UNIVERSITY OF
NORTHERN COLORADO

Doctor of Nursing Practice
STUDENT HANDBOOK
2024-2025

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 2024 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 8.15.24)

(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

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 School of Nursing shares the values of the University of Northern Colorado, the American 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.

Simulation Center Mission and Vision Statement

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

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

Adopted NFSO 10-2-2020

Campus and Student Resources

University of
NORTHERN COLORADO

School of Nursing

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: https://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** - <u>Doctoral</u> students not in compliance with the continuous registration policy will be automatically assessed the $150 continuous registration fee. MS students not enrolled in a course in the semester they are completing their comprehensive exam will be assessed the continuous registration fee. http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Registration/Continuous-Registration-for-Graduate-Students

- **Graduate School Forms:** http://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx

- **Transfer Credit** from another institution –
  - http://unco.smartcatalogiq.com/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Transfer-Credit.aspx
  - Transfer credit form: http://www.unco.edu/graduate-school/pdf/Transfer-of-Credit.pdf

- **Graduate Student Petition for Exception** (*used for exceptions to time to completion, policies, etc.*) https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx

- **Withdrawal from a course or the program** (*additionally, please communicate with your program advisor prior to taking these steps*) http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Registration

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 application is available.

Sigma Theta Tau, Zeta Omicron Chapter:
Zeta Omicron chapter of Sigma Theta Tau, the International Organization for Nursing Scholarship, invites qualified MS 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 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 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 MAST INSTITUTE

Statistical consulting is available at no charge to graduate students through UNC's Mathematics and Science Teaching Institute on campus. https://www.unco.edu/nhs/mathematics-science-teaching-institute/.

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/.

SON Governance and Student Organizations

UNIVERSITY OF
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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.

UNIVERSITY OF
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School of Nursing

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

UNC | School of Nursing

POLICY TITLE:
DNP Admission Process

Last Revision/Review Date: 4/26/24 NFSO
Previous Review Dates: 10/15/15 GLT; 11/18/14 GLT; 12/4/2015 NFSO; Reviewed GLT 4/2022
Original Policy Date: 2/10/2012
Sponsoring Committee(s): Graduate Leadership Team

DESCRIPTION:

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

BS-DNP Applicants:

1. A Bachelor's Degree in Nursing from an NLN/ACEN 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. Current Curriculum Vita or Resume.
5. Two letters of recommendation 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 written career goal statement.
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 NLN/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. Current Curriculum Vitae or resume.
5. Two letters of recommendation 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 written career goal statement.
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 the 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 polices 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

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UNC | School of Nursing

COURSE OFFERINGS / SEQUENCE
44 credits
*(*includes 12 required elective credits)*

First Fall (5 cr)	First Spring (6 cr)	First Summer (6 cr)
NURS 700 – Advanced Nursing Theory (2)	NURS 707 – Leadership in Health Policy (3)	NURS 616 - Measurement of Clinical Outcomes for Adv Nursing Practice (3)
NURS 678 – Professional Practice and Healthcare Finance Seminar (3)	NURS 658 Applied Nursing Genomics (3)	NURS 668 – Population Centered Health Care (3)

Second Fall (9 cr)	Second Spring (6 cr)	Second Summer (6 cr)
NURS 618 – Epidemiology in Advanced Nursing Practice (3)	NURS 726 – Introduction to the DNP Scholarly Project (3)	NURS 727 – DNP Scholarly Project Proposal Development and Defense (3)
NURS 725 – Translational Research Methods (3)	Elective (3)?	Elective (3)?
Elective (3)?		

Third Fall (6 cr)
**NURS 798 – DNP Scholarly Project Practicum (3 credits*)
Elective (3)?

12 credits of Electives, suggested tracks:
- Leadership/Business
- Nurse Educator
- Public Health (Rural)
- Public Health (Science)
- ENP
- Leadership, Quality and Safety

* You will work with a faculty advisor to determine elective options to fit your interests and when elective credits are offered. Focus areas will be visible on university transcripts but not on the student degree. Graduate Certificates will receive a hard copy certificate and it will be visible on your transcripts.

