ELISABETH DELUCA SCHOOL OF NURSING 2026 STUDENT POLICIES

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Appeal of Assigned Course Grade

Title	1.01 Appeal of Assigned Course Grade Policy
Policy Owner	Faculty Grade Appeal Panel
Applies to	Students
Campus Applicability	Storrs, Waterbury, Stamford, Avery Point
Effective Date	11/4/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

The University of Connecticut University Senate approved a policy and procedure for when a student believes an error in grading has occurred. The current University of Connecticut policy is located on the University Senate website and in the Undergraduate Catalog.

APPLIES TO

Students

POLICY STATEMENT

Implementation procedure for requesting a grade change for a course (NURS prefix) in the Elisabeth DeLuca School of Nursing (SON):

1. A request for review of grade is the responsibility of and must be initiated by the student, following the University's policy.
2. The Appeal of Assigned Course Grade Request form (available in Elisabeth DeLuca SON Admission & Enrollment Services Office) is used throughout the process and must be returned to the Elisabeth DeLuca SON Admission & Enrollment Services Office when the process is complete. (Storrs Hall Widmer wing, Room 17)
3. A student may withdraw his/her request at any time during the process without prejudice. To withdraw your request, please indicate your withdrawal in writing on the form, date and sign it. Return the form to the Elisabeth DeLuca SON Admission & Enrollment Services Office.
4. Please note: the Elisabeth DeLuca SON is not a departmentalized school, therefore, substitute "Associate Dean" for all references to department head in the University policy.

5. Any request, by student or Associate Dean, for review by the Faculty Grade Appeal Panel will be submitted in writing to the Dean, Elisabeth DeLuca School of Nursing via the Admission & Enrollment Services Office.
6. The Admission & Enrollment Services Office will provide support to the Faculty Grade Appeal Panel, including notifying student and instructor of date, time and place of convened hearing and preparing written reports of decision for the Panel.

Elisabeth DeLuca School of Nursing faculty members are selected from the SON Hearing body to review the grade appeal. The Hearing Body will select a chair.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

Appeal form attached below.

POLICY HISTORY

To be reviewed: Annually

Full Faculty Adopted: 5/7/2003
Full Faculty revision and approval: 9/6/2007
Full Faculty most recent review and reapproval: 5/19/2025
Full Faculty review and reapproval: 4/27/2026

UConn Elisabeth DeLuca School of Nursing
Appeal of Assigned Course Grade
For courses taught in the Elisabeth DeLuca School of Nursing (NURS prefix)

Name: _____ Date: _____

Student Admin ID:_____

Current Address: _____

Email: _____ Telephone: _____

Course # and Earned Grade being appealed: _____

Date course completed:_____

Instructor: _____

Step 1: Within 10 working days of the grade being posted, the student makes request to the instructor to review grade on the basis of:

A. computational error,

B. clerical error, or

C overlooked components in the student's body of work.

Please circle the appropriate reason: A, B or C.

If the instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the Associate Dean of Academic Affairs.

Instructor agrees change is justified and initiates grade change process: _____

Date/ Instructor Signature

Request denied: _____

Date/Instructor Signature

Step 2: Student may appeal decision (Step 1) to the Elisabeth DeLuca School of Nursing's Associate Dean Academic Affairs within 10 days of instructor's decision. The Associate Dean seeks input from student and instructor and provides a decision within 10 days.

Associate Dean & Instructor agree grade change is justified (instructor initiates grade change process): _____

Date/ Associate Dean / Instructor Signature

Associate Dean/Instructor agree grade change is not justified: _____

Date/ Associate Dean / Instructor Signature

Associate Dean/Instructor disagree on justified/not justified:_____

Date/ Associate Dean / Instructor Signature

Step 3: Student may request (within 10 days) the Dean, in writing through the SON Admission & Enrollment Services Office, convene a review by the Faculty Grade Change Review Committee (FGCRC).

Step 4: Faculty Grade Change Review Committee notified: _____

Date/Admission & Enrollment Services Signature

Step 5: FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. FGCRC is convened (within 10 days of notification):
_____

FGCRC denies grade change: _____

_____

_____

Date/ Name and Signature of FGCRC Members

FGCRC recommends grade change (FGCRC initiates change of grade request signed by all members of the FGCRC): _____

_____

_____

Date/ Name and Signature of FGCRC Members

Step 6: The FGCRC sends a written report of the decision within 10 days to the instructor, the student, the faculty chair and the Dean. **The decision of the Faculty Grade Change Review Committee is final.**

Cell Phone & Smart Watch Usage Policy

Title	1.02 Cell Phone & Smart Watch Usage Policy
Policy Owner	Full Faculty
Applies to	All students in clinical programs
Campus Applicability	All campuses
Effective Date	5/6/19
For More Information Contact	Office of the Dean
Contact Information	860-486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

To provide guidance to faculty and students regarding the use of cell phones/smart watches during clinical experiences.

APPLIES TO

All students in clinical programs.

POLICY STATEMENT

Cell Phone & Smart Watch Usage- Cell phones and smart watch usage in the clinical agency settings must be compliant with the agency policy. Clinical, simulation, and classroom instructors may impose additional rules.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Policy created: Adopted 2011
Full Faculty revision and approval 5/6/2019
Full Faculty review and reapproval 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Clinical Practicum Courses Policy – Undergraduate and CEIN Students

Title	1.04 Clinical Practicum Courses Policy – Undergraduate and CEIN Students
Policy Owner	Full Faculty
Applies to	Pre-Licensure Students
Campus Applicability	All campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

Students must meet the compliance elements identified by the UConn Office of Clinical Placements & Compliance which reflect the requirements of the agency/agencies where a student will fulfill the clinical requirements of their course work.

APPLIES TO

All pre-licensure students completing any type of clinical practicum or residency as part of their program of study.

POLICY STATEMENT

1. Prior to the first clinical experience all nursing students must have the following health documentation on file in Student Health Services.

A. History and Physical performed by a licensed health care provider
B. Immunization Record.
C. Tetanus immunization within the past ten years and documentation of Tdap once after the age of 10 yrs.
D. One poliomyelitis booster following initial immunization.
E. Evidence of a non-reactive PPD or a negative quantiferon gold test **within the past year**. If student has had a positive ppd or quantiferon test in the past, the student must be free of symptoms and have a negative chest xray (must be repeated every 5 years).
F. Mumps, Rubella, Rubeola, and Varicella titers – evidence of the disease is NOT sufficient documentation. If the mumps, rubella or rubeola titers are not positive showing immunity, students will be required to be revaccinated with a follow-up titer showing immunity. If the varicella titer is not positive showing immunity it is the personal choice of the student to receive the varicella immunization.

G. Hepatitis B vaccination is encouraged. Students who receive the Hepatitis B immunization series are required to have the titer showing immunity. Students who received the Hepatitis B series greater than two years prior to the start of clinical experiences are not required to have the titer. Students who choose to decline hepatitis B vaccination will be required to sign a declination form.

H. Annual seasonal influenza vaccine

I. Color vision deficiency screening

J. Medical Release Waiver

K. Criminal Background Check

2. For subsequent years of clinical practicum work nursing students must submit and update their health record with the following:

A. Updated tuberculin test

B. Review of Forms – completed by Student Health Services

C. An updated history and physical by a licensed provider and any other relevant testing if there has been a significant change in the student's health status

3. Proof of comprehensive health insurance.

4. A current professional level certificate in cardiopulmonary resuscitation includes infant, child, adult, and two-person CPR.

5. All students will be covered by the University group policy for Malpractice Liability Insurance. Students will be charged for this policy on their university fee bill each year that they are involved in a clinical practicum course.

6. Each academic year all nursing students are required to complete the Connecticut Hospital Association's Standard Patient Care Orientation Guide prior to their first clinical experience. This self-study guide can be found on-line under Resources for Students at www.nursing.uconn.edu. After completing this self-study module students are required to obtain a passing score of 85% or above on the post-test. The post-test can be found on HuskyCT under the course title "Health & Safety Post-Test Class of 2009" (2010, 2011, 2017 etc).

7. At the beginning of the first clinical experience in the curriculum all nursing students

are required to complete HIPPA (Health Insurance Portability and Pension Act) training. Students must pass a post-test with a score of 80% or better. A record of this training and post-test score will be kept in the student's academic file in the Elisabeth DeLuca School of Nursing until graduation.

8. Students who fail to provide written documentation that they have met the above health and program requirements will not be allowed in the clinical area.

9. Removal from clinical by agency personnel is grounds for failure in the course.

10. The Elisabeth DeLuca School of Nursing reserves the right to make final decisions regarding clinical assignments and to modify such clinical assignments to facilitate the student's completion of the course objectives.

