



Doctor of Nursing Practice

STUDENT HANDBOOK

2025 - 2026



School of Nursing
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Please note:

The Official Handbook with the most recent updates is located here:

<https://www.unco.edu/nhs/nursing/resources/clinical-student/student-handbooks.aspx>

and it will be updated as changes occur.

***Students will be responsible for accessing and using
the most current version.***

***(The Plan of Study for the Fall 2025 cohort
will be as published in this handbook.)***

*Please note that a student's course sequence and Plan of Study are determined
by the catalog year in which they enter the program, therefore the most current
version of the Handbook may not reflect a student's particular course of study.*

Please see the DNP Program Coordinator for more information.

(Revised 8.15.25)

(Please review the UNC Graduate School Student Handbook here)

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

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UNC School of Nursing (SON) Information



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.
- **Justice, Equity, Diversity and Inclusion**: acknowledgement of human dignity and autonomy, privacy, equality, freedom, and inclusivity as central to cultivating deep understanding of people in the betterment of health and well-being of all members of society.
- **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.

SON Anti-Racism Statement

The UNC School of Nursing has a strong history of educating nurses to provide compassionate care to others. We acknowledge that institutional racism exists in American society, of which the SON is a part. We oppose racism and strive to promote an inclusive and equitable environment. We are committed to increased awareness and continued efforts to prevent racist acts. Our overall mission is to improve the health of our society; including ALL members of our community. We value inclusivity of diverse human identities and expressions in nursing education and nursing practice. We can achieve a just and equitable health care system for all by recognizing and combating racism in healthcare, becoming aware of implicit bias and its effects, and working to achieve greater

diversity in nursing education and the nursing workforce.

We strive to take action in both professional and personal ways to eliminate systematic racism, promote diversity and reduce bias. We will:

- Examine our curriculum to eliminate racist assumptions or content and increase student dialogue and awareness of racism and bias affecting nursing care.
- Engage in approaches to removing racism or bias from admission, progression and retention for diverse students including students of color.
- Actively seek ways to increase the diversity of faculty and staff by examining application, hiring, promotion, tenure and support practices.
- Plan for anti-racism education and skills building for faculty, staff and students.
- Commit to working together in this common effort.

We are steadfast in our belief that every individual should work and learn in an environment that embraces diversity and Inclusivity. **There is no tolerance for racism within our school.**

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.

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Campus and Student Resources



Ursa

URSA 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: www.ursa.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.

Faculty: <https://www.unco.edu/nhs/nursing/about-us/faculty/>

Staff: <https://www.unco.edu/nhs/nursing/about-us/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 - <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/>
2. Title IX/Non-Discrimination or Sexual Misconduct Policies - <http://www.unco.edu/sexual-misconduct/>

UNC Graduate School

The UNC Graduate School website is: <http://www.unco.edu/grad/>

****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.

<http://www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx>

OTHER GRADUATE SCHOOL ITEMS TO NOTE:

- **Current Students page:** <https://www.unco.edu/graduate-school/student-resources/current-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:** <http://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx>

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-for-aid/graduate-student.aspx>

GA/TA/RA DESCRIPTION:

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 Graduate Assistant/Teaching Assistant 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:

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:

Drennan Award

The Drennan Award sponsored by Dr. Phyllis Drennan, former Dean of the 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.

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.

Updated 4/2020

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 <http://www.unco.edu/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/cebs/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/cebs/applied-statistics-research-methods/raise/research-consulting-lab/>

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 <http://www.unco.edu/graduate-school/student-resources/current-students/hiring-a-typist-editor-or-transcriptionist.aspx>

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/cebs/psychological-services-clinic/>.

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SON Governance and Student Organizations



School of Nursing

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 2021.

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 Affairs (policies and issues for graduate programs) and Graduate Curriculum (curriculum development, implementation, and evaluation). Student representatives have full voice and vote in all these meetings with the exception of declared executive sessions.

Student representatives receive the meeting agendas and minutes via email. NFSO and subcommittee meetings are open for any interested student to attend. They are often scheduled on Friday mornings or afternoons (check with a faculty member or the office staff for dates).

Graduate nursing students annually select one or more representatives to attend meetings of the NFSO, the Graduate Leadership Team (GLT), and the Graduate Curriculum Committee (GCO). 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.

STUDENT PARTICIPATION IN THE GOVERNANCE OF THE SCHOOL OF NURSING

Students are elected by their peers to represent them at meetings of the Nursing Faculty-Student Organization and its subcommittees. Faculty value student input and hope that students take appropriate advantage of the opportunities to participate.

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)

<https://www.unco.edu/nhs/nursing/sigma-theta-tau/>

The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide.

DNP Program Description, Admission, Outcomes, etc.

Description and Outcomes of the DNP Program

The primary mission of the online, part-time (6 semester) UNC Doctor of Nursing Practice (DNP) is to prepare individuals for specialized advanced nursing practice with the highest level of scientific knowledge and practice expertise. The DNP program prepares expert nurse clinicians with critical thinking, leadership and political policy skills needed to advocate and create changes in healthcare practice at individual, population, and organizational systems levels.

Education at the doctoral level builds upon and extends content acquired at the baccalaureate and master's levels to emphasize quality improvement leadership, evidence based advanced nursing practice, patient care information systems, health care policy advocacy, inter-professional collaboration and health interventions for individuals and populations.

DNP Admissions Policy



POLICY TITLE:**DNP Admission Process**

Last Revision/Review Date: 8/7/24 MH edits

Previous Review Dates: 10/15/15 GLT; 11/18/14 GLT; 12/4/2015 NFSO; Reviewed GLT 4/2022; 4/26/2024 NFSO

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:

BS-DNP Applicants:

1. A Bachelor's Degree in Nursing from an ACEN, CNEA or CCNE accredited institution.
2. Unencumbered registered nursing license and eligibility for Colorado licensure as a registered nurse.
3. A minimum grade point average of 3.0 on the baccalaureate level.
4. A current CV or resume.
5. Two letters of reference that address the applicant's capabilities to complete a clinical doctorate:
 - a. Suggestions for sources of these letters: former faculty, clinical supervisor, and/or professional colleagues.
6. A statement of career goals.
7. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
 - a. Describe a scholarly evidence-based case study that best exemplifies professional nursing practice.
 - b. Describe a professional nursing practice related concept including its scope and significance, patient population, and clinical setting of interest.
 - c. Submission of nursing school scholarly papers or current professional nursing practice scholarly works.
8. One year of post-licensure clinical nursing experience is recommended.
9. A personal interview may be required.
10. Meet and complete Graduate School requirements for admission.

Post-Master's – DNP Applicants:

1. Master's Degree in Nursing from an ACEN, CNEA, or CCNE accredited institution.

2. Certification as an advanced practice nurse (APRN) or pending certification as APRIN to be completed by the end of the 1st enrolled semester.
3. Minimum grade point average of 3.0 at the master's level.
4. A current CV or resume.
5. Two letters of reference that address the applicant's capabilities to complete a clinical doctorate:
 - a. Suggestions for sources of these letters: former faculty, clinical supervisor, and/or professional colleagues.
6. A statement of career goals.
7. Submission of a brief sample of professional writing (maximum of 10 pages). Examples:
 - a. Describe a scholarly evidence-based case study that best exemplifies professional nursing practice.
 - b. Describe a professional nursing practice related concept including its scope and significance, patient population, and clinical setting of interest.
 - c. Submission of nursing school scholarly papers or current professional nursing practice scholarly works.
8. A personal interview may be required.
9. Meet and complete Graduate School requirements for admission.

PROCEDURE:

- Each applicant file will be loaded by the Graduate Student Coordinator to a shared, secure e-file location that only GLT faculty will be allowed to access.
- Each applicant will be screened individually by each GLT member using the criteria above for admission.
- The GLT member/program coordinator will provide rationale for the top candidates for admission. These recommendations will be provided to GLT for review and approval. A face-to-face meeting may take place.
- A collective decision will be made to form an admission as well as an alternates list.
- This list will be distributed to the program director and the graduate clinical compliance and program specialist, who will then work to notify all applicants of their admission status.
- Applicants will be admitted to the program based on meeting the above criteria and space availability.
- Once admitted, students will meet with the program coordinator to develop a plan of study for completion of the designated coursework.

