Preceptor Name: _____ Credentials: _____
Preceptor Email: _____ *Note: if preceptor is a PA, a supervising physician's name must be documented.*
Role/Specialty Area: _____
Clinical Overview/Purpose: _____ # Hours: _____
(OB, Peds, Family Practice, ED, other.)

CLINICAL SITE CONTACT INFORMATION

Each site has its own clearance process; accurate contact info is required so UNC can coordinate placement with the appropriate person at the requested site. Please check the box that applies to this request:

- ☐ I am omitting contact information because the site is well-known to UNC (a large hospital system such as NCMC, UCHealth, etc.).
- ☐ This is a request for *Denver VA, Kaiser, Salud, or Sunrise Community Health*. I am omitting the contact information because placement for these sites is handled through UNC only and not through individual students.
- ☐ The site or preceptor has provided information regarding the person who coordinates placement; I will complete the fields below:

Name: _____ Email: _____
Site Address: _____
Phone (OPT): _____

FNP – Faculty Site Visits

What is a site visit?

APRN faculty from UNC will be completing clinical site visits during the clinical courses. Site visit(s) will occur for each student during each clinical practicum course. The UNC faculty will be completing an evaluation of student clinical performance as well as an evaluation of the clinical site and preceptor for appropriateness of FNP education goals.

What does the APRN site visitor do?

During each site visit, the UNC faculty member will meet with the student and preceptor either in person or virtual to discuss how the clinical learning experience is progressing. They either will also see 2 to 3 patients with the student or for a virtual visit discuss 2 to 3 patients if the schedule permits and provide feedback to the student on their skills and clinical ability. The UNC faculty will also review your charting within the EHR when possible and talk to the preceptor alone about student performance. Site visits in person may take anywhere from 2 to 3 hours of time on average, or a virtual visit could take 1 hour of time on average.

What should I tell my preceptor about the site visit?

Tell your preceptor when to expect the UNC faculty member and the information above in “What does a site visitor do?”. The visitation to a clinical student should not be anything new to the preceptor, but if they have any questions, please direct them to the faculty assigned to teach your clinical course.

Preceptor, Faculty, and Student Expectations for Clinical Rotations

The following information is given as a brief overview of what a clinical preceptor for an NP student can expect with regards to preceptor responsibilities and requirements. Additionally, information is included as to what the clinical preceptor can expect from the students and UNC faculty members. NP faculty are available for further explanation and clarification if needed.

EXPECTATIONS OF CLINICAL PRECEPTORS:

- Work with the students to establish a learning environment in which all individuals are respected, and their contributions valued.
- Construct assignments and structure clinical activities to help students identify/master key concepts and develop effective learning habits and skills as addressed in ENP competencies.
- Encourage students to think critically and analytically and help them develop skills in these areas.
- Effectively respond to student's questions and provide meaningful feedback and guidance.
- Make his/her expertise available to students.
- Contact clinical faculty promptly with any concerns or needs.

EXPECTATIONS OF STUDENTS IN CLINICAL ROTATIONS:

- Work with faculty to establish a learning environment in which all individuals are respected, and their contributions valued.
- Arrive prepared for the upcoming clinical day.
- Complete assignments and clinical activities on time as directed by faculty and preceptors.
- Strive to further develop skills and knowledge base.
- Interacts professionally and collegially with faculty, preceptors, and peers.
- Communicates professionally and effectively with patients and significant others and provides appropriate support in the context of the clinical situation.

- Complete the **NP Clinical Site Placement Information and Request Form** and submit to mellany.archer@unco.edu for each requested clinical rotation.

EXPECTATIONS OF CLINICAL COURSE FACULTY (SITE VISITOR):

- Provide preceptor with course syllabus and objectives.
- Review completed Clinical Logs in Typhon, assignments submitted on Canvas, and any oral presentations and provide timely feedback to student in a constructive manner.
- Provide consultations for the student and/or preceptor as requested.
- Visit or contact clinical sites, complete site visit evaluation as indicated, and review all student evaluations.
- Evaluate ongoing preceptor/student interactions to ensure that the student engages in experiences sufficient to meet the FNP role and population focused guidelines.
- Evaluate progression of competencies via meetings or communication with student and preceptors
- Regularly assess student's learning environment to promote positive experiences.
- Facilitate any necessary clarification related to the FNP program objectives or course expectations.
- Provide recognition, as appropriate, for the preceptor.
- Promote positive customer services for the clinical site.
- Listen to student's identified needs and help develop a plan to achieve positive outcomes.
- Contribute to the student's professional knowledge development.
- Report any concerns or variances to the primary course faculty.