** 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 3.25.24

Post Master's Doctor in Nursing Practice
Elective 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 and Academic Settings (2-1)

PSY 681 Learning and Instruction (3)

Public Health Rural (Certificate option - 15 cr)

PUBH 6600 Foundation of Public Health (2)

CHBH 6200 Epidemiology (3)

CHBH 5050 Health Communication and the Media (3)

CHBH 5680 Rural Community Health Issues (3)

ELECTIVES (4 credits)

Public Health Sciences (Certificate option 15 cr)

PUBH 6600 Foundation of Public Health (2)

PUBH 6600 Foundation of Public Health (2)

CHBH 6120 Statistical Applications in Public Health (3)

CHBH 6200 Epidemiology (3)

ELECTIVES (7 credits)

Leadership/Business

FORTHCOMING

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

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)

*Course contains 45 hours of practicum

- 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.
- 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.

Academic Progression, Expected Student Performance, and Related Policies

DNP Program Progression

Students are expected to progress according to the DNP Program of Study provided by the Program Coordinator. Any <u>exceptions</u> must be discussed with the Program Coordinator.

For Doctoral students, requirements must be successfully completed <u>within eight (8) years of first registration</u> 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.

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

Please follow the below link for further detailed information.
http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Grading

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. Student' 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. Students may have multiple faculty assigned to a course, but only an evaluation for an instructor they interacted with is requested. All evaluations are anonymous and confidential.

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

Students' Dishonest Acts

Students are expected to conduct themselves in accordance with the highest standards of academic honesty and are encouraged to be familiar with the Student Code of Conduct (https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf). Cheating, plagiarism, AI generated assignments, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records or documents and similar acts or the attempt to engage in such acts are grounds for disciplinary action. This action can include any of the following, in addition to any University disciplinary action:

- A failing grade for an assignment.
- A failing grade for a class.
- Required remediation.
- Dismissal from the program.

The following information is provided to clarify the act of plagiarism as this is considered to be a dishonest act and is UNC's approved definition of plagiarism found in the Graduate Catalog:

> *Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting or a substantial or essential portion thereof.*
>
> *Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, often by listing author(s) and year of the cited source. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.*
>
> *As long as a student adequately acknowledges their sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgement, and some may evaluate a project on the basis of form."*
>
> (http://unco.smartcatalogiq.com/en/current/Graduate-Catalog/General-Information/Policies-and-Procedures/Plagiarism)

ARTIFICIAL INTELLIGENCE (AI) USE STATEMENTS

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

For additional information, refer to the American Psychological Association (2009). Publication Manual of the American Psychological Association, Seventh Edition (2020) (apa.org).

Transfer Credit

To request transfer of graduate credit from other institutions of higher education, students must be admitted to a SON graduate program and work with the program coordinator to determine equivalency **prior** to submission to the Graduate School. Transfer courses without a nursing (NURS) prefix must be reviewed and approved by the UNC respective department to determine equivalency.

Additionally, prospective transfer courses must follow the UNC Graduate School criteria found in the current graduate catalog: https://unco.smartcatalogiq.com/current/graduate-catalog/general-information/policies-and-procedures/transfer-credit/

Academic Progression Related Policies

(See the following pages for Academic Progression Related Policies)

UNC | School of Nursing

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.

DESCRIPTION:

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

PROCEDURE:

1. Classroom
   a. Faculty members may create audio or audio/video recordings of classroom lectures for instructional purposes to meet the objectives of a course.
   b. Faculty members must alert students that they will be recorded, the use and distribution of the recording, and how the recording will be stored before the recording is initiated.
   c. All attempts should be made to protect student's privacy if the recording is conducted online and students can be viewed in their personal settings.
   d. Students must be allowed an opportunity to ask questions or to opt out of a recording if requested.
   e. Classroom related recordings may be saved by the instructor for future courses, if appropriate. All recordings must be distributed through the university's learning management system and kept on a university password-protected drive. All recordings not to be used as future course materials or accreditation exemplars should be destroyed at the end of the semester.

2. Simulation and Skills Laboratory

   a. Faculty members may create audio or audio/video recordings of skills and simulated learning experiences for instructional purposes to meet objectives of a laboratory, clinical, or didactic course.
   b. Before a simulated learning experience is recorded, the students must be provided information on the event and sign the consent form attached to this policy. Information to share with students include:
      i. When the recording will occur
      ii. What the recordings will be used for
      iii. How the recordings will be stored/distributed
      iv. When the recordings will be deleted
   c. All students will have an opportunity to ask questions before signing the consent form.
   d. Signed consent forms will be collected by the course instructor, lead clinical faculty, or program coordinator at the beginning of the semester for the course including recordings through the Typhon platform.
   e. Students who request not to be recorded will be provided alternative opportunities to meet course objectives.