DNP Program Essentials and 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 defendable 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

COURSE OFFERINGS / SEQUENCE

44 credits

(*includes 12 required elective credits)

| First Fall | First Spring | First Summer |
|--|--|---|
| NURS 618 – Epidemiology in Advanced Nursing Practice (3) | NURS 616 – Measurement of Clinical Outcomes for Adv Nursing Practice (3) | NURS 658 Applied Nursing Genomics (3) |
| NURS 707 – Leadership in Health Policy (3) | NURS 668 – Population Centered Health Care (3) | NURS 725 – Translational Research Methods (3) |
| Second Fall | Second Spring | Second Summer |
| URS 678 – Professional Practice and Healthcare Finance Seminar (3) | NURS 726 – Introduction to the DNP Scholarly Project (3) | NURS 727 – DNP Scholarly Project Proposal Development and Defense (3) |
| NURS 700 – Advanced Nursing Theory (2) | Elective (3)? | Elective (3)? |
| Elective (3)? | *12 Elective credits are required; these can be strategically taken to receive a certificate in a particular focus area, suggested tracks: | |
| Third Fall | <ul style="list-style-type: none"> • Leadership/Business • Nurse Educator • Public Health (Rural) • Public Health (Science) • ENP • FNP • Leadership, Quality and Safety (not offered at this time) | |
| **NURS 798 – DNP Scholarly Project Practicum (1-3 credits*) | | |
| Elective (3)? | | |

- * You will collaborate with your faculty advisor to select elective courses that align with your interests and career goals and determine when courses are offered. Graduate Certificates will be recognized with both a hard certificate and notation on your official transcript. These focus areas will not appear on your diploma. Electives can also be taken through the Nursing Education Xchange (NEXus).
- ** The semester of program graduation will depend on the individual student's progression with their electives and Scholarly Project. Additional N798/project hours may be needed depending on the time for completion.
- *** Additional clinical hours may be necessary to meet AACN/NONPF hours for a doctorate in nursing practice. Individual plans of student will be developed at the time of program start.

Updated 6.11.25

Post Master's Doctor in Nursing Practice

Electives / Certificate Options

Nursing Education (Certificate option - 9 cr)

NURS 760 Advanced Nursing Curriculum Design and Program Evaluation (3)

NURS 780 The Professional Role in Nursing Education (3)

NURS 741 Evidence Based Teaching (3)

NURS 679 Technology in Healthcare Education (3)

* NURS 631 Teaching Strategies for Practice & Academic Settings to Improve the Quality and Safety of care (3) (not currently offered)

PSY 681 Learning and Instruction (3)

Public Health Rural (Certificate option - 15 cr)

PUBH 6600 Foundation of Public Health (2)

CHBH 5050 Health Communication and the Media (3)

CHBH 5680 Rural Community Health Issues (3)

ELECTIVES (4 credits)

Nursing Leadership, Quality and Safety (certificate option - 12 cr; On pause)

NURS 616 Leadership in the Measurement of Clncl Outcomes for Adv Nurs Prac (3)

* NURS 631 Teaching Strategies for Practice and Academic Settings to Improve the Quality and Safety of Care (3)

NURS 606 Research and Evidence-based Practice in Nursing (3)

* NURS 621 Leadership in the Management of Clinical Outcomes to Improve Quality and Safety of Care (4)

* NURS 626 Leadership in the Management of Care Environment to Improve Quality and Safety of Care (4)

Leadership/Business

FORTHCOMING

Public Health Sciences (Certificate option 15 cr)

PUBH 6600 Foundation of Public Health (2)

CHBH 6120 Statistical Applications in Public Health (3)

CHBH 6200 Epidemiology (3)

ELECTIVES (7 credits)

Emergency Nurse Practitioner (Certificate option - 16 cr)

NURS 662 Advanced Emergency Care (3)

NURS 663 Emergency Procedures & Lab I (1)

NURS 664 ENP Clinical I (2)

NURS 671 Advanced Emergency Care II (3)

NURS 672 Emergency Procedures and Lab II (1)

NURS 673 ENP Clinical II (2)

NURS 692 ENP Clinical Synthesis (4)

- You will work with a faculty advisor to determine elective options to fit your interests and when elective credits are offered. Other elective options and any combination of courses listed across disciplines are welcome and encouraged.
- Tuition costs may differ across certificate options.
- Certificate achievement is not required.
- Focus areas will be visible on university transcripts but not on the student diploma.
- Graduate Certificates will receive a hard copy certificate and will be visible on transcripts.

*Course contains 45 hours of practicum

Tuition Rates

Tuition and fee 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.

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

NEXus Courses

The UNC School of Nursing is a member of the Nursing Education Xchange (NEXus, <https://winnexus.org/>). NEXus is collaboration between participating doctoral programs in nursing that allows Nursing doctoral students enrolled at member colleges and universities to take courses from other member institutions to expand elective coursework options and educational experiences. To see the specific procedure for requesting a seat with NEXus: <https://extended.unco.edu/current/graduate/nursing-ed-phd-ol/nexus.aspx>

All students pay the current **NEXus Common Price** which is determined each academic year. As of 2025-2026, rates are \$995/credit which is inclusive of tuition and related fees.

To view the courses offered in a particular semester, visit the website at www.winnexus.org.

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>

Academic Progression, Expected Student Performance, and Related Policies



DNP Program Progression

Students are expected to progress according to the Program of Study provided by their advisor. Any exceptions must be discussed with the advisor and approved by the Assistant Director of Graduate Programs in nursing.

For Doctoral students, requirements must be successfully completed within eight (8) years of first registration following admission to the program. However, if a student has approval to count work taken before first enrollment after admission, the student must complete the degree within eight calendar years beginning with the earliest work counted in the program.

Please note that program time limits are adjusted to reflect approval of transfer credit or unclassified hours.

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

Course Syllabi

Each nursing syllabus is the student-teacher contract for that specific course. The course objectives are your guide for achieving the expectations of the course. The faculty will carefully 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/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

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.

Artificial Intelligence (AI) Use Statements

Each course syllabus will have a statement about the extent that AI can be used in specific courses.

I. No Use of Generative AI Permitted

Sample: *AI Writing tools are not permitted for any stage of work in this class. If you use these tools, your actions would be considered academically dishonest and a violation of Bryant's Academic Honesty Policy.*

Sample: *Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's*

academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

II. Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

Sample: There are situations and contexts within this course where you will be asked to use AI tools to explore how they can be used. Outside of those circumstances, you are discouraged from using AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate what work is the student's work, and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. (from Colorado University system)

III. Broader Use of Generative AI Permitted Within Guidelines

Sample: AI Writing tools such as ChatGPT are welcome in this class, provided that you cite when and how you use the tool. You will be provided with examples of how to cite your use of this tool in your writing.

Sample: In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue.

TurnItIn is used in Canvas courses for submission of written work including written comprehensive exams.

Academic Related Policies

(See the following pages for Academic Related Policies)

POLICY TITLE:**Academic Appeals****Last Revision/Review Date:** 10/18/19 ULT/NFSO**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

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). 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 Assistant Director 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 to the faculty member within 21 working days after the end of the semester or session in which the action occurred.
4. If the problem remains unresolved, the student may request a conference and submit a written appeal to the SON Director within 7 working days from the response from the faculty member. The Director will confer with the faculty member whose action is being appealed. The formal appeal process, as set forth in Board Policy, will then be followed for the remaining steps of the process.

POLICY TITLE:**Grading Policy**

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:**Incomplete Grade Policy (Graduate Students)**

Last Revision/Review Date: 12/1/17 NFSO

Previous Review Dates:

Original Policy Date: 11/15/17 GLT

Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

At the discretion of the instructor, a temporary grade of Incomplete "I" may be given if the student demonstrates an inability to complete the requirements of the course due to circumstances beyond the student's control that were not reasonably foreseeable.