11. Faculty reserve the right to recommend a student's withdrawal from the program for reasons of health.

12. All other contractually-determined agency specific requirements must be met.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

Full Faculty adopted: 5/11/04

Full Faculty reviewed: 8/2011

Full Faculty revised & approved: 5/13/2014

Full Faculty revised to accommodate Graduate Requirements Policy 02/29/2016

Full Faculty review and approval: 5/19/2025

Full Faculty review and approval: 4/27/2026

Clinical Practicum and Residency Courses Policy for Graduate Students

Title	1.03 Clinical Practicum and Residency Courses Policy for Graduate Students
Policy Owner	Elisabeth DeLuca School of Nursing, Graduate Programs
Applies to	Graduate Students
Campus Applicability	All campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

Students must meet the compliance elements identified by the UConn Office of Clinical Placements & Compliance which reflect the requirements of the agency/agencies where a student will fulfill the clinical requirements of their course work.

APPLIES TO

All graduate students completing any type of clinical practicum or residency as part of their program of study.

POLICY STATEMENT

All students participating in clinical learning experiences at University of Connecticut Elisabeth DeLuca School of Nursing (SON) must be in compliance with health clearance policies as required by University of Connecticut and clinical agencies in which students perform their clinical hours. The student is responsible for providing UConn SON with evidence of health status, immunity and education by the published deadline as well as maintaining compliance throughout their academic program. Inability to meet deadlines or meet compliance standards will limit the student's ability to be placed in a clinical agency and complete the program. Students are required to create an account in American Databank's (ADB) Complio system, enter their information and upload the required documents by the published deadlines.

1. Prior to the initial clinical or practicum experience all graduate nursing students must have the following health documentation on file in HuskyCT (by November 1 for Spring clinical, by April 1 for Summer clinical, by July 1 for Fall clinical):

    A. History and Physical performed by a licensed health care provider within prior year.

B. Immunization Record including documentation of all initial vaccine series as well as the following:
    i. Tetanus immunization within the past ten years and documentation of TDaP once after the age of 10 years.
    ii. One poliomyelitis booster following initial immunization
C. Tuberculosis – evidence of a two-step non-reactive PPD/TST or a negative blood assay for M. tuberculosis (BAMT) **within the past 12 months**. If student has had a positive PPD/TST or BAMT test in the past, the student must be free of symptoms and have a negative chest X-ray (must be repeated every 5 years or as dictated by agency policy).
D. Titers – serum titers for Mumps, Rubella, Rubeola, and Varicella – evidence of the disease or prior vaccination is NOT sufficient documentation. If the mumps, rubella, rubeola, or varicella titers are not positive showing immunity, students are required to be revaccinated with a follow-up titer showing immunity
E. Hepatitis B vaccination – students are advised to obtain vaccination for Hepatitis B. Students who receive the Hepatitis B immunization series within 2 years of beginning clinical are required to have the titer showing immunity. Students who choose to decline hepatitis B vaccination are required to sign a declination form.
F. Influenza – annual seasonal influenza vaccine is required by October 30
G. Drug Screening – negative 12-panel urine drug screen test
H. Color vision deficiency screening
I. Medical Release Waiver

2. Prior to the initial clinical or practicum experience all graduate nursing students must have the following training, certification, and license documentation (expiration date after the clinical or residency experience is concluded) on file in HuskyCT:

    A. Criminal Background Check
    B. Health Insurance Portability and Accountability Act (HIPAA) Training
    C. Occupational Safety and Health Administration (OSHA) Training for bloodborne and airborne pathogens
    D. Cardiopulmonary Resuscitation (CPR) for Healthcare Providers – includes infant, child, adult, and two-person CPR for MS, BS-DNP, and post-master's DNP students. Neonatal graduate students will also need to have current Neonatal Resuscitation Program certification (NRP).
    E. Current RN license in state of residence if distance learning student or in Connecticut for practicum/residency experience in CT.
    F. Current Advanced RN Practice (APRN) License – for post-MS DNP students who are APRNs in state of residence if distance learning student or in Connecticut for practicum/residency experience in CT

3. Prior to each subsequent clinical or practicum experience all graduate nursing students must have the following health, training, certification, and license documentation on file in Complio.

A. History and Physical Examination by a Licensed Healthcare Provider within 1 year.
B. Tuberculosis – updated PPD/TST
C. Updated History and Physical examination if there has been a significant change in the student's health status.
D. HIPAA Certificate
E. OSHA Training for bloodborne and airborne pathogens
F. CPR Certification

4. All other contractually-determined agency specific requirements must be met. Lack of immunization or immunity for any of the above health requirements may limit clinical/residency placements as determined by agency policy and/or contract.
5. Proof of comprehensive health insurance.
6. All students in active clinical practicums or residency experiences are covered by the University group policy for Malpractice Liability Insurance. Students will be charged for this policy on their university fee bill each year that they are involved in a clinical practicum or residency experience.
7. Students who do not provide written documentation as noted above will not be allowed to begin clinical practicum or residency experiences.
8. Removal from a clinical or residency agency is grounds for failure in the course.
9. The Elisabeth DeLuca School of Nursing Faculty reserves the right to make final decisions regarding clinical and residency assignments and to modify assignments to facilitate a student's completion of course objectives.
10. The Elisabeth DeLuca School of Nursing Faculty reserves the right to recommend a student's withdrawal from the program for reasons of health.

ENFORCEMENT

Students found non-compliant will not be able to attend the required clinical experience.

UConn Programs are not responsible for arranging placements for students who are unable to meet a facility's requirements.

PROCEDURES/FORMS

Office of Clinical Placement Coordination

POLICY HISTORY

To be reviewed: Annually

Full Faculty Adopted: 02/29/2016

Full Faculty review and approval: 5/7/2018, 5/19/2025
Full Faculty review and reapproval: 8/25/2025

Full Faculty review and reapproval: 4/27/2026

Compliance with Agency Policies

Title	1.05 Compliance with Agency Policies
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	Undergraduate and Graduate Students
Campus Applicability	Storrs and Regional Campuses
Effective Date	2011
For More Information Contact	Office of the Dean
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu

REASON FOR POLICY

Students must meet the compliance elements identified by the UConn Office of Clinical Placements & Compliance which reflect the requirements of the agency/agencies where a student will fulfill the clinical requirements of their course work.

APPLIES TO

All students completing any type of clinical practicum or residency as part of their program of study.

POLICY STATEMENT

1. Prior to the first clinical experience all nursing students must have the following health documentation on file in Student Health Services.

    A. History and Physical performed by a licensed health care provider
    B. Immunization Record
    C. Tetanus immunization within the past ten years and documentation of Tdap once after the age of 10 yrs
    D. One poliomyelitis booster following initial immunization
    E. Evidence of a non-reactive PPD or a negative quantiferon gold test **within the past year**. If student has had a positive ppd or quantiferon test in the past, the student must be free of symptoms and have a negative chest xray (must be repeated every 5 years).
    F. Mumps, Rubella, Rubeola, and Varicella titers – evidence of the disease is NOT sufficient documentation. If the mumps, rubella or rubeola titers are not positive showing immunity, students will be required to be revaccinated with a follow-up titer showing immunity. If the varicella titer is not positive showing immunity it is the personal choice of the student to receive the varicella immunization.

G. Hepatitis B vaccination is encouraged. Students who receive the Hepatitis B immunization series are required to have the titer showing immunity. Students who received the Hepatitis B series greater than two years prior to the start of clinical experiences are not required to have the titer. Students who choose to decline hepatitis B vaccination will be required to sign a declination form.
H. Annual seasonal influenza vaccine
I. Color vision deficiency screening
J. Medical Release Waiver
K. Criminal Background Check

2. For subsequent years of clinical practicum work nursing students must submit and update their health record with the following:

A. Updated tuberculin test
B. Review of Forms – completed by Student Health Services
C. An updated history and physical by a licensed provider and any other relevant testing if there has been a significant change in the student's health status

3. Proof of comprehensive health insurance.

4. A current professional level certificate in cardiopulmonary resuscitation includes infant, child, adult, and two-person CPR.

5. All students will be covered by the University group policy for Malpractice Liability Insurance. Students will be charged for this policy on their university fee bill each year that they are involved in a clinical practicum course.

6. Each academic year all nursing students are required to complete the Connecticut Hospital Association's Standard Patient Care Orientation Guide prior to their first clinical experience. This self-study guide can be found on-line under Resources for Students at www.nursing.uconn.edu. After completing this self-study module students are required to obtain a passing score of 85% or above on the post-test. The post-test can be found on HuskyCT under the course title "Health & Safety Post-Test Class of 2009" (2010, 2011, 2017 etc).