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

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

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

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

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

Name _____

Signature _____

Bear Number (last 4 digits) _____

Date _____

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POLICY TITLE:
SON 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).

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.

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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 NURS 799 Dissertation Credits. Students must also have completed 4 NURS 797 credits. In the semester where the oral examination is planned, depending on readiness for dissertation proposal, one credit of NURS 799 may be taken, based on consultation with the Research Advisor (RA). Students will work collaboratively with the RA regarding enrollment/spacing of NURS 799 credits. Students may also enroll in 1 cr of NURS 799 in the semester they are completing the written exam if all 4 NURS 797 credits have been completed.

DNP students: Students must take NURS 727 (DNP Scholarly Project Proposal) prior to registering for NURS 798 (DNP Practicum) credit hours. Students must meet with the DNP Program Coordinator to discuss/request registration for ALL NURS 798 credit hours. This discussion will include the specific number of credit hours of NURS 798 that the student will be cleared for registration. Course overrides will be required to register for all NURS 798 hours. DNP Students may request an exception and register for NURS 727 and NURS 798 hours in the same semester. Students will contact the DNP Coordinator with requests for exceptions to take NURS 727 and NURS 798 concurrently. The Written Comprehensive Exam may be completed during NURS 727 enrollment. The Oral Comprehensive Exam (Final DNP Scholarly Project Defense) will ONLY be completed while actively registered for NURS 798. The student will submit a timeline for completion of NURS 798 credits.
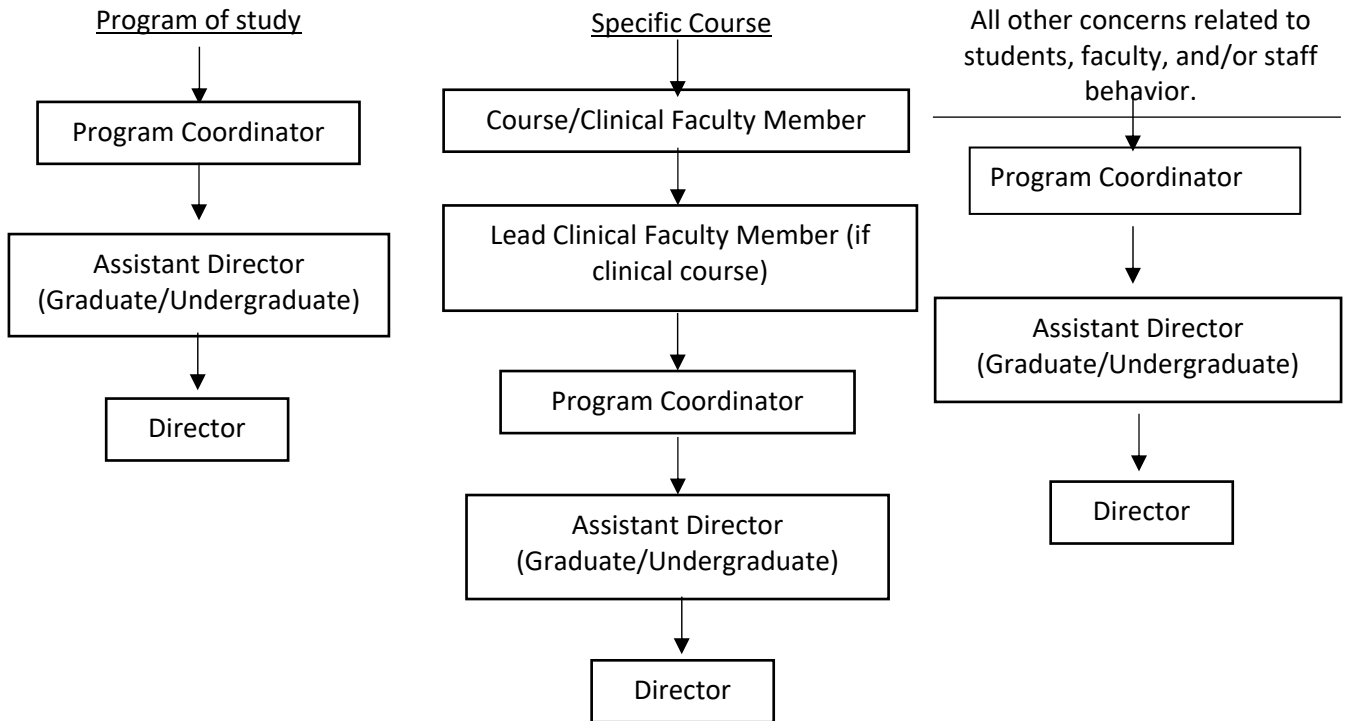
POLICY TITLE:
Student Concerns