PROCEDURE:

1. The student must request the I (incomplete) grade with justification of circumstances beyond their control.
2. A student must be passing the course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete even if not passing the course.
3. The incomplete may be assigned up through the last week of the term, which includes finals week.
4. A contract must be completed, which is attached to this policy, to indicate outstanding assignments, a plan and a deadline for all course requirements to be completed. The instructor must submit to the department chair or school director, a written notice of the specific coursework to be completed before the final grade is determined as well as reasons for the Incomplete grade; a copy is kept in the school/department and one is provided to the student.
5. With a grade of "I", credits are not used to compute grade point average (GPA) and are not counted towards graduation.
6. When completing an Incomplete grade, the student does NOT register for the course a second time.
7. When the contract is successfully completed, the instructor of record must change the grade from I to the grade earned in the course, according to the grade change policy, submitting the grade change request form to the Office of the Registrar.
8. If the course requirements are not completed and the grade change form not received in the Office of the Registrar after a maximum of one year, the grade will be recorded on the academic record as a failing or unsatisfactory grade. Once the incomplete grade has rolled to failing/unsatisfactory, a further grade change will not be permitted.
9. Degrees will not be conferred upon students with outstanding "I" grades.

POLICY TITLE:**Nursing Licensure Policy for Post-licensure Students**

Last Revision/Review Date: 1/26/18 NFSO
Previous Review Dates: 11/13 ULT; 1/19/18 ULT
Original Policy Date: 11/22/2013
Sponsoring Committee(s): School Leadership Team

DESCRIPTION:

Post Licensure students must have an unencumbered valid nursing license when admitted and maintain the license throughout the program.

PROCEDURE:

1. Any change in the status of the student's license must be reported to the School of Nursing immediately, by the student.
2. A license that has been suspended or revoked will prevent the students from progressing in the program.
3. Once a suspended or revoked license has been reinstated the student may apply for readmission.
4. Failure to report a change in license status will result in dismissal from the School of Nursing.

POLICY TITLE:

Progress Review of Doctoral Students

Last Revision/Review Date: 3/24/17 NFSO
Previous Review Dates: 12/4/15 NFSO; 3/3/17 GLT
Original Policy Date: 3/9/15
Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

Conforming with the Graduate School's policy to do an annual progress review for all doctoral students, the annual progress review's goal is to provide the doctoral student encouragement to continue in the program, provide remediation recommendations, or recommend termination. See UNC graduate catalog at [https://unco.smartcatalogiq.com/2016-2017/Graduate-Catalog/Program-Requirements/Doctoral-Degree-Requirements - Review \(2016-2017 catalog\)](https://unco.smartcatalogiq.com/2016-2017/Graduate-Catalog/Program-Requirements/Doctoral-Degree-Requirements - Review (2016-2017 catalog).).

PROCEDURE:

Student Role: 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 their program coordinator 2 weeks before the end of the semester. Student failure to complete this review by the end of the semester may result in delay in program progression.

Faculty Role: The faculty for each doctoral course will complete an evaluation for each student through an evaluation link generated by the student services coordinator at the end of each semester when grades are submitted. The link will be forwarded to the faculty by the assistant director of graduate programs 2 weeks before the end of the semester.

Program Coordinator Role: The doctoral program coordinator will collate the results for each student to bring to the annual review meeting scheduled for the first Graduate Leadership Team (GLT) meeting each spring.

Graduate Leadership Team (GLT) Role: The GLT committee will review the faculty responses which include student grades and the student self-evaluations, and previous progress review summaries at a spring meeting before the graduate school due date. GLT's goal is to develop and provide a summary of the student's strengths and area(s) for improvement. Emphasis should be placed on acknowledging accomplishments and professional growth where appropriate. The program coordinator will send out the progress review summary letter to each doctoral student and place in their student file. If there are concerns about the student's progress/academic performance, the program coordinator will schedule a live conversation with the student about the issues at hand prior to the letter being sent.

POLICY TITLE:

Progression in Graduate Programs

Last Revision/Review Date: 10/13/23 NFSO
Previous Review Dates: 1/13/17 KH; 2/3/17 NFSO; 10/18/19 GLT
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.

PROCEDURE:**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 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.

To appeal a grade, the student shall follow the academic appeals policy and procedure.

Completion of dissertation and DNP Scholarly project credits:

PhD students: Students must satisfactorily complete both Written AND Oral Comprehensive exams before enrolling in N799 Dissertation Credits. Students must also have completed 4 N797 credits. In the semester where the oral examination is planned, depending on readiness for dissertation proposal, one credit of N799 may be taken, based on consultation with the Research Advisor (RA). Students will work collaboratively with the RA regarding enrollment/spacing of N799 credits. Students may also enroll in 1 credits of N799 in the semester they are completing the written exam if all 4 N797 credits have been completed.

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. DNP Students may request an exception and register for N727 and N798 hours in the same semester. Students will contact the DNP Coordinator with requests for exceptions to take N727 and N798 concurrently. The Written Comprehensive Exam may be completed during N727 enrollment. The Oral Comprehensive Exam (Final DNP Scholarly Project Defense) will ONLY be completed while actively registered for N798. The student will submit a timeline for completion of N798 credits.

POLICY TITLE:**Student Code of Conduct****Last Revision/Review Date:** 3/7/2025 NFSO**Previous Review Dates:** 9/16/11/4/20/18 ULT; 4/27/18 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 UNC's Code of Conduct Policy, the School of Nursing's values statement, program outcomes and course objectives, in addition to national standards of conduct of a student as outlined in the ANA's Code of Ethics for Nurses (2025).

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 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.
- 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 of 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: _____

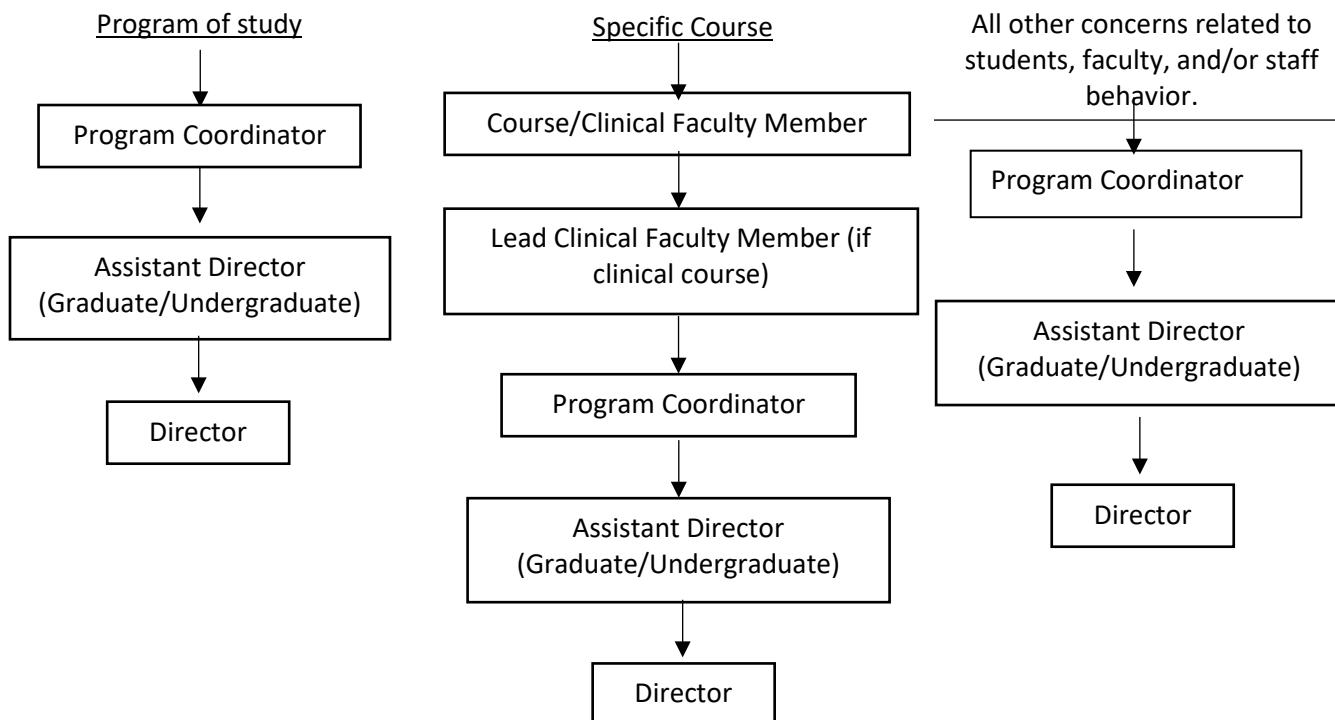
Date: _____

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:** 4/18/2022 NFSO**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**Original Policy Date:** 1/17/86**Sponsoring Committee(s):** School Leadership Team