7. At the beginning of the first clinical experience in the curriculum all nursing students are required to complete HIPPA (Health Insurance Portability and Pension Act)

training. Students must pass a post-test with a score of 80% or better. A record of this training and post-test score will be kept in the student's academic file in the Elisabeth DeLuca School of Nursing until graduation.

8. Students who fail to provide written documentation that they have met the above health and program requirements will not be allowed in the clinical area.

9. Removal from clinical by agency personnel is grounds for failure in the course.

10. The Elisabeth DeLuca School of Nursing reserves the right to make final decision regarding clinical assignments and to modify such clinical assignments to facilitate the student's completion of the course objectives.

11. Faculty reserve the right to recommend a student's withdrawal from the program for reasons of health.

12. All other contractually-determined agency specific requirements must be met.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Full Faculty Adopted: 2011

Full Faculty review and approval: 5/19/2025

Full Faculty review and approval: 4/27/2026

Continued Enrollment in Elisabeth DeLuca School of Nursing for Graduate Students Policy

Title	1.06 Continued Enrollment in Elisabeth DeLuca School of Nursing for Graduate Students Policy
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	Graduate Students
Campus Applicability	Storrs and Regional Campuses
Effective Date	5/20/19
For More Information Contact	Office of the Dean
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu

REASON FOR POLICY

The Elisabeth DeLuca School of Nursing appreciates that students are balancing multiple demands and may need to alter their planned academic trajectory at various points in their program of study.

APPLIES TO

This policy applies to all graduate students in the Elisabeth DeLuca SON.

DEFINITIONS (IF APPLICABLE)

The purpose of this policy is to define what continuous enrollment means within the Elisabeth DeLuca School of Nursing. Students who will not be registering in coursework or research credits must register for a zero-credit continuous registration course to maintain their active student status.

POLICY STATEMENT

A graduate student is considered enrolled, a student in good standing, and is making academic progress if they are in credit or non-credit bearing courses at UConn. Continuous registration courses include GRAD 5997, GRAD 5998, and GRAD 6998, as well as GRAD 5999 (Thesis Preparation) and GRAD 6999 (Dissertation Preparation).

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

Enrollment in the appropriate course should occur prior to the start of the semester in which it will occur. Students who are using an employee tuition waiver should follow the timeline associated with their waiver. Student questions regarding the registration process may be directed to registrar@uconn.edu.

POLICY HISTORY

To be reviewed: Annually

Policy created:
Approved 9/24/18

Faculty reviewed and reaffirmed: 5/19/2025

Full Faculty reviewed and reaffirmed: 4/27/2026

Dress Code Policy

Title	1.07 Dress Code Policy
Policy Owner	Full Faculty
Applies to	Pre-Licensure & Graduate Clinical Programs
Campus Applicability	All campuses
Effective Date	3/2/2020
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	https://nursing.uconn.edu

REASON FOR POLICY

Individual and family health care consumers' perceptions of students in the UConn Elisabeth DeLuca School of Nursing are based on a variety of encounters. Impressions are often made in the first sixty seconds of an encounter, even before a word is spoken, through physical appearance, body language, and personal etiquette. As a UConn nursing student, you represent not only yourself but, the Elisabeth DeLuca School of Nursing and the profession of nursing as well.

APPLIES TO

Students participating in Pre-Licensure and Graduate Clinical Programs.

POLICY STATEMENT

The approved designated UConn Elisabeth DeLuca SON *clinical uniform for pre-licensure program students* consists of:

1. Pants: navy pants, straight legged, waist high (no low-rise), elastic or drawstring, (per order form),
2. Shirt: Navy Blue scrub top with the UCONN Elisabeth DeLuca School of Nursing logo (per order form), clothing must be loose enough to allow performance of activities,
3. Lab jacket: (required) navy rib cuffs and snap front, two pockets with the UConn Elisabeth DeLuca SON logo (per order form),
4. Shoes: solid black nursing shoes, solid black sneakers, solid black clogs with a back or strap, no open toed, no heels, no holes in body of shoe (i.e. CROCS),
5. Socks/hose: white, to prevent exposure of skin on legs to body fluids,
6. Name pins: UCONN Elisabeth DeLuca SON name pin to be worn at all times, in all settings. It will be worn at all times unless an agency policy requires otherwise.
7. Clinical Resource Laboratory will allow a specific UCONN tee shirt/UConn jacket to be worn instead of uniform top for lab only.
8. Summer camp uniform will consist of khaki long shorts to knee, and specific dri-fit UCONN nursing tee shirt, closed toe shoes and socks.The approved designated UConn Elisabeth DeLuca SON *clinical uniform for graduate program students* consists of:

1. Name pins: UCONN Elisabeth DeLuca SON name pin to be worn at all times, in all settings.
2. Lab coat - white long lab coat; no logo or special supplier is required.
3. Business casual or hospital-based scrubs may be worn if accepted by the healthcare agency.
4. Closed toed shoes.

In addition, the following policies must be adhered to for both pre-licensure and graduate nursing students:

1. Undergarments: should not be visible through the uniform
2. Hair must be neat and well groomed. Long hair and long bangs must be tied or pinned back off the face and up off the neck so as to be tightly pulled back and off shoulders, only natural hair dyed colors are acceptable,
3. Facial hair must be clean shaven or if a beard or mustache must be neat and well groomed,
4. Only natural nails are acceptable. Nails must not extend beyond the tips of the fingers; nail polish is not acceptable.
5. Visible tattoos are not encouraged and are subject to individual agency policy,
6. A maximum of one stud earring may be worn in each ear, all other visible piercings are not acceptable,
7. One plain band ring, no stones, may be worn, necklaces must be kept under the shirt, no bracelets, and a watch with the ability to measure seconds is required,
8. Perfume, cologne, aftershaves, lotions, or cosmetic agents that transmit a noticeable odor are not acceptable due to allergies. Makeup should be worn in a professional manner.
9. The use of any personal electronics in clinical settings and on campus labs such as cellphones and smart watches will be governed by the clinical agency and clinical faculty.

Please be advised particular agency policies may necessitate more specific or additional requirements.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

The UConn Elisabeth DeLuca School of Nursing clinical uniform is restricted for use to clinical practicum and simulation lab learning activities and approved School of Nursing functions.

Other uses of the uniform are strictly prohibited unless there is prior written approval from the Dean of the Elisabeth DeLuca School of Nursing.

POLICY HISTORY

To be reviewed: Annually

Approved by FFM March 2, 2020

Revised: 5/7/18

Full Faculty review and approval: 5/19/2025

Full Faculty review and approval: 4/27/2026

Procedure for Taking an Exam

Title	1.08 Exam Taking Policy
Policy Owner	Full Faculty
Applies to	All students
Campus Applicability	All campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	https://nursing.uconn.edu

REASON FOR POLICY

The University Student Code requires ethical conduct in all aspects of academia students partake in. The Elisabeth DeLuca School of Nursing has taken action in further defining exam regulations, as new technologies force heightened exam taking scrutiny.

APPLIES TO

All students

POLICY STATEMENT

For every quiz or test, students are permitted to only have a writing implement and if needed a plain calculator at their desk. If necessary, plain scratch paper would be provided by the instructor. Additional equipment is permitted at the discretion of the instructor. Students may be asked to present a valid photo ID.

Online or remote delivery course exams are administered in a virtual live or remotely proctored environment. Steps for student authentication are to include presentation of a valid photo ID at the start of the exam. No additional materials or resources are to be used. If student leaves the room for any reason, the test will be collected/submitted as done.

In person testing procedures may include assigned seating. There are to be no smart watches, no cell phones, no hats, hooded sweatshirts, or items in student pockets. Student must be in room at the start of the exam, no entry into the room after the exam has begun and if student leaves the room for any reason, the test will be collected/submitted as done.

For in person quiz/test, all scratch paper must be submitted to the instructor/proctor at the completion of the exam.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Approved by Full Faculty 5/10/2012

Full Faculty revision and approval: 5/7/2018
Full Faculty revision/reaffirm: 5/19/2025

Full Faculty revision/reaffirm: 4/27/2026

Laptop Policy

Title	1.09 Laptop Policy
Policy Owner	Full Faculty
Applies to	All students
Campus Applicability	All campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	https://nursing.uconn.edu

REASON FOR POLICY

The Elisabeth DeLuca School of Nursing continues to integrate interactive technology into the curriculum and therefore recommends the use of a laptop computer by all nursing students. Pre-licensure students will enroll in nursing courses in the first year that will have exams administered using ExamSoft; graduate nursing students will have online courses. The testing program, and others online modalities, require a laptop.