Tracking Clinical/Practicum Hours

The School of Nursing uses the Typhon Group platform for student portfolio development and for student clinical/practicum activity tracking. Access to this system is required for all students and is paid for by the School of Nursing. Basic introduction and login information to TYPHON is provided. The on-line professional portfolio, and the documentation of all students clinical/practicum activities are required for certification, credentialing, and for successful post-graduate employment*.

****It is advised for students to download and print their clinical hours/experiences from Typhon at the end of their program.***

DNP Scholarly Project Information



The DNP Scholarly Project: What is it?

The DNP Scholarly Project is an in-depth and integrative practice experience which results in a practice-related written product which is subjected to peer and/or professional scrutiny. Very rarely does competent doctoral research just evolve. For this reason, the student is required to submit a scholarly project proposal for review, which should be developed under supervision of the Project Advisor and members of the scholarly project committee/team.

Refer to the UNC School of Nursing DNP Scholarly Project Manual for specific information on the project outline, what to expect for written and oral examination, and specific deadlines (updated annually).

Academic Record and Signature pages



Academic Record and Signature Pages

All student files are located in the nursing offices. On the occasion you need to have access to your file, check with the SON office staff for the procedure to utilize your file. The School of Nursing also requires students to sign documents that may be needed in the general course of business throughout your program. For example, students often request data about their academic progress for loans, scholarships, insurance, and/or a reference for part-time employment etc. A signed release of information must be in your student file before we can comply with any request.

Documents requiring student signature are listed below and full copies are provided in this handbook and the Student Clinical Handbook. You will be instructed by the SON on how to specifically complete them for your program.

DOCUMENT	FREQUENCY
Student Code of Conduct (see Pg. 59	Orientation
SON FERPA Student Policy and FORMS	
Authorization for Release Completed Scholastic Assignments	Orientation
Authorization to Release Educational Information	Orientation
Authorization of Use of Name, Image, Likeness, and/or Voice Recordings	Orientation and as needed
Graduate Student Handbook Agreement	Orientation
Clinical Student Signature Pages (located in the Clinical Student Handbook)	
Confidentiality Statement	Orientation and at start of clinical course semesters
Student and Faculty Protected Health Information Release	Orientation
Assumption of Risk	Orientation
Performance Standards – Clinical Programs	Beginning each semester

POLICY TITLE:

SON FERPA Student Policy

Last Revision/Review Date: 12/5/2025 NFSO; MH edits 5/19/2026

Previous Review Dates:

Original Policy Date: 12/5/2025

Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

The Family Education Rights and Privacy Act (FERPA) of 1974 governs the access to educational information and student records. The UNC Office of the Registrar provides guidance and annual training for faculty and staff regarding FERPA as well as oversees processes for release of student records. To assure compliance with the law, the following procedure is to be followed for all SON programs.

PROCEDURE:

1. The SON Director, or designee, will review and update the student FERPA release documents with University Counsel and/or the Office of the Registrar at the end of each academic year.
 - a. The updated documents will be provided to the program management specialists
 - i. for incorporation into program student handbooks as they are prepared for incoming cohorts of students for the next academic year.
 - ii. for upload into a 3rd party platform for signature (i.e. Typhon)
2. Program coordinators will review the FERPA policy and the following education release documents with students during program orientation:
 - a. *Authorization to Release Completed Scholastic Assignments* form – student authorization to use completed assignments for accreditation review, inclusion as exemplars for future courses, curriculum committee review, and for agency feedback;
 - b. *Authorization to Release Educational Records* – student authorization of a release of summary of performance and transcript data (including GPA) for employment reference letters or surveys, graduate school applications, and scholarship, internships or other types of applications.
 - c. *Authorization to Release Name, Image, Likeness, and/or Voice* – student permission to use name, photos, video and audio recordings, or any other media to include image, likeness or voice for educational or promotional purposes.
3. Students will have an opportunity to ask questions about the policy and release documents before signing.
4. Students will be asked to sign the release forms either on paper or through a 3rd party platform (i.e. Typhon). The program management specialists will upload the forms to the student's file.
5. The program management specialists will track student signatures and identify students who have opted to not allow general release of their educational records.
6. Full and part time faculty will check with the student, or the program management specialist, to assure they have signed the release form for the specific circumstances noted above (2.a and 2.b).
7. For any requested release of a student's education record not listed above, or for students who have not signed the general release forms, an *Individual Student – FERPA release – Nursing* form must be completed and signed by the student before the record may be released.
8. The SON Director, or designee, will alert students when directory information may be provided to non-UNC entities and provide an opportunity for students to opt-out of the release.