DESCRIPTION:

The School of Nursing faculty has the right and responsibility to protect the public's health, safety, and welfare from students who use drugs and/or alcohol or who are impaired from the use of such substances in clinical settings. Thus, students must not use drugs and/or alcohol, must be free of impairment from the use of drugs or other mind-altering substances at all times in the clinical setting, and must not violate the policies or regulations of the University of Northern Colorado or of the clinical agency where the student receives their clinical experience.

PROCEDURE:

1. If a student demonstrates behaviors that suggest the student may be under the influence of drugs, alcohol, or other mind-altering substances, the clinical faculty member will remove the student from patient care.
2. The student will be required to be tested immediately to determine the presence/absence of drugs, alcohol, or other substances.
3. Testing will follow the policy of the clinical agency where the clinical experience is occurring.
4. Testing will be at the expense of the student.
5. The clinical faculty member will arrange for appropriate transportation of the student from the clinical site to the testing site (the Student Health Center is the preferred off-site testing center), if applicable. The student will be responsible for any expense associated with travel.
6. If drugs, alcohol, or other mind-altering substances are present in the student's system, if the student refuses to be tested, or if the student has been determined to have violated the policies or regulations of the University of Northern Colorado or of the clinical agency where the student is receiving their clinical experience, the student will be referred to the Assistant Director and will be dismissed from the School of Nursing.
7. The student must inform the clinical faculty member and the course coordinator if they are taking prescription medications that could significantly affect cognition, behavior, or motor function, or that 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 who has been found in violation of this policy holds a professional license, the School of Nursing may be required to report such violation to the 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:**Transfer Credit for Graduate Students**

Last Revision/Review Date: 10/13/23 NFSO

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.

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DNP Practicum Requirements and Expectations



DNP Practicum Requirements

Each student will complete a minimum of 270 hours of practicum during the program and complete the DNP Scholarly Project. The Doctor of Nursing Practice (DNP) requires a minimum of 1000 hours of clinical practice post baccalaureate degree. This means clinical hours from the masters APRN and the DNP combined must equal at least 1000 hours.

The number (and type) of clinical hours from each DNP student's APRN master's degree and or certificate program will be assessed by the program coordinator.

1. The **MS APRN program clinical hours** assessed to meet this requirement must be at least, at a minimum, equal to 750 clock hours. For post-master's DNP Programs, such as this one at UNC, each institution is responsible for assessing how many relevant graduate clinical hours a student enters with and how many additional hours are required for the student to achieve the 1,000 clinical hour minimum upon degree completion.
 - a. If an individual's MS APRN Program Practicum hours are assessed to be less than 460 clock hours of advanced practice clinical hours, then the Post MS DNP student will be required to take additional supervised advanced practice clinical hours to make up the deficit.
 - b. The DNP Program Coordinator will meet with each student who has a deficit and develop a plan for how and when the deficit APRN Program Practicum hours will be attained by the student registering for and completing the supervised required clinical hours (compliance requirements for clinical placements must also be met) through NURS 685 DNP Practicum (see *DNP Practicum section on the following page*).
2. **NURS 727 DNP Scholarly Project Proposal Development and Defense (3) and NURS 798 DNP Scholarly Project Practicum (3).** The DNP program has two scholarly practicum courses associated with the completion of the DNP Scholarly Project. Over the course of these 6 credits, a minimum of 270 practicum hours are documented. The project practicum will be directed by the DNP Scholarly Project Advisor/Chair and Project Committee/Team. These hours will be spent in the scholarly development, implementation, evaluation, presentation, and dissemination of the DNP Project.
 - a. Students must obtain written permission from their project site if required for the scholarly project.
 - b. Students are required to hold and provide proof of advanced practice nursing malpractice insurance while in any direct patient care practicum setting.
 - c. An on-site visit or virtual visit for practicum settings may occur by your DNP Committee Advisor/Chair depending on the arrangement between the agency, student, and project committee.

NURS 685 DNP Practicum

The following section applies to students needing to enroll in NURS 685 DNP Practicum per the “DNP Practicum Requirements” Section 1.b. (on the previous page) in order to make up the deficit of the less than required minimum of 750 APRN clinical/practicum clock hours in their APRN Program.

1. A student may not enroll for course credit and be paid for the same clinical hours.
2. If a student is an employee of a site or has any other formal relationship with the site where s/he has been placed to do clinical work as a student, roles must be clearly defined and separated, in writing and in advance of the placement, as follows:
 - a. A faculty supervisor must be listed for each student.
 - b. Program or course content and educational objectives for the student’s experience at the site must be detailed.
 - c. If a student is also an employee of site or has a formal relationship with the site, the hours in which the student is functioning as an employee/in the other role vs. the hours the student is functioning as a student must be defined.
3. To avoid potential conflict between the site’s expectations regarding levels of productivity related to site objectives and the student’s use of clinical time to meet STUDENT objectives, a student may not bill for a service they provided while in a student role.
4. Preceptors:
 - a. No preceptor may hold student status in the same degree program, in the same graduate certificate program, or in the corresponding MN focal area/DNP specialty, as a student they are precepting.
 - b. The student’s preceptor of record - or an approved, temporary designee – must be on-site at the same time as the student.

NOTE: Students needing to take NURS 685 should refer to and must be compliant with the **Clinical/ Practicum Compliance, Tracking and Related Policies** section in the MSN-FNP Student Handbook.

<https://www.unco.edu/nhs/nursing/resources/clinical-student/student-handbooks.aspx>

DNP Expectations for Practicums

In the instance that the DNP student will be using direct patient care hours to fill a knowledge gap to enhance their DNP Scholarly Project Practicum experience, the UNC School of Nursing has developed specific guidelines for these experiences as follows:

EXPECTATIONS OF PRACTICUM PRECEPTOR:

1. The DNP Scholarly Project Practicum hours are to be spent completing the various work of the DNP Project. This work may include access to the practice setting where a more traditional preceptor may be used, or may be primarily guided by a qualified research preceptor.
2. If the DNP Scholarly Project Practicum hours dictate access to a traditional student/preceptor experience, it is expected that the preceptor hold a professional practice license as a MD, DO, CNM, NP, or other licensed or certified professional.
3. Use of a traditional clinical setting for the DNP Scholarly Project Practicum hours must augment and add to knowledge base about DNP Scholarly Project Practicum topic that individual student has selected.
4. Preceptors are expected to orient the DNP student to the clinical setting and his/her personal responsibilities, assist the student in accessing clinical experiences that will enrich their understanding of their topic area, and oversee their functioning within the clinical practice setting.
5. All DNP Scholarly Project Practicum preceptors will be expected to assist DNP student in meeting DNP Scholarly Project Practicum objectives and personal learning objectives.
6. Each preceptor is expected to be available for consultation with the student's DNP Project Research Advisor and Team.
7. In a traditional clinical setting, ultimate responsibility for client care will remain with the agency personnel rather than the student in the clinical setting.