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

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.

Program of study	Specific Course	All other concerns related to students, faculty, and/or staff behavior.
Program Coordinator	Course/Clinical Faculty Member	Program Coordinator
Assistant Director (Graduate/Undergraduate)	Lead Clinical Faculty Member (if clinical course)	Assistant Director (Graduate/Undergraduate)
Director	Program Coordinator	Director
	Assistant Director (Graduate/Undergraduate)	
	Director	

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.

UNC | School of Nursing

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

DNP Practicum Requirements and Expectations

UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

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 <u>combined</u> 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 <u>may</u> 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

UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

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. The DNP Scholarly Project must be approved by the DNP Scholarly Project Committee/Team of at least four members selected by the student.

DNP Scholarly Project Committee/Team Specifications

1. The DNP Committee Advisor/Chair will be appointed prior to taking any NURS 798 credits

2. In collaboration with the DNP Committee Advisor/Chair, students will establish a four (4) person DNP Scholarly Project Committee comprised of:

   A minimum of three (3) committee members from the nursing discipline and one (1) UNC committee member outside of the discipline who serves as the UNC faculty representative.

   a. The **DNP Committee Advisor/Chair** of the committee must hold a Doctoral Research Endorsement appointment (DRE).
   b. One of the three (3) nursing committee members can include an individual outside of UNC who has received the Graduate Faculty Equivalence (GFE) or Graduate Lecturer (GL) designation from the Graduate School. To be considered for GFE/GL status, the outside member's CV should be sent to the DNP Program Coordinator who will complete the Graduate Lecturer Application form.
   c. The fourth member must be a **UNC Faculty Representative** with at least a Graduate Faculty (GF) appointment in order to serve on the project committee/team.

3. To officially establish the committee/team, the Request for Appointment of a Doctoral Committee must be completed with signatures. If the committee composition changes, the project advisor/chair must submit a Request to Change a Doctoral Committee.

4. There are policies guiding committee membership and process of appointment. Be sure to always refer to the Catalog for clarification as well as the policies on the Graduate School web site.

5. The DNP Scholarly Project Committee/Team must be approved by the Graduate School prior to the proposal defense.

Forms Needed for Committees and Exams:

   http://www.unco.edu/grad/forms/index.html

All forms must be filled out in consultation with the DNP Program Coordinator and submitted by DNP Scholarly Project Advisor/Chair.

1. Appointment of Doctoral Committee
2. Change to a Doctoral Committee
3. Form to appoint outside Committee member

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 both the Level 1 and 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.

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/.

Step 1: Establish your DNP Scholarly Project Committee.
- Meet with the DNP Program coordinator to discuss an area of interest and to identify a committee Chairperson. During this meeting the student will develop a DRAFT timeline for their DNP Project.
- Meet with the proposed DNP Scholarly Project Committee Chairperson to discuss area of interest, proposed timeline and to identify the additional members for the project committee.
    - Select committee members (Each student is expected to have 2 - 3 UNC SON faculty on the committee and 1 UNC Faculty member from outside of the SON). If the student wishes to have a community/agency person, this person should be requested after the DNP Scholarly Project is defined.
- The Project Chair will assist the student in all discussions regarding potential committee members and will submit the Appointment of a Doctoral Committee Request to the Graduate School - https://www.unco.edu/graduate-school/pdf/Request-to-Appoint-a-Doctoral-Committee.pdf. Copies of the Doctoral Committee Request form are also sent to Mellany Archer and to the UNC SON DNP Program Coordinator.