APPLIES TO

All students

POLICY STATEMENT

All students are required to have their own laptop computer with wireless capability at the start of the traditional baccalaureate nursing program, prior to the start of the accelerated second-degree CEIN/BS program and prior to the start of their graduate nursing program.

All University of Connecticut students also have full access to Microsoft Office, Microsoft Windows and other software. Microsoft office is a required software in the nursing program. All of these resources are delivered at no charge through the online delivery portal.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Full Faculty revision and approval: 5/7/2018

Full Faculty revision/reaffirmation: 5/19/2025

Full Faculty revision/reaffirmation: 4/27/2026

Math Test for Medication Administration

Title	1.10 Math Test for Medication Administration Policy
Policy Owner	Full Faculty
Applies to	Undergraduate Students
Campus Applicability	All campuses
Effective Date	Revised Draft - Approved 2/28/2022
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	https://nursing.uconn.edu/

REASON FOR POLICY

Each semester a student is enrolled in a course with a clinical practicum, a student must pass the MTMA with a grade of 90% or greater in order to administer medications and/or IV fluids in the clinical setting, which are required elements to pass the course(s).

APPLIES TO

Students

POLICY STATEMENT

Students must pass with a minimum of a 90% on the Math Test for Medication Administration (MTMA) before scheduling their first medication administration skills assessments in the Simulation Learning Center for the fundamentals course, NURS 4304 and NURS 3234 in each program.

ENFORCEMENT

The MTMA will be administered utilizing current learning management system. The course faculty determine the appropriate remediation for their course. The structured remediation *may* include modules, practice problems, and/or activities in the UConn Q lab, as available. All students must complete some remediation prior to completing another MTMA. The remediation is an essential component of being successful on the next attempt at the MTMA.

POLICY HISTORY

Full Faculty revision and approval: 5/13/19 – Draft 10/11/19

Full Faculty approval: 10/28/19

Full Faculty revision and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Nursing Course Evaluations Policy

Title	1.11 Nursing Course Evaluations Policy
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	Professors
Campus Applicability	Storrs and Regional Campuses
Effective Date	5/20/19
For More Information Contact	Program Staff
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu

REASON FOR POLICY

The Instructor of Record for each nursing course offered in the Elisabeth DeLuca School of Nursing will conduct a student evaluation of the course each semester.

APPLIES TO

All instructors of record for each nursing course.

POLICY STATEMENT

This evaluation will include:

1. The degree to which the course prepared the student to fulfill each of the course objectives.
2. Feedback on the course text and readings
3. Feedback on course materials presented (new and different or redundant)
4. Evaluation methods used
5. Appropriateness of in-class hours allowed for the course
6. Online courses are recommended to have evaluations built in by mid and end of semester.
7. Credits allocated for the course
8. Placement within the curriculum
9. Input on Assessment of Learning Outcomes, if that measurement is embedded in the course
10. Input on GEOC competencies, if that measurement is embedded in the course
11. Other items selected by the Instructor.

The preferred method to administer this course evaluation will be HuskyCT.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

Instructor of record for each nursing course will complete the Nursing Course Summary Evaluation Sheet found on the SharePoint in the Course Evaluation Summaries folder. The Course Summary Evaluations are to be saved to the SharePoint in the corresponding semester the course was offered.

POLICY HISTORY

To be reviewed: Annually

Policy created:
Approved by Full Faculty: 5/11/04

Full Faculty revision and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

University of Connecticut Policy on

Religious Observant Conflicts

Title	1.12 Religious Observant Conflict Policy
Policy Owner	Full Faculty
Applies to	Students
Campus Applicability	All campuses
Effective Date	5/6/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

The University of Connecticut University Senate approved a policy and procedure for when a student experiences an academic conflict due to a religious observation. Statement must be added to the syllabus per University Senate.

APPLIES TO

Students

POLICY STATEMENT

University of Connecticut Religious Accommodation Policy (LINK)

Students anticipating such a conflict regarding religious observances should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. The University identified procedure is found within the policy link above.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

University Senate (August 2009)

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Social Media Policy

Title	1.13 Social Media Policy
Policy Owner	Full Faculty
Applies to	All Students
Campus Applicability	All Campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

The Elisabeth DeLuca School of Nursing is adopting the American Nurses Association 2011 Six Principles for Social Networking as outlined on the ANA website:

APPLIES TO

All students

POLICY STATEMENT

1. Nurses must not transmit or place online individually identifiable patient information. Nurses must know their legal and ethical responsibilities, as well as their own organization's policies, regarding their responsibility to protect patient privacy, whether online or offline. Merely removing someone's name (or face, in the instance of images) from a communication does not necessarily protect that person's identity. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual or *can reasonably be used* to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual.

2. Nurses who interact with patients on social media must observe ethically prescribed patient-nurse professional boundaries. The precepts guiding nurses in these matters are no different online than in person.

3. Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.

4. Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information. Use of privacy settings and separation of personal and professional information online does not guarantee, however, that information will not be repeated in less protected forums.

5. As the patient's advocate, nurses have an ethical obligation to take appropriate action regarding instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal, or impaired practice. Nurses who view social media content posted by a colleague that violates ethical or legal standards should first bring the questionable content to the attention of the colleague so that the individual can take appropriate action.

   If the posting could threaten a patient's health, welfare, or right to privacy regarding health information, the nurse has the obligation to report the matter to a supervisor or designated person within the institution or entity for follow-up. If the questionable practice is not addressed in the employment setting and seriously jeopardizes the patient's safety and well-being, the nurse may need to report the problem to external authorities. Accurate reporting and factual documentation—not merely opinion—should always support such responsible actions.

6. Nurses are encouraged to participate in the development of policies and procedures in their institutions and organizations for handling reports of online conduct that may raise legal concerns or be professionally unethical. Such official channels can protect the rights of those participating and can offer remedial action for the patient, while offering fairness, support, and non-punitive correction and training for a nurse's inadvertent mistakes.

This policy is to be included in syllabi for ALL clinical prelicensure courses, along with NURS 1110, and 3120. All graduate students review and give attestations during orientation.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Full Faculty approved 4/23/12

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Undergraduate Academic Integrity Policy

Title	1.14 Undergraduate Academic Integrity Policy
Policy Owner	Full Faculty
Applies to	Undergraduates
Campus Applicability	All Campuses
Effective Date	5/23/19
For More Information Contact	Dean's Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

University of Connecticut, Division of Student Affairs, Office of Community Standards' policy yon undergraduate academic integrity (Responsibilities of Community Life: The Student Code-Appendix A):

POLICY STATEMENT

- Written Notification of academic misconduct needs to be sent to student
  - Notification to include: allegation, academic consequence, student's right to request hearing through instructor, and link to policy
  - Letter to student needs to be copied to Community Standards of Academic Integrity
  - Instructor needs to send notification within 5 business days of having discovered misconduct
  - Student has 15 days to respond
  - Student meeting/conversation is encouraged

- Academic Misconduct Hearing Boards
  - If student requests hearing, Instructor will notify Community Standards
  - Community Standards administers hearings
  - Instructors may forward case directly to the Board
  - Board is comprised of two faculty, two undergraduate students, and one nonvoting chair
  - Board's responsibility is to determine if student is responsible or not responsible
    - Board may not change sanctions
    - Board is to determine whether responsible or not responsible.

- Board may consider additional sanctions
- Applies only to undergraduate students.

- Frequently Discussed questions from faculty
  - How much "evidence" do I need to have? (Preponderance of Evidence)
  - Why do I need to notify Community Standards?
  - How will being held accountable for academic misconduct impact the students?
  - What is the process?
  - How do you determine academic consequences?
  - Do I always need to use this policy to follow up on academic misconduct?

- Office of Community Standards-
  - contact information:
    Wilbur Cross Building, 30l
  - Phone: 860-486-8402
  - Email: community.standards@uconn.edu
  - Academic Misconduct Policy: www.dosa.uconn.edu/student_code_appendixa.htrnl

The above is based on the following policy on undergraduate academic integrity was originally formulated by the University of Connecticut Scholastic Standards Committee. It was adopted by the University Senate on March 31, 2008, and modified by the University Senate in December of 2012.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

POLICY HISTORY

To be reviewed: Annually

Full Faculty review and approval: 5/7/2018

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

APPENDIX

This appendix of *The Student Code* describes the types of acts that shall be considered academic misconduct by undergraduates, and it presents the process for resolving complaints of academic misconduct.