EXPECTATION OF STUDENT IN PRACTICUMS:

1. Licensed as an RN/APN in their practicing state.
2. Acceptance as a student in the DNP program of UNC.
3. Writing personal learning objectives for each practicum experience including hour allocation for each objective. These practicum experiences must have a direct connection to the project objectives and be approved by the student's Research Advisor.
4. Successful completion of specific practicum objectives and personal learning objectives related to the DNP project.
5. If completing the practicum in a clinical setting, students must:
 - a. Meet all program clinical clearance requirements.
 - b. Be sure that there is a Clinical Contract/Agreement between agency and UNC - School of Nursing prior to beginning student practice. (Contact the Program Management Specialist in the School of Nursing office for details).

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. .

POLICY TITLE:**DNP Scholarly Project Committee Membership****Last Revision/Review Date:** 5/2/2025 NFSO**Previous Review Dates:****Original Policy Date:** 4/5/2025 GLT**Sponsoring Committee(s):** Graduate Leadership Team

DESCRIPTION:

The UNC Graduate School requires specific education and credentials for student doctoral committees, for both comprehensive exam and dissertation procedures. Similarly, the SON DNP Scholarly Project committee shall have membership that requires specific education and credentials to ensure students have mentorship and evaluation through the process to meet the needs of the DNP Scholarly Project, which differs from the traditional doctoral dissertation in its scope and clinical focus.

PROCEDURE:

1. Students enrolled in NURS 726, *Introduction to the DNP Scholarly Project*, will identify a research advisor for their scholarly project in collaboration with the course instructor.
 - a. The DNP Scholarly Project research advisor must be a SON FT faculty member with Graduate Faculty (GF) status with Doctoral Research Endorsement (DRE).
2. The student will then work with their Research Advisor to identify additional members of the committee. One committee member must be an APRN or other health care provider with relevant clinical expertise for the project. The project committee members are to include the following education/credentials:
 - a. Project Committee Member – Must be a SON FT faculty member with GF status with or without DRE. Recommend faculty member with APRN license if the chair is not an APRN
 - b. Project Committee Member – Either a SON FT faculty member with GF status, with or without DRE OR a doctorally prepared committee member from outside UNC with clinical experience beneficial to the project (e.g. clinician colleague at practice site). If the member is outside of UNC, they will need to apply for Graduate Lecturer (GL) from the graduate school
 - c. UNC Faculty Representative – FT UNC faculty member who has GF status with or without DRE
3. Upon selection of the committee membership and completion of any GL applications, the student and committee research advisor will route the *APPOINTMENT OF A DOCTORAL COMMITTEE REQUEST* form to each member for signature and submit to the graduate school for approval. A copy is to be sent to the SON Program Management Specialist for Graduate Programs for filing.
4. Upon Graduate School approval of the doctoral committee, the Graduate School Letter will be sent to the SON Program Management Specialist for Graduate Programs for filing.

DNP Scholarly Project Steps

Prior to beginning the DNP Scholarly Project, the student's plan of study must be signed and on file with the Graduate School. The Graduate School website has helpful information about resources for success and required forms and deadlines at <https://www.unco.edu/graduate-school/student-resources/current-students/>.

See the Checklist for DNP Scholarly Project Advisor/Student on the following pages

CHECKLIST FOR DNP SCHOLARLY PROJECT ADVISOR/STUDENT

Instructions for completing this checklist can be found in the DNP Handbook Current Edition

The Doctoral Dissertation and Scholarly Project Format Manual:

<https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf>

Student Name: _____

Bear #: _____

DNP Project Advisor/Chair: _____

| DNP Scholarly Project Steps (For instructions please see the DNP Handbook) | | Date Submitted | Date Approved |
|---|---|----------------|---------------|
| Step 1: Establish the DNP Scholarly Project Committee (NURS 726 or NURS 727) | | | |
| DNP Student: | <ul style="list-style-type: none"> <input type="checkbox"/> Meet with the DNP Program Coordinator/N727 Course instructor to discuss area of interest, identify committee Chair, and develop a DRAFT timeline for DNP Project. <input type="checkbox"/> DNP Project Research Advisor (RA) must be a nursing faculty member with DRE, preferably an APRN faculty member <input type="checkbox"/> Meet with the proposed DNP Project Research Advisor (RA) to seek their support as their DNP Project RA. | | |
| DNP Project RA: | <ul style="list-style-type: none"> <input type="checkbox"/> Review the DNP Scholarly Project Committee Membership Policy and work with the student to identify and contact prospective DNP Project Committee Members. <input type="checkbox"/> Develops and submits the "Appointment of a Doctoral Committee Request" to the Graduate Program Specialist, who then forwards the document to the DNP Program Coordinator and to the Graduate School. <input type="checkbox"/> Grad School sends the Approved Committee Letter to the DNP Project RA. <i>Forward to the Graduate Program Specialist.</i> | | |
| Step 2: Develop the DNP Project Proposal (Sections 1 – 3) NURS 727 | | | |
| DNP Student: | <ul style="list-style-type: none"> <input type="checkbox"/> During NURS 727, and in consultation with the DNP Project RA and course instructor, develops the DNP Scholarly Project proposal (Sections 1-3). <input type="checkbox"/> For specific outlines of these chapters please see the Canvas Shell: DNP Scholarly Project. <input type="checkbox"/> Complete clinical hour logs on a routine basis as outlined by the course instructor | | |
| DNP Project RA /Student: | <ul style="list-style-type: none"> <input type="checkbox"/> If the DNP Project will occur at an agency, clinic, hospital or other, the DNP Project RA and/or the Student will contact the proposed project site supervisor (depends on the site and the project) to gain letter(s) of support. <input type="checkbox"/> If needed, obtain a Statement of Mutual Agreement from the proposed project site. | | |
| Step 3: Defend the DNP Scholarly Project Proposal (Written Comprehensive Exam) <i>This does not need to be scheduled with the Graduate School. (NURS 727)</i> | | | |
| DNP Project RA /Student: | <ul style="list-style-type: none"> <input type="checkbox"/> Establish a date/time for the Proposal Defense in consultation with NURS 727 course instructor and DNP Project RA. | | |
| DNP Student: | <ul style="list-style-type: none"> <input type="checkbox"/> Sends copies of the proposal and slide presentation to each of the committee members at least 2-weeks prior to the proposal defense. | | |

| | | | |
|--|---|--|--|
| DNP Project RA: | <ul style="list-style-type: none"> <input type="checkbox"/> Arrange a room or virtual link and inform the DNP Program Coordinator and the Graduate Program Specialist of the scheduled exam/proposal. <input type="checkbox"/> Sends EVALUATION rubrics to committee members prior to the proposal defense. <input type="checkbox"/> Route RESULTS form to committee members after the defense for signature. <input type="checkbox"/> Submits the signed DNP Project Proposal Defense RESULTS and EVALUATION rubrics form to the DNP Program Coordinator and to the Graduate Programs Specialist for filing and submission to the Grad School. | | |
| Step 4: Applies for and Completes the UNC IRB and Other IRB Approvals as Needed (NURS 798) | | | |
| DNP Student/ DNP Project RA: | <ul style="list-style-type: none"> <input type="checkbox"/> Under the direction of the DNP Project RA, the student prepares all necessary IRB documents. <input type="checkbox"/> When complete, the student signs the package and then the DNP Project RA signs and submits via StreamLyne. | | |
| Step 5: Executes the Project (NURS 798) | | | |
| DNP Student: | <ul style="list-style-type: none"> <input type="checkbox"/> Under the direction of the DNP Project RA, executes the project according to the approved UNC IRB protocol. <input type="checkbox"/> At least every 4 weeks, if not more frequently, the DNP Student will either have a phone conference or meet with the DNP Project RA in person to provide feedback about the progress of the project (e.g., successes, challenges, data gathered, and feedback from others about the project). <input type="checkbox"/> Contact the DNP Project RA immediately if there are any untoward events or problems associated with the execution of the DNP Project. <input type="checkbox"/> Complete clinical hour logs routinely per the schedule set by the DNP Project RA | | |
| Step 6: Completes the “write up” of the DNP Project (Sections 1 - 4, reference pages, appendices, etc.) | | | |
| DNP Student: | <ul style="list-style-type: none"> <input type="checkbox"/> In consultation with DNP Project RA, complete the final write-up of the DNP Project according to the UNC Graduate School Guidelines. <u>https://www.unco.edu/graduate-school/pdf/thesis-capstone-dissertation/Dissertation-Capstone-Format-Manual.pdf</u> <input type="checkbox"/> For specific outlines of these chapters please see the Canvas Shell: DNP Scholarly Project. <input type="checkbox"/> Completes project hour logs | | |
| Step 7: Final Defense of the DNP Scholarly Project (Oral Comprehensive Exam) | | | |
| DNP Student / DNP Project RA: | <ul style="list-style-type: none"> <input type="checkbox"/> Set up the Final Defense of the DNP Scholarly Project with the DNP Project RA and committee members. | | |
| DNP Project RA: | <ul style="list-style-type: none"> <input type="checkbox"/> Completes and submits the Request to Schedule a Doctoral Examination Form to the DNP Program Coordinator and the Graduate Program Management Specialist for filing and submission to the Graduate School at least 2-weeks prior to the actual oral defense date (3-weeks is recommended). <input type="checkbox"/> Graduate School sends blank “Results of Doctoral Scholarly Project Defense form” to Chair. RA to forward to the Graduate Program Specialist for filing. | | |