Step 2: Develop the DNP Project Proposal (Chapters 1 – 3)
- In consultation with your DNP Project Chair, develop your proposal (chapters 1 - 3). For specific outline of these chapters please see: The Canvas Shell: DNP Scholarly Project. If you cannot access this Canvas Shell, please contact the DNP Program Coordinator.
- Discuss with your DNP Project Chair the suggested location (clinic, hospital etc) and/or venue (virtual) for your DNP Project to determine what the requirements are (e.g., agency IRB, affiliation agreement etc.) of the proposed location in order for you to complete the project.

Step 3: Defense of the DNP Scholarly Project Proposal (The Written Comprehensive Exam)
- Once the DNP Scholarly Project Proposal is completed and ready for the Proposal Defense the Committee Chair will discuss dates/times with the committee members and formally establish the date/time/place for the defense. Copies of the proposal and a slide presentation about the proposal will be sent to the committee members by the student (preferred 10 - 14 days prior to the proposal defense).

Step 4: UNC IRB and other IRB approvals

- Once the DNP Scholarly Project Proposal has been approved by their committee the next step is to obtain IRB approval for UNC and from the involved agency (if applicable). The student will work closely with their chair to develop their IRB submission. All student UNC IRB submissions must be signed and submitted by their committee chair (Research Advisor). The UNC IRB will not accept IRB submissions directly from students.

Step 5: Execute the Project

- Execute the project according to the approved UNC IRB protocol under the direction of the DNP Project Committee Chair. During this step of completing the DNP Project the student will have either a phone conference and/or provide feedback about the completion of the project (e.g., successes, challenges, data gathered, and feedback from others about the project).

Step 6: Complete the "write up" of the DNP Project (Chapters 4 & 5, reference pages, appendices, etc.)

- In consultation with your DNP Project Chair, complete the "write up" of the DNP Project (chapters 4 & 5, reference pages, appendices etc.). For specific outline of these chapters please see: The Canvas Shell: DNP Scholarly Project.

Step 7: Oral Defense of the DNP Scholarly Project.

- Once the DNP Project is completed and the final project document (chapters 1 – 5 + references, appendices, etc.) is completed the chair in consultation with the committee members sets up the Oral Defense of the DNP Scholarly Project. This "defense" must be scheduled a minimum of 2 weeks ahead of the actual defense. The committee chair completes and submits the: Request to schedule a Doctoral Examination form to the Graduate School (2 weeks prior to the actual oral defense date). Copies of the form are sent to Mellany Archer and to the DNP Program Coordinator. https://www.unco.edu/graduate-school/pdf/Request-Schedule-Doctoral-Exam.pdf

Step 8: Final Completion of the DNP Scholarly Project

- Once the DNP Scholarly Project Oral Defense has been completed 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 chair to ensure that the final copy meets all requirements of the UNC Graduate School prior to the student submitting the final copy.
- 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

NOTE: For the most current information about the DNP Scholarly Project Processes, Forms, etc. please see the Canvas Course labeled: DNP Scholarly Project.

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.

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.

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 12 scholarly project/dissertation credits. Up to three additional credits may be taken if additional time is needed to complete the project/dissertation.

Graduation Information

UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

Graduation Information

Students who are completing a degree program are responsible for filing their **Application for Graduation** 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 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.

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 Handbook Agreement	

UNIVERSITY OF
NORTHERN COLORADO

School of Nursing

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 as a sample in future courses
- 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 5/3/2016 MHenry, approved DSatriano UNC Legal Counsel

UNIVERSITY OF NORTHERN COLORADO

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
- Grades
- GPA

THIS INFORMATION MAY BE RELEASED FOR THE FOLLOWING PURPOSE(S): (CIRCLE ALL FOR WHICH AUTHORIZATION IS GIVEN):

1. Reference for prospective employers

2. Reference for Graduate School (or other program)

3. Scholarships, Internships/Externships, or other types of financial assistance programs

4. Other: _____

   _____

_____

Signature of student   Date

_____

Printed name of student

Revised 5/3/16; MHenry approved by DSatriano UNC Counsel

UNIVERSITY OF
NORTHERN COLORADO

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 the sole discretion of UNC. 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, irrevocably 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)

8/17/16 MHenry, approved DSatriano UNC Legal Counsel

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.

<u>University Honor Code</u>

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

University of Northern Colorado
School of Nursing

Graduate Nursing Student Handbook Agreement

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

_____

Signature of student   Date

_____

Printed name of student