School of Nursing

**Authorization to Release
Completed Scholastic Assignments
(FERPA)**

I hereby give permission for my completed scholastic assignments to be used as examples by the University of Northern Colorado School of Nursing for the following purposes:

- For accreditation review
- For inclusion in future courses as a sample
- For curriculum committee review
- For agency feedback

I understand that my permission for such use by the School of Nursing is irrevocable.

Signature of student

Date

Printed name of student

Declination (only sign if you do not permit use of your scholastic assignments)

I choose not to allow permission for such use of my scholastic records (as outlined above) by the School of Nursing.

Signature of student

Date

Printed name of student



Authorization to Release Educational Records (FERPA)

Pursuant to provisions of the Federal Family Educational Rights and Privacy Act of 1974, (Public Law 93-380), I hereby authorize the University of Northern Colorado, School of Nursing to release the following information concerning my educational records:

- General Summary of Performance
- Academic Transcript including Grade Point Average

THIS INFORMATION MAY BE RELEASED FOR THE FOLLOWING PURPOSE(S):

1. Reference for prospective employers
2. Reference for Graduate School (or other program)
3. Scholarships, Internships/Externships, or other types of financial assistance programs

Signature of student

Date

Printed name of student

Declination (only sign if you do not permit use of your scholastic assignments)

I choose not to allow permission for such use of my education records (as outlined above) by the School of Nursing.

Signature of student

Date

Printed name of student

Revised 8/14/25 MHenry/UNC Legal Counsel; MH edits 5/19/2026



Authorization of Use of Name, Image, Likeness and/or Voice Recordings (FERPA)

In consideration of my enrollment in the University of Northern Colorado School of Nursing, I hereby authorize the Board of Trustees of the University of Northern Colorado (UNC) permission to use my name (or any fictional name), photographs, video and/or audio recordings of me, negatives, prints, motion pictures, video and/or audio recordings, or any other reproduction, in any media that contain my image, likeness or voice (including but not limited to video and/or audio recordings of simulation experiences in academic course work) for educational and/or promotional purposes in any UNC written, video and/or audio materials of any type or manner including but not limited to books, magazines, flyers, manuals, handbooks, catalogues, in hard copy, any electronic or digital format and/or on the internet, or in any other manner, and for any other lawful purpose, in UNC's sole discretion. I grant this permission effective on the date written below and in perpetuity. I understand that I cannot, at any time, revoke the permission that I have given to UNC by signing this AUTHORIZATION OF USE OF NAME, IMAGE, LIKENESS AND/OR VOICE RECORDINGS.

I declare that I have read and understand the contents of this AUTHORIZATION OF USE OF NAME, IMAGE, LIKENESS AND/OR VOICE RECORDINGS, and I am signing it as my free and voluntary act, binding myself and my heirs, successors and assigns.

Signature of student _____ Date _____

Printed name of student _____

Signature of Parent or Legal Guardian _____ Date _____

(Parent or legal guardian must sign if participant is under 18 years of age and the signature of parent or legal guardian binds the Student, Parent and/or Legal Guardian to the Authorization of Use of Name, Image, Likeness and/or Voice Recordings)

Declination (only sign if you do not permit use of your scholastic assignments)

I choose not to allow permission for use of my name, likeness, or voice as outlined above.

Signature of student _____ Date _____

Printed name of student _____



School of Nursing

Graduate Nursing Student Handbook Agreement

I have read, understand, and agree to abide by the policies and guideline outlined in this School of Nursing Graduate Nursing Student Handbook. I have asked questions to clarify anything I do not understand.

Signature of student

Date

Printed Name of student