| | | | |
|--|---|--|--|
| DNP Student: | <input type="checkbox"/> Provides each of their committee members with a copy of the final write up of the DNP Scholarly Project Sections 1-4, and presentation slides 10 – 14 days prior to the scheduled Final Defense of the DNP Scholarly Project. | | |
| Step 8: Final Completion of the DNP Scholarly Project (NURS 798) | | | |
| DNP Student: | <input type="checkbox"/> Upon successful completion and the DNP Project Committee has accepted/signed the signature pages (indicating acceptance of the student's DNP Project and Project write up) the student will work closely with their DNP Project RA to ensure that the final copy meets all requirements of the UNC Graduate School. <input type="checkbox"/> Uploads final copy of the DNP Scholarly Project to ProQuest. For document specifics, please see the Graduate School website. | | |
| DNP Project RA: | <input type="checkbox"/> Digital copies of the signed signature pages must be sent directly to the Graduate School Office of the Thesis and Dissertation Specialist. Copy the SON Graduate Programs Specialist for filing. <input type="checkbox"/> When this checklist is complete, please provide the DNP Program Coordinator and the SON Graduate Program Specialist with a copy. | | |
| <ul style="list-style-type: none"> UNC Graduate School Policies and Deadlines: https://www.unco.edu/graduate-school/student-resources/current-students/academic-policies-and-deadlines.aspx For information about typist/editors approved by the UNC Graduate School and specific Graduate School guidelines for submission of the final DNP Scholarly Project document please note the following resources: https://www.unco.edu/graduate-school/student-resources/current-students/hiring-a-typist-editor-or-transcriptionist.aspx Resources for your DNP Scholarly Project: https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx <p>NOTE: For the most current information about the DNP Scholarly Project Processes, Forms, etc. please see the Canvas Course labeled 'DNP Scholarly Project'.</p> | | | |

Criteria for Executing a Successful DNP Scholarly Project

A scholarly project that aims to improve clinical practice is required of students completing a practice doctorate in nursing. At a minimum, each scholarly project includes problem identification, a search and analysis of the relevant literature, translation of evidence to design a potential solution to the problem, a plan for implementation (or actual implementation when feasible), and evaluation of outcomes and processes. Literature reviews alone or portfolios are not considered acceptable forms of scholarly projects according to the AACN Essentials document.

Successful execution of a scholarly project ensures that each student meets the outcomes of Level 2 AACN Essentials in a comprehensive and rigorous manner over the course of the entire DNP program. How the Essentials were met should be evident in the written document and final oral defense of the DNP Scholarly Project, as well as how the project connects to future practice. The formal written document about the DNP Scholarly Project must also be approved and accepted by the UNC Graduate School for final archive at the UNC Library.

Expectations for DNP Faculty

The following can be accessed at: <https://www.aacnnursing.org/DNP/Tool-Kit>

DNP program faculty hold the primary responsibility of meeting the intended program outcomes pursuant to the institutions [accreditation standards](#). Faculty are responsible for the evaluation of student outcomes that include the faculty, student, clinical preceptor, and practice mentor, as appropriate. Faculty are responsible to evaluate the appropriateness of the experience and setting of the practice immersion. In addition, program faculty must ensure that the DNP student acquires the content and demonstrates the expected outcomes delineated in the The Essentials: Core Competencies for Professional Nursing Education (2021). Program faculty will need to clearly communicate to the clinical preceptor and the practice mentor the level, the intended outcome objectives of the practice hours and practice experience as well as expected learner outcomes for the practice immersion of the DNP student.

Furthermore, the responsibility of the faculty includes the oversight of the design, implementation, and evaluation of DNP Project and associated experiences that are aligned to student and program outcomes. Lastly, program faculty are responsible for evaluation of the practice site and the students' experiences in addition to communicating objectives and learner outcomes. Regular communication with the clinical preceptor and the DNP practice mentor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. This necessitates rigorous oversight of scholarly DNP Projects by faculty.

DNP Scholarly Project Proposal Defense

The student's presentation of the scholarly project proposal serves as the primary component of the written comprehensive examination for the DNP program. This examination is intended to determine if a student is prepared and qualified to begin work on the scholarly project. To be eligible to take the written comprehensive examination and present the scholarly project proposal, a student must have a plan of study on file, a DNP Scholarly Project Committee in place and have completed the first three semesters (MSN to DNP) or the first nine semesters (BSN to DNP) of doctoral course work as specified by the DNP Plan of Study. The scheduling of a DNP Scholarly Project Proposal Defense must be approved by the DNP Project Committee Chair and the DNP Program Coordinator.

The approval/conditional approval with changes/disapproval of the project by the student's DNP Scholarly Project Committee will serve as documentation of the student's performance on the examination. If a student does not receive approval of the project proposal by the committee, the

student must correct any deficiencies as determined by the committee. If the student receives a disapproval, they must meet again with the DNP Scholarly Project Committee. Students are allowed to repeat the qualifying exam/scholarly proposal presentation once. If the student fails to receive approval for the scholarly project after the second attempt, the student is dismissed from the DNP program.

Once the committee has approved the scholarly project proposal, that student is considered to have passed the written comprehensive examination. The process for selection of the DNP Scholarly Project Chair and DNP Scholarly Project Committee and for development and approval of the proposal is included in the scholarly project guidelines.

SCHOLARLY PROJECT PROPOSAL REVIEW MEETING:

1. The student, chairperson, and members of the student's committee must attend the proposal defense meeting. The chairperson is responsible for recording basic points made during the meeting and the recommendations for revision, if any.
2. The student must submit a copy of the proposal to the committee at least 2 weeks prior to the presentation.
3. The student should prepare a 30-45 minute overview and summary of the proposal (typically a power point talk) and be prepared to discuss the entire proposal.
4. At completion of the proposal defense meeting, the chairperson will summarize the major points raised by the reviewers and ask for their recommendations.
5. Utilizing the DNP Scholarly Project proposal rubric, the committee may choose to:
 - a. Accept the proposal as is or conditionally accept with minor revisions and no re-review;
 - b. Require minor or major revisions and re-review;
 - c. Reject the proposal;
 - d. In the case of approval with minor revisions required, the student must submit notification of the completion of the revised proposal that has the approval of the Chairperson to the Assistant Director of the Graduate Program within one month of the proposal review. At this time the properly signed DNP Scholarly Project Proposal Approval Form must be given to the Committee Chair and to each Committee member;
 - e. If a student does not put forth a proposal that is considered acceptable by the committee after two tries, the student can be dismissed from the program;
 - f. In the case of major revisions required or approval denied, the student must develop a significantly revised or a new proposal. The Chairperson will work with the student on the revision. The Committee will review the new proposal and all prior steps will be repeated.
6. Required Procedures:
 - a. The student's committee chair obtains, completes, and delivers the Scholarly Project Proposal Approval Form after the committee has approved the proposal to the DNP Program Coordinator and the Graduate Program Specialist. Copies are placed in the student file and delivered to the Graduate School.
 - b. After the student's DNP Scholarly Project Proposal has been accepted by their committee the student under the guidance and in concert with their Project chair will prepare and submit and IRB approval to the official IRB committee(s) at the site(s) of data collection. Approval from agency IRB must be forwarded, along with the completed application form of the cooperating agencies, to the Chairperson in a timely manner. The Chair of the DNP Scholarly Project Committee is the Project Research Advisor and the UNC SON representative responsible for the work on the DNP Project and the student will be the principal investigator on the IRB application.
 - c. No data can be collected until IRB approval has been obtained from both the University and the involved agency.