STUDENT ACADEMIC MISCONDUCT

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).

A. INSTRUCTOR'S ROLE

1. Instructors shall take reasonable steps to prevent academic misconduct in their courses and to inform students of course-specific requirements.
2. When the instructor of record or designee (instructor) believes that an act of academic misconduct has occurred, the instructor is responsible for saving the evidence in its original form and need not return any of the original papers or other materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.
3. When an instructor believes there is sufficient information to demonstrate a case of academic misconduct, the instructor shall notify the student in writing of the allegation of misconduct and the academic consequences that the instructor will impose. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit. The written notification shall also inform the student whether the case has been referred to the Academic Integrity Hearing Board (Board) for consideration of additional sanctions. The instructor shall send the written notification to the student and send a copy to the Office of Community Standards (Community Standards) within five business days of having discovered the alleged misconduct. At the Regional Campuses, a copy shall be sent to the Office of Student Affairs (Regional Campus Student Affairs). Cases that are purely technical in nature, without any perceived intent to achieve academic advantage, may be reported at the discretion of the instructor.
4. In certain cases, the Dean of a school or college or designee may become aware of alleged academic misconduct and may bring a complaint forward to the Board.
5. The student has five business days from receipt of the written notice to respond to the instructor and/or to request a hearing (see "Academic Integrity Hearing Board"). If the student does not respond within the allotted time the instructor's sanctions shall be imposed. If the student requests a hearing the instructor shall forward the request to Community Standards or the Regional Campus Student Affairs. If the student and the

instructor reach a mutually acceptable resolution of the case, the instructor shall notify Community Standards (or Regional Campus Student Affairs) of the agreement. The instructor shall also notify Community Standards (or Regional Campus Student Affairs) if the instructor withdraws the allegation of misconduct. A student who has been notified about an accusation of academic misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the instructor and the appropriate dean. If a student withdraws from a course during a pending academic misconduct case, any academic sanction imposed will overturn the withdrawal.

6. If a semester concludes before an academic misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

B. THE ACADEMIC INTEGRITY HEARING BOARD

1. The Academic Integrity Hearing Board, which is administered by Community Standards, is comprised of two faculty members, two students, and a nonvoting chairperson, all of whom are appointed by the Director of Community Standards. At each Regional Campus, a designee working in conjunction with Community Standards is responsible for the organization and administration of their Academic Integrity Hearing Board. Hearing procedures will be in accordance with the hearing procedures described below. Community Standards will ensure that appropriate Dean(s) and Faculty are kept informed of the status of misconduct cases in a timely fashion.
2. The respondent or the accusing instructor may refer a case of alleged academic misconduct to Community Standards for it to be adjudicated by the Board. Community Standards will review all academic misconduct cases as they are received to determine if a case needs to be heard by the Board to determine if additional sanctions need to be considered. After receiving written notification of the academic misconduct from the instructor, Community Standards may meet with students to discuss additional sanctions outlined in *The Student Code* to determine if an agreement about additional sanctions can be reached. If an agreement cannot be reached between a student and Community Standards, the case will be heard by the Board.

C. HEARING ON ACADEMIC MISCONDUCT

1. An essential component of any academic integrity hearing is the determination and the weighing of the facts that pertain to the allegation(s). Therefore, it is vital that personal statements and other information be presented clearly and factually. All participants are expected to be respectful of each other's purpose in the hearing process and to conduct themselves according to the direction of the Board.
2. Normally, an academic integrity hearing will be conducted within fifteen (15) business days of the respondent being notified of the hearing.
3. The complainant (instructor or designee) and the respondent shall each have the right to:
    1. Be notified of all alleged violations by means of the address (University e-mail, residence hall address, or permanent address) provided by the student via the Registrar's Office. Typically, this will be done via e-mail which will provide a link

to the documentation.

2. Review any written complaint(s) and supporting documents.
3. Be informed about the hearing process.
4. A reasonable period of time to prepare for a hearing.
5. Request a delay of a hearing due to extenuating circumstances. The decision to grant or deny any such request is within the discretion of the hearing body.
6. Submit a written account, a personal statement regarding the incident and/or any relevant documentation or records. All documentation must be provided by the date established by the non-voting chairperson. Documentation will not be accepted past the established deadline and failure to provide documentation by the established deadline will not be an acceptable reason for an appeal. The decision to not present information is not an admission of responsibility.
7. Provide the names and contact information of incident witnesses, those who have direct knowledge of the incident, and provide a list of questions for any incident witnesses, including the involved parties. This information must be provided by the date established by the non-voting chairperson. Failure to provide witness information by the established deadline will not be an acceptable reason for an appeal. The non-voting chairperson will make every effort to interview those witnesses with direct knowledge; however, the witness cannot be compelled to speak with the non-voting chairperson.
8. Be notified of the identity of witnesses who have been called to speak at the hearing or who have been asked to provide additional written information by the Board.
9. Be accompanied by a support person during the portions of the hearing in which the student is participating. A student should select a support person whose schedule allows attendance at the scheduled date and time for the academic integrity hearing because delays will not be allowed due to the scheduling conflicts of a support person.
10. Be present at the pertinent stages of the hearing process as indicated by the Director of Community Standards. The deliberations of the hearing body are private.
11. Present a personal or community impact statement to the hearing body upon a finding of “Responsibility.”

4. An academic integrity hearing shall be conducted by the Board in accordance with the procedures listed below:
    1. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in these proceedings.
    2. A hearing shall be conducted in private.
    3. Admission of any person into the hearing room shall be at the discretion of the Board. The Board shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.
    4. When a hearing involves more than one respondent, the Director of Community Standards may, at the Director’s discretion, permit the hearings concerning each student to be conducted either separately or jointly.
    5. If a respondent or complainant, after receiving notification, does not appear for a hearing, the hearing will proceed without the absent party.
    6. Except as directed by the chair, the support person shall limit his/her role in a

hearing to that of a consultant to the respondent or complainant.

7. The identity of any witnesses must be provided to the Board at least two business days before the hearing. The Board may elect not to permit one or more witnesses to participate in the hearing if the information they are expected to provide is not relevant to any material issue and is deemed unnecessarily redundant of other information already in the record. The party proposing a witness is responsible for any communication with the witness regarding attendance at the hearing. The Board may request the attendance of witnesses not proposed by the parties. The Board cannot compel the attendance of witnesses at the hearing.
8. The respondent, complainant, and any witnesses will provide information to and answer questions from the Board. Questions may be suggested by the respondent or complainant to be answered by each other or by other witnesses. This will be conducted by the Board with such questions directed to the Board, rather than to the individuals directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved at the discretion of the chair.
9. Any additional information may be accepted for consideration by the hearing body at its discretion as long as such information was provided in accordance with *The Student Code*. Information presented by a student during a hearing that indicates a potential violation of *The Student Code* may be investigated at a future time.
10. The Board shall determine whether the respondent has violated the *Academic Integrity in Undergraduate Education and Research Policy*. The Board's determination shall be made on the basis of whether it is more likely than not that the respondent violated the policy.
11. When a respondent has been found "In Violation," the Board shall examine the student's academic transcript and student conduct history, accept impact statements by both the respondent and complainant, and then impose the appropriate sanction(s).
12. All procedural questions are subject to the final decision of the Board.

5. If the Board finds that the student is "Not in Violation" for the alleged misconduct, the Board shall not impose any sanctions and the instructor must reevaluate the student's course grade in light of the Board's finding.
6. If the Board finds that the student is "In Violation", the instructor's grading sanction shall be imposed. The Board does not have the authority to change or influence the grading sanction imposed by the instructor.
7. Upon consideration of a student's record of misconduct and/or the nature of the offense, the Board may impose additional sanctions. The Board should apply these sanctions in proportion to the severity of the misconduct. These sanctions may include any sanction as described in *The Student Code*.
8. All academic integrity hearings will be recorded, and the University will maintain the audio recordings as required by Connecticut state law and are the property of the University. Participants are prohibited from making their own recording. Upon written request, a respondent or complainant may review the audio recording and make appropriate arrangements for it to be transcribed on University premises. Arrangements for a transcriber and all associated costs involved in the transcription will be the

responsibility of the requesting individual.