PROPOSAL (Written Comp) - Scholarly Project Evaluation Tool
Doctor of Nursing Practice

Student Name: _____ Date: _____
 Project Advisor: _____ Program: _____
 Evaluated by: _____ Attempt: 1st 2nd
 Project Title: _____

| Proposal Components | | | |
|---|--|-----------------------|-----------------------|
| Abstract | | Unsatisfactory | Satisfactory |
| A concise (<250 words) abstract detailing the background/significance, project purpose or question, aims/objectives, design/methods, and underpinning framework/model/theory is provided; 4-6 keywords are included | | <input type="radio"/> | <input type="radio"/> |
| Optional feedback: | | | |
| Chapter I: Introduction, Background & Significance | | Unsatisfactory | Satisfactory |
| A clinical problem of concern is clearly identified. | | | |
| Background information demonstrates the significance of the problem to healthcare (and congruence with the organization's priorities if a site-specific project) using relevant data | | | |
| Purpose of and need for the project are logical and clearly stated | | | |
| Project questions(s) and aims/objectives are stated in feasible and measurable terms | | | |
| Major terms, abbreviations, and acronyms are defined | | | |
| Optional feedback: | | | |
| Chapter II: Literature Synthesis & Theoretical Framework | | Unsatisfactory | Satisfactory |
| A brief historical background describing the evolution of the problem is provided | | | |
| The methodology for selecting published literature (<10 years old) or other sources is clearly described either in paragraph form or using a PRISMA flow diagram | | | |

| | | |
|--|----------------|--------------|
| Sufficient literature, benchmarks, and recent supporting data are organized into a synthesized literature review with the liberal use of subheadings | | |
| The selected literature/data supports the previously identified knowledge gap, need for the project, and proposed solution(s) | | |
| The selected framework (theoretical/conceptual/practice theory) is described and logically applied to the project | | |
| Optional feedback: | | |
| Chapter III: Methodology | Unsatisfactory | Satisfactory |
| The project design is appropriate for the previously stated aims/objectives | | |
| Setting and sample (with a recruitment plan) are clearly described | | |
| A concise project mission (short-term) and vision (long-term) are provided | | |
| Implementation steps are feasible and clearly described in relation to each stated aim/objective | | |
| A high-level project plan and timeline (planned duration) are provided | | |
| Selected instruments are linked to the previously identified measures and reliability and validity metrics are reported (as applicable) | | |
| Data collection and analysis procedures are described in detail | | |
| Ethical considerations are addressed | | |
| Optional feedback: | | |
| References | Unsatisfactory | Satisfactory |
| Current and accurate reference list present in most recent APA format | | |
| Optional feedback: | | |
| Supporting Materials/Appendices | Unsatisfactory | Satisfactory |
| Either a letter of support/permission or a Statement of Mutual Agreement from the project site is provided (if applicable) | | |
| Informed or implied consent language meets human subject requirements | | |
| Recruitment materials (i.e., emails, flyers, etc.) are professional and appropriate for the target audience | | |
| Data collection instruments (i.e., surveys) are included (with permissions if applicable) | | |
| Optional feedback: | | |

| Writing and Presentation | Unsatisfactory | Satisfactory |
|---|----------------|--------------|
| <ul style="list-style-type: none"> • APA format followed; writing is scholarly, clear, and appropriate for doctoral level education • Each chapter includes a brief introduction, overall project purpose, and summary; use of headings/sub-headings enhances organization and flow of content • Presentation is professional, well designed, and visually appealing • Student engages in scholarly discourse and demonstrates scientific curiosity and an advanced level of practice inquiry | | |
| Optional feedback: | | |
| Overall Evaluation Please select one: <p style="text-align: center;"> <input type="radio"/> Unsatisfactory <input type="radio"/> Satisfactory </p> | | |

Faculty Signature: _____

DNP Scholarly Project Final Defense

The final oral presentation of the scholarly project culminates the DNP program. Once all academic requirements have been met, the final project presentation is scheduled. The final presentation of the scholarly project serves as the comprehensive oral examination for the DNP program. This examination serves to determine that the student has met all the requirements of the scholarly project and has completed a project reflective of practice doctoral level academic and clinical work.

Approval of the final scholarly project presentation by the DNP Scholarly Project Committee serves as documentation that the student has met all project expectations and is eligible for graduation, once all academic and clinical requirements have been met. If a student does not pass the exam, the student must correct any deficiencies and meet again with the DNP Scholarly Project Committee. Students are allowed to repeat the final presentation once. If the student fails the project presentation a second time, the student is dismissed from the DNP program. Students who do not complete the scholarly project or do not pass the final project presentation before completion of DNP program coursework are required to maintain registration at UNC until the final DNP Project Presentation is completed and approved by the DNP Scholarly Project Committee and the UNC Graduate School.

PREPARING THE FINAL ORAL PRESENTATION OF THE SCHOLARLY PROJECT

1. The final draft of the DNP project report should be prepared in strict adherence with APA guidelines and the UNC Graduate School Guidelines. Please refer to the Graduate School for requirements for final manuscript formatting, editors/typists, filing your manuscript, fees, deadlines, final forms and publishing your report at http://www.unco.edu/grad/new_current/resources/index.html
2. The final project presentation shall be held under the auspices of the student's DNP project committee. The project presentation may be scheduled in person or via distance technology.
3. The student must submit a copy of the final DNP Scholarly Project (Chapters 1 – 5 + appendices, references etc.) to the committee at least 2 weeks prior to the presentation.
4. Typically the student will prepare a 30-45 minute power point presentation that reviews the project. The student may be questioned by members of an audience if there are non-committee member attendees. Private questioning by the Scholarly Project Committee members will take place after the public presentation.
5. The student must present the scholarly project and otherwise satisfy the committee that he or she is qualified to receive the degree of Doctor of Nursing Practice. The Scholarly Project Committee will convene in private to complete the questioning and will ask the student to leave during the voting process.
6. In the event of one or more negative votes, the student fails the scholarly project. The Committee must make recommendations to the chair regarding next steps. The Committee may recommend significant revisions of the scholarly project or additional study/coursework in the area of the knowledge deficiency. A timeline will be set. The student will be given a second opportunity to successfully complete the project. In the event of two failures, the student will be dismissed from the program.
7. Once the Scholarly Project Committee votes to confer the degree, the proper forms must be signed and the chair is responsible for submitting the original to the Graduate Program Specialist who then makes copies and sends forward to the DNP Program Coordinator and the UNC Graduate School.
8. The student is responsible for having a graduation check done and for submitting a request to graduate with the Graduate School.
9. The student is responsible for knowing the dates for submission of forms and projects in order to graduate.
10. It is customary to send an electronic copy of the final DNP Scholarly Project write up to the DNP Program Coordinator and the DNP Project Committee chair.

FINAL REPORT FORMAT OF THE DNP THE SCHOLARLY PROJECT -

See the Canvas Shell – DNP Scholarly Project.