D. HEARING APPEAL

1. The decision of the Board may be appealed to the Provost or designee. An appeal is not a new hearing. It is a review of the record of the hearing.
2. An appeal may be sought on three grounds:
    1. On a claim of error in the hearing procedure that substantially affected the decision.
    2. On a claim of new evidence or information material to the case that was not known at the time of the hearing.
    3. To determine whether any additional sanction(s), not including academic consequences, imposed by the Board were appropriate for the violation based on the student's conduct history and/or significance of the violation.
3. Appeals on such grounds may be presented, specifically described, in writing within five business days of the announcement of the Board's decision.
4. The decision of the Provost or designee is final. There will be no further right of appeal.
5. The Provost or designee shall have the authority to dismiss an appeal not sought on proper grounds.
6. If an appeal is upheld, the Provost shall refer the case with procedural specifications back to the original Board who shall reconsider the case accordingly.

SAMPLE LETTER: Academic Misconduct Notification -

March 10, 2008

Betty Aubuchon
123 Residence Hall

University of Connecticut
Storrs, CT 06269

Email:Betty.aubuchon@uconn.edu

Dear Betty:

This letter serves as a follow up to our meeting on Friday, March 7, 2008. Based on our conversation and the evidence I have, I must inform you that I have reason to believe that you were involved in an instance of academic misconduct in History 289-78. Due to this discovery, I must follow the Academic Misconduct policy as set in Appendix A of *Responsibilities of Community Life: The Student Code.* Specifically, as we discussed yesterday, my evidence is a term paper, submitted by you on March 2, 2007, on the subject of the settlement of Rock Port, Maine. This same paper was located on a college papers for sale service entitled "Rock Port, Maine: 1600-1890". The paper that you submitted was verbatim in text and bibliography.

You are being informed that it is my intent to impose the letter grade of 'F' for the course. In accordance with *The Student Code,* you may request a hearing with the Academic Misconduct Hearing Board. You have fifteen business days (March 28, 2008) to submit to me a written request for a hearing. If I have not received any communication from you by this date, the said sanction will be imposed.

The Community Standards staff members are available to meet with you to review *The Student Code* and answer any questions that you may have regarding academic integrity or students' rights as set forth under *The Student Code.* Please note that a copy of this letter is forwarded to Community Standards, who has the right to convene the Academic Misconduct Hearing Board to consider additional sanctions if you have a significant student conduct history.

You may reach Community Standards at 486-3426 Monday through Friday from 8:00 a.m. to 5:00 p.m., via email at community.standards@uconn.edu, or visit online at www.dos.uconn.edu/student code.

Sincerely,

Emile Jones
Professor of History

cc: Cinnamon Adams, Community Standards Specialist, Unit 4062

University of Connecticut Policy on

Missed or Late Coursework

Title	1.17 Missed or late Coursework
Policy Owner	Faculty
Applies to	Students
Campus Applicability	All campuses
Effective Date	8/22/2022
For More Information Contact	Office of the Dean
Contact Information	Course Faculty
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

Provide students with a clear set of course expectations particularly as they relate to late or missed assignments/assessments/projects. Instructors will manage request by students for make-up opportunities by clearly identifying the course policies and expectations for missed exams or late assignments in the course syllabus.

APPLIES TO

Students encountering a situation resulting in a missed exam or late submission of course work.

POLICY STATEMENT

The policy on late or missed coursework gives expectations related to possible make-up opportunities which allow the student to make informed decisions about course engagement, participation and what to do when needing to miss class due to illness or extenuating reasons.

ENFORCEMENT

Students will be expected to follow the identified expectations in each course syllabi for possible make-up opportunities for missed exams or late course work submission.

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

The University Senate voted to require that all faculty include information regarding opportunities for students anticipating missing and exam or assignment submission due date. This was implemented in the spring 2022 semester.

POLICY HISTORY

Responsible for review and update: SON Admission & Enrollment Services

To be reviewed: Annually

Voted and Approved: Full Faculty Meeting of 5/2014;

Full Faculty review/acceptance:

To be reviewed: Annually.

Reviewed by AES: 2/2020

Revised/accepted: 5/8/2023

Reviewed/accepted: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Missed Exam Policy

Title	1.19 Missed Exam Policy
Policy Owner	Full Faculty
Applies to	Students
Campus Applicability	Storrs, Waterbury, Stamford, Avery Point
Effective Date	8/29/2022
For More Information Contact	Dean's Office
Contact Information	860-486-0537
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

The University of Connecticut Elisabeth DeLuca School of Nursing Faculty approved a policy on Missed Exams.

APPLIES TO

Students

POLICY STATEMENT

The University of Connecticut Elisabeth DeLuca School of Nursing voted to amend and approve a Missed Exam Policy. The policy states that exams are expected to be taken as scheduled in the course syllabus. Emergencies are the only reasons to miss scheduled exams such as Illness and death of loved one. Please note that examples of unacceptable reasons for missed exams include vacations, previously purchased tickets or reservations, social events, misreading the exam schedule, work obligations. Written communication via email to instructor as soon as possible after becoming aware that an exam will be missed. An alternate time can be arranged between student and instructor to schedule a make-up exam. Exams should be made up within one week unless there are extenuating circumstances, or a plan has been identified as noted in the course syllabus. Policy for exams scheduled during final exam period by University are subject to UConn Final Exam Policy

ENFORCEMENT

Policy enforcement will be addressed through each course syllabus and appropriate communication with the faculty instructor.

Cc: Instructor

Student

Student File (Nexus)

POLICY HISTORY

To be reviewed: Annually

Voted and Approved:

Responsible for review and update: Full Faculty

Full Faculty review/acceptance: 11/30/2020

Update Reviewed/Approved: 4/25/2022

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Graduate Courses Grade Expectation Policy

Title	1.21 Graduate Courses Grade Expectations
Policy Owner	Full Faculty
Applies to	Graduate Students
Campus Applicability	All campuses
Effective Date	5/6/19
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	Annette.jakubisin_konicki@uconn.edu
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

To provide guidance to students and faculty regarding the grade expectation for each of the graduate nursing courses.

APPLIES TO

Graduate nursing students.

DEFINITIONS

The minimum grade threshold considered as an acceptable level of performance in the completion of a NURS course as part of a graduate nursing degree program.

POLICY STATEMENT

Graduate nursing students are required to obtain a B or better in all NURS courses. If a student receives a final course grade less than a B, and after discussion with the faculty of record for the course and their advisor, they may repeat an NURS course one time for a B or better grade.

ENFORCEMENT

Graduate nursing students earning a grade of less than a B in any graduate nursing course will have one opportunity to repeat one course, one time. This includes course grades of B-, C+, C, C-, D+, D, D- or a permanent "I". Students will need to discuss the circumstances related to the less than expected level of performance and their plans for success in the repeat of the course with first the faculty of record and then their advisor. Students earning a second graduate nursing course grade of less than a B will be dismissed from the graduate nursing program.

PROCEDURES/FORMS

Documentation of the discussions with the faculty of record and the student's advisor will be filed in Nexus's file.

POLICY HISTORY

Reviewed: Annually

Policy created and Adopted 2019

Full Faculty revised and Approved 5/19/2025

Full Faculty revised and Approved 02/23/2026

Full Faculty review and reapproval: 4/27/2026

Undergraduate courses with combined didactic, clinical, simulation

Title	Undergraduate courses with combined didactic, clinical, simulation 1.24
Policy Owner	Elisabeth DeLuca School of Nursing, Undergraduate Programs
Applies to	Faculty
Campus Applicability	Storrs & Regional Campus
Effective Date	Jan. 23, 2023
For More Information Contact	Associate Dean of Academic Affairs Associate Dean of Graduate Studies
Contact Information	(860) 486-0659
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

When undergraduate didactic and practicum courses were combined into components in a singular course, faculty voted that students must earn a passing grade of C (73%) or higher in each component of the class, clinical, and simulation/lab portions of the course to pass.

PURPOSE

To ensure that students successfully pass all components in courses when the course includes combined class, clinical, and simulation/lab.

APPLIES TO

Faculty teaching in undergraduate or graduate courses that combine class, clinical, and simulation.

DEFINITIONS

Course components refers to the section of a given class, for example, didactic (lectures), clinical (practicum), or simulation and lab.

POLICY STATEMENT

Students must earn a passing grade of C (73%) or higher in courses where there are course components for class, clinical, and simulation. Failure (<73%) in any one area will mean failure in the course, regardless of the overall grade. All “Pass/Fail” components of PRAXIS in the Clinical Evaluation Tool must be passed to pass the course.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, and applicable collective bargaining agreements.

PROCEDURES

Failure (<73%) in either Component A (class) or Component B (clinical/simulation) will mean the student receives the failing component grade earned for the course, regardless of the overall grade (e.g., if student earns a grade of 70 in Component A but passes Component B, the student will receive the grade of 70 earned and fail the course). The student is allowed to repeat a nursing course once per School of Nursing program.

REFERENCES

Elisabeth DeLuca School of Nursing, Undergraduate Student Handbook 2023-2024
Elisabeth DeLuca School of Nursing, FFM (2017)

POLICY HISTORY

Policy developed in response to curricular changes.

To be reviewed: Annually

Full Faculty Adopted: 2017

Revised: 4/3/2023

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Graduate courses with combined didactic, lab and/or simulation

Title	Graduate courses with combined didactic, lab, and/or simulation components
Policy Owner	Elisabeth DeLuca School of Nursing, Graduate Programs
Applies to	Graduate Students
Campus Applicability	Online & Storrs Campus
Effective Date	03/05/2024
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	(860) 486-0659
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

Graduate courses require that students must earn a passing grade of B (83%) or higher. In graduate courses with combined didactic and lab the student is required to earn a grade of 83% or higher in each component of the class to pass. Clarification is needed to address occurrences when one of the course components does not meet the minimum threshold.

PURPOSE

To ensure that students successfully pass all components in courses when the course includes combined class and simulation/lab.

APPLIES TO

Faculty teaching in graduate courses that combine class, lab and simulation.

DEFINITIONS

Course components refer to the section of a given class, for example, didactic (lectures), clinical (practicum), or simulation and lab.

POLICY STATEMENT

Students must earn a passing grade of B (83%) or higher in in each course component (didactic, lab, and simulation. Failure (<83%) in any one area will mean failure in the course, regardless of the overall grade.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, and applicable collective bargaining agreements.

PROCEDURES

Failure (<83%) in either Component A (class) or Component B (lab/simulation) will mean the student receives the failing component grade as the earned grade for the course, regardless of the overall grade (e.g., if student earns a grade of 83 or better in Component A but earns an 79 Component B, the student will receive the grade of 79 earned and not pass the course). The student is allowed to repeat a nursing once per School of Nursing program.

REFERENCES

Elisabeth DeLuca School of Nursing, MS Program Handbook 2023-2024
Elisabeth DeLuca School of Nursing, FFM (2017)

POLICY HISTORY

Policy developed in response to need to clarify how a grade for a course where a student meets expectation in on component but does not pass the other component.

To be reviewed: Annually

Full Faculty Adopted: March 5, 2024

Full Faculty review and approval: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Elisabeth DeLuca School of Nursing
Graduate Programs Registration Requirement

Title	1.26 Graduate programs registration requirement for matriculated students
Policy Owner	Elisabeth DeLuca School of Nursing, Graduate Programs
Applies to	Graduate Students
Campus Applicability	Online & Storrs Campus
Effective Date	11/03/2025
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	(860) 486-0659
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

Ensuring matriculated graduate students have seats in the courses identified by the plan of study for their identified graduate program in the semester in which it is required. Graduate courses have a prescribed number of available seats each semester. Registration prior to the start of the semester supports progression and timely completion of their respective graduate program. Two weeks prior to the start of the semester, registration is opened to students meeting the course requirements who may be non-matriculated or taking courses out of sequence of the program's official plan of study.

PURPOSE

Timely registration for a course secures a seat in that course for a matriculated student.

APPLIES TO

Students matriculated in one of the Elisabeth DeLuca School of Nursing graduate nursing programs.

DEFINITIONS

Registration for classes via Student Administration Self-Service Center must be completed at least two (2) weeks prior to the start of a semester for students matriculated in one of the Elisabeth

DeLuca School of Nursing graduate programs to assure course availability in the semester in which it is needed.

POLICY STATEMENT

All matriculated graduate students must register no later than two weeks prior to the start of a given semester to secure a seat in the course(s) required in their program's plan of study. If a student is not registered by two weeks prior to the start of the semester, the Elisabeth DeLuca School of Nursing will presume them not to be moving into the next course(s) on their plan of study. At that time, seats in these courses will be made available for other students meeting the requirements to register for that course.

ENFORCEMENT

Matriculated students who have not registered by two weeks prior to the start of a semester are not guaranteed a seat in the course in that semester. The inability to take courses in the official plan of study's identified semester will impact the progression of the student and delay the completion of their program of study.

PROCEDURES

Matriculated students may register for the subsequent semester after meeting with their advisor and once all registration service indicators are lifted. Registration for the courses identified on their plan of study must occur at least two (2) weeks prior to the start of the semester in which it is scheduled to occur to secure a seat in the course for the upcoming semester.

REFERENCES

Elisabeth DeLuca School of Nursing, MS Program Handbook 2025-2026
Elisabeth DeLuca School of Nursing, DNP Program Handbook 2025-2026
Elisabeth DeLuca School of Nursing, PhD Program Handbook 2025-2026

POLICY HISTORY

Policy developed in response to assure access to and enrollment in courses in the semester identified by the student's plan of study in the Elisabeth DeLuca School of Nursing graduate program.

To be reviewed: Annually

Full Faculty Adopted: 11/03/2025

Full Faculty review and approval: 11/03/2025

Full Faculty review and reapproval: 4/27/2026

ATI Policy For Prelicensure Program

Title	1.27 ATI Policy for Prelicensure Program
Policy Owner	Prelicensure Program
Applies to	Undergraduate students
Campus Applicability	School of Nursing: All Campuses
Effective Date	February 5, 2024
For More Information **Contact**	Associate Dean of Academic Affairs and Undergraduate Programs
Contact Information	860-486-0537
Official Website	Nursing.uconn.edu

BACKGROUND

With the launch of the Next Generation NCLEX announced by the National Council of the State Board of Nursing, the School of Nursing implemented an updated policy to integrate best practices of Assessment Technology Institute LLC ("ATI") into the prelicensure program.

Per ATI best practices, there are multiple reasons for implementing a time limit for proctored exams. Implementing a structured, consistent exam time for proctored exams (Appendix B) maintains the security of exam content by ensuring that proctored exam content is not available at different times for students to access; ensures that no subgroup of students receives a benefit over another group of students; and provides a standardized context for data collection. Outcomes research performed on the exam data is generalizable because the data were collected under standardized conditions.

PURPOSE

The purpose of ATI testing is to support student success by providing standardized assessments that measure nursing knowledge, critical thinking, and readiness for licensure. These tests help identify areas of strength and opportunities for improvement, guiding both instruction and individualized study.

Consistent test practices such as secure testing environments, uniform administration procedures, and clear expectations ensure fairness, reliability, and accurate benchmarking across cohorts, ultimately preparing students for the rigor of professional nursing exams like the NCLEX.

This helps to develop a culture where students and faculty are empowered to improve consistency and maximize utilization of the NCLEX prep product Assessment Technology Institute LLC ("ATI") resources across the prelicensure program.

APPLIES TO

Faculty and students in traditional and accelerated prelicensure programs.

POLICY STATEMENT

Students will have access to Assessment Technology Institute, LLC ("ATI") resources. Testing expectations, scoring, and focused review processes will adhere to the procedures identified in the student handbook and course syllabi.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, the School of Nursing Undergraduate handbook, and the University of Connecticut Student Code.

PRAXIS and Professional Code of Conduct

Title	1.28 PRAXIS and Professional Code of Conduct
Policy Owner	School of Nursing
Applies to	Faculty, Staff, Students
Campus Applicability	Storrs and All Campuses
Effective Date	April 8, 2024
For More Information Contact	Associate Deans of Academic Affairs, Undergraduate programs, and Graduate programs
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

BACKGROUND

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. The culture of the University and the School of Nursing (SON) is one of respect, civility, trust, cooperation, and collaboration among all its members. As an institution, we believe all members of the University community are entitled to an environment that ensures collegiality and mutual respect.

PURPOSE

The PRAXIS philosophy in the SON is directed by six guiding principles: **P**rofessionalism in behavior, presentation, and conduct; **R**espectful of the richness and diversity of others and of self; **A**ccountability for my actions; e**X**cellence in Scholarship, practice, teaching and service; **I**ntegrity, inquisitiveness, and innovation; and Service to the profession and the community.

The UConn SON provides students with a well-rounded educational experience based on the science, art, and moral commitment of nursing that ensures high quality care for persons and community. **The Professional–Code of Conduct** is a standard for behaviors to uphold during students' academics and trajectory into practice that sustains the values of the nursing profession. The Professional Code of Conduct is grounded by the Nursing Code of Ethics of beneficence, justice, and non-maleficence focusing on environments that are safe for teaching, learning, and practice and according to the AACN Essentials. The SON expectations are consistent with the University's student code of conduct and behaviors required in all clinical and academic environments.

APPLIES TO

This policy applies to all UConn faculty, staff, and undergraduate and graduate students.