FINAL DEFENSE - Scholarly Project Evaluation Tool
Doctor of Nursing Practice

Student Name: _____ Date: _____

Project Advisor: _____ Program: _____

Evaluated by: _____ Attempt: 1st 2nd

Project Title: _____

| Project Components | Unsatisfactory | Satisfactory |
|---|----------------|--------------|
| Abstract | | |
| A concise (<250 words) abstract briefly detailing the background/significance, project purpose or question, aims/objectives, design/methods, underpinning framework/model/theory, major findings, and implications/conclusions is provided with 4-6 keywords | | |
| Optional feedback: | | |
| Chapters I, II & III: Review of Proposal Chapters | | |
| A clinical problem is clearly described as supported by background information, significance to healthcare, purpose/need statements, project question(s), and measurable aims/objectives | | |
| A brief historical evolution of the clinical problem is provided with a current synthesis of the literature (published within the last 10 years) and other relevant sources (as applicable) following a systematic search methodology; the selected material supports the previously identified knowledge gap, need for the project, and proposed solution(s) | | |
| Selection and clear application of a framework (theoretical/conceptual/practice theory) is described | | |
| The design/methods remain congruent with the project question(s) and aims/objectives; the setting, sample (including recruitment tactics), mission/vision, project plan, data collection, and analysis procedures were executed as proposed or adjusted within reason (under the supervision of the project advisor) | | |
| Optional feedback: | | |

| Chapter IV: Data Analysis & Results | | |
|---|--|--|
| The executed analysis procedures are clearly described and are congruent with the results as organized according to each of the aims/objectives (without interpretation) | | |
| Barriers, facilitators, any unintended consequences/ results (if applicable) and the extent that the aims/objectives were achieved are addressed (with a logical rationale if unmet) | | |
| A brief analysis of how the project question(s) was/were met is provided | | |
| Optional feedback: | | |
| Chapter V: Discussion | | |
| A brief summary of the project is provided | | |
| The results are interpreted in the conclusion section considering the project question(s), purpose, aims/objectives, and known literature | | |
| Limitations of the project are identified | | |
| Recommendations for future scholarly inquiry are described (including recommendations that align with the organization's strategic plan or priorities if a site-specific project) | | |
| A reflection on how the scholarly project met the AACN Advanced (Level Two) Essentials is articulated (NOTE: not every domain, competency, or sub-competency must appear in the reflection, but several should be selected to demonstrate alignment with the project) | | |
| Optional feedback: | | |
| References | | |
| Current and accurate reference list present in most recent APA format | | |
| Optional feedback: | | |
| Supporting Materials/Appendices | | |
| All previously approved or updated materials from the proposal defense are included | | |
| A letter of approval or exemption from the UNCO Internal Review Board (IRB) is included; all other required IRB approvals are included (as applicable) | | |
| Additional results tables or data deemed too exhaustive for Chapter IV are provided (as applicable) | | |
| Optional feedback: | | |
| Writing and Presentation | | |

| | | |
|---|--|--|
| <ul style="list-style-type: none">• APA format followed; writing is scholarly, clear, and appropriate for doctoral level education (must be in past tense at time of defense)• Each chapter includes a brief introduction, overall project purpose, and summary; use of headings/sub-headings enhances organization and flow of content• Presentation is professional, well designed, and visually appealing• Student engages in scholarly discourse and demonstrates scientific curiosity and an advanced level of practice inquiry | | |
|---|--|--|

Optional feedback:

Overall Evaluation & Signature

Please select one:

Unsatisfactory

Satisfactory

Faculty Signature: _____

**Documentation of DNP Scholarly Project Hours:**

1. Complete and submit this form according to the assigned schedule. Briefly describe your scholarly project activities (progress statements), including the number of hours spent on each activity. State your goals/plan for the next tracking period.
2. Total the number of hours for this tracking period. Add this number to the running total of scholarly project hours for the entire semester.
3. The project supervisor will review and approve this form. Incorrect forms will require correction and resubmission.
4. **Submission of this form serves as attestation that the self-reported record of scholarly project practicum hours is accurate and true and will be a part of your student record at UNC School of Nursing.**

DNP Scholarly Project Tracking Form (Practicum Hours)

Name: _____ Date: _____ NURS 727 OR NURS 798

Current/Working Title of Scholarly Project:

Progress Statements

| Completed or In Progress Activity | Number of Hours Spent on Activity |
|--|-----------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| Total Number of Hours Spent on Scholarly Project During This Tracking Period | |
| Running Total of Hours Spent on Scholarly Project This Semester (To Date) | |

Plans/Goals for Next Tracking Period

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Faculty Review

Approve:

Corrections Required:

Comments:

Faculty Signature: _____

POLICY TITLE:**Doctoral Scholarly Project and Dissertation Grading Policy****Last Revision/Review Date:** 10/13/23 NFSO**Previous Review Dates:** 12/2/2022 NFSO**Original Policy Date:****Sponsoring Committee(s):** Graduate Leadership Team – Academic Policy**DESCRIPTION:**

Doctoral students enroll in scholarly project (NURS 798) and dissertation (NURS 799) credits to support the final culminating work for the doctoral professional and research degrees. The following policy is written to ensure internal consistency and clarity in the enrollment and grading process for these course credits.

PROCEDURE:

1. Students shall work with their research/scholarly project advisor at the beginning of the semester to develop a plan for the expected work and determine the appropriate number of credits to register, in accordance with the respective syllabus. Three credits of enrollment is equivalent to 8-9 hours of work each week for a 16-week semester.
2. As the semester progresses, if a student is unable to complete the agreed upon course expectations, due to unforeseen circumstances (i.e. personal/medical issues, work related changes), the student will be encouraged to withdraw from the enrolled credits. The faculty research/scholarly project advisor will advise the student to meet with the program coordinator to determine whether the student should apply for an official leave of absence. Depending on the situation, a tuition appeal should also be encouraged so students do not incur additional costs due to the unforeseen circumstances precipitating a withdrawal.
3. A student is allowed to 'withdraw' from project/dissertation credits for a maximum of 2 semesters, which may or may not be consecutive. If a student withdraws from their project/dissertation credits to the maximal allowance, the student would be connected with the program coordinator to discuss program completion options, including application for an official leave of absence.
4. If the student has submitted work which is deemed by the faculty advisor to be unsatisfactory, the student would receive a grade of "U" at the end of the semester. A grade of "U" does not terminate the student's program. However, a grade of "U" would increase the overall number of credits required to complete the program.
5. If the student submits the agreed upon work for the semester and is continuing to make progress toward their project/dissertation, the faculty member would give a grade of "S" for the semester.
6. N799 and N798 courses credits are ineligible for an "I" grade.
7. Students must satisfactorily complete a minimum of 3 scholarly project/dissertation credits. Up to three additional credits may be taken if additional time is needed to complete the project/dissertation.

Academic Record and Signature pages

Academic Record

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 a reference for part-time employment and/or data about their academic progress for loans, scholarships, insurance, 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 on the following pages for your review. You will be instructed by the SON on how to specifically complete them for your program.

| X | DOCUMENT | NOTE |
|---|--|------|
| | Authorization for Release of Completed Scholastic Assignments | |
| | Authorization to Release Information (FERPA) | |
| | Authorization of Use of Name, Image, Likeness, and/or Voice Recordings | |
| | Plagiarism Contract (University Honor Code) | |
| | Student Code of Conduct (<i>as seen in the Academic Progression Related Policies section, Pg 36</i>) | |
| | Student Handbook Agreement | |



Authorization for Release of Completed Scholastic Assignments

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

Rev 8/13/25 MHenry, approved UNC Legal Counsel AReyes



School of Nursing

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

Revised 8/14/25 MHenry/UNC Legal Counsel



School of Nursing

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

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 World Wide Web, 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)



School of Nursing

Plagiarism Contract

I certify that I have read, understand, and agree to the terms set forth in the School of Nursing Students' Dishonest Acts policy and the Graduate Catalog. I will certify that I will not plagiarize any of the documents created by myself or as a group for this program. I will also agree to follow the University Honor Code.

University Honor Code

*All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility**. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

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 guidelines 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