POLICY STATEMENT

The SON is committed to assuring the highest standard of integrity and excellence in all aspects of academic and clinical practice and to the safe healthcare to the public that we serve. Per University standards, the commitment of the highest standard of integrity applies to university life and University sponsored activities.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

https://policy.uconn.edu/2019/08/27/student-discipline-dismissal-and-appeal-process-from-professional-clinical-programs-procedures-on/

Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM), Policy on | University Policies

PROCEDURES/FORMS

See Procedure (SON PRAXIS and Professional Code of Conduct Procedure.docx)

REFERENCES

Nursing Code of Ethics

https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/

The AACN Essentials: Core Competencies for Professional Nursing Education

https://www.aacnnursing.org/essentials

POLICY HISTORY

Policy created: *April 8, 2024 (Approved by FFM)*

Reviewed: 5/19/2025

Full Faculty Review and approval: 4/276/2026

Pre-Licensure Programs Clinical Assignment Policy

Title	1.29 Pre-Licensure Programs Clinical Assignment Policy
Policy Owner	Elisabeth DeLuca SON Pre-Licensure Program Leadership
Applies to	All students in the Elisabeth DeLuca SON Pre-Licensure program eligible to receive clinical assignments
Campus Applicability	Storrs, Stamford, Waterbury and Avery Point
Approval Date	11-04-2024
Effective Date	11-04-2024
For More Information Contact	Associate Dean Academic Affairs – Undergraduate Program
Contact Information	860-486-0537
Official Website	http://nursing.uconn.edu/

BACKGROUND

Nursing education includes extensive hands-on experience in the on-campus lab and simulation setting as well as direct patient care in the off-campus healthcare agencies. The University of Connecticut Elisabeth DeLuca School of Nursing Pre-Licensure programs provide clinical experiences in both on and off campus settings. These settings are both equally important to the process of learning clinical skills and judgement. Onsite lab and simulation experiences will occur at the assigned campus simulation center. Offsite experiences are assigned in settings where healthcare is provided, within a 75-mile travel distance from the home campus. Clinical assignments can take place days/evenings/weekends depending on clinical agency preference and accessibility of clinical sites. Additionally, there are rare occasions when an unanticipated, unexpected event may happen that will necessitate late notification of clinical site changes. Clinical coordinators will keep students informed, as reasonable, of any unexpected changes.

PURPOSE

To ensure clarity in student understanding of the clinical assignment process and the fluid nature of clinical placements.

APPLIES TO

This policy applies to all nursing students in the pre-licensure program who are eligible to participate in clinical learning in **On and Off CAMPUS CLINICAL LEARNING EXPERIENCES.**

DEFINITIONS

Clinical Experience: Per the Ct Board of Examiners of Nursing (BOEN); *supervised direct client care experiences, observational experiences and simulated experiences appropriate to the program's educational outcomes, and laboratory experiences for the acquisition and practice of clinical nursing skills*

On campus clinical experiences: Clinical experiences in an on-campus lab and/or simulation space.

Off campus clinical experiences: Clinical experiences offered in settings where healthcare is provided. These experiences are negotiated with clinical agencies and are subject to change based on the patient/staff needs at the agency. The SON does not have a guarantee for these placements. Students are guests in the agency and the placements are subject to change based on agency discretion.

Clinical Placements: Negotiated use of clinical locations in regional healthcare agencies. Clinical sites are negotiated with the agency based on their staffing and patient census. While all clinical placements are contracted with the agency, these assignments are subject to changes based on agency discretion. Clinical placements may also be modified

or changed if there are any unexpected changes to faculty availability. Additionally, depending upon the clinical agency, onboarding requirements may vary at each clinical site. Student to Faculty ratios in the agencies are guided by The Connecticut Board of Examiners for Nursing. However, healthcare agencies may further decrease that ratio at their discretion.

Clinical Placement Assignments: Assignments given to individual students for a specific clinical course. These can be at any healthcare agency contracted with the Elisabeth DeLuca SON on any day at any time, including evenings and weekends, based on the agency and faculty availability. Changes in clinical assignments could occur right up to the assigned clinical day as well as during the semester due to unanticipated reasons such as agency changes, life events for faculty, etc. The School of Nursing reserves the right to make final decision regarding clinical assignments and to modify such clinical assignments to facilitate the student's completion of the course objectives.

Declaration of Schedule Survey: A survey that is sent to students to submit conflicts with potential university recognized schedules (military obligations, religious observances, UConn endorsed extracurricular activities) Documentation must accompany these requests as noted in the survey.

Smart Match Process Students are given the opportunity to enter clinical preferences in the CORE Elms system. The Smart Match process in CORE ELMS takes their submitted preferences into account when assigning schedules.

Smart Match Attestation: "*I acknowledge that there is no guarantee that I will be placed at one of my selected, preferred clinical sites. I understand that I may be placed at a clinical site that is not on my preferred list."*

POLICY STATEMENT

Students in the prelicensure programs are given **clinical assignments** at the start of each semester in which the student is learning in the clinical environment. Students have an opportunity to enter requests for specific clinical settings, days or times in CORE Elms. However, with the fluid nature of clinical placements, no request is guaranteed. Once clinical assignments are arranged there is no switching. Students are expected to honor the clinical placement process and at no time will they individually reach out to any health care facility to ask for a placement. This could be in violation of our contract with a clinical agency and will be considered a PRAXIS violation.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

REFERENCES

POLICY HISTORY

Policy created: *07-31-2024*

Approved by the FFM 11-4-2024

Reviewed: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Elisabeth DeLuca School of Nursing Pre-Licensure Programs Progression Policy

Title	1.30 Elisabeth DeLuca School of Nursing Pre-Licensure Programs Progression Policy
Policy Owner	Elisabeth DeLuca School of Nursing Pre-Licensure Programs Leadership
Applies to	Students in the Elisabeth DeLuca School of Nursing Pre-Licensure Programs (Traditional and Accelerated)
Campus Applicability	Storrs, Stamford, Waterbury and Avery Point
Approval Date	11-4-2024
Effective Date	11-4-2024
For More Information Contact	Associate Dean Academic Affairs – Undergraduate program
Contact Information	860-486-0537
Official Website	http://nursing.uconn.edu/

PURPOSE

To ensure students pursuing a bachelors in nursing demonstrate the knowledge, skills and abilities necessary to provide safe, expert care to the public.

APPLIES TO

This policy applies to all students enrolled in the traditional and accelerated pre-licensure programs. Students dismissed from the school of nursing for non-pass in of two (2) nursing courses and/or failure to pass one (1) required science course after two attempts are not eligible to progress.

DEFINITIONS

Nursing Academic Non-Pass: Grade below a C

Nursing Required Pre-Requisite Courses: BIOL 1107, CHEM 1122, MATH 1020Q, MCB 2400 or

2410, PNB 2264 and 2265, PSYC 1100, STAT 1000Q or 1100Q, HDFS 1070, ENGL 1007

Rollback: A reversion to a previous state or situation, e.g. moving back a cohort in the nursing program

POLICY STATEMENT

- Students in the first year of the traditional program may maintain a 2.0 GPA up until the beginning of the fall of the second year when they will be expected to hold a 2.5GPA to progress.
- Students in the pre-licensure traditional nursing program must maintain a minimum GPA of 2.5 calculated **each semester** throughout their second through fourth year in the nursing program.
- Students in the first and second trimester of the CEIN Accelerated Program may hold a 2.0 GPA and must have a 2.5 GPA by the beginning of the third trimester to progress.
- Students in the pre-licensure Accelerated nursing program (CEIN) must maintain a minimum GPA of 2.5 calculated for their final trimester in the program
- Students who do not maintain a 2.5 GPA will be dismissed from the program.
- Students must complete all **required pre-requisite courses** with a C (2.0) or better to progress in the program.
- If a grade of C- or less is earned in a required pre-requisite course, the student may still be considered for progression in the nursing program the following semester if the course is retaken and a grade of C or better earned before the start of the following semester. If the student does not earn a C or better on the retake of the course they will be dismissed

from the nursing program. Students will not be approved to **rollback** a cohort to repeat a pre-requisite course.

- Students must earn a C or better in all courses with a NURS designation in order to progress in the program.
- Students can repeat only one required nursing (NURS) course **once** throughout their pre-licensure nursing education to remain in the School of Nursing.
- Students in the traditional program who do not meet pre-requisite progression requirements are not eligible to **rollback** to the previous cohort. Students in the traditional program who have an academic non-pass in an NURS course may **rollback** if they cannot complete the course concurrently in the next semester. Students in the accelerated program must wait until the following year to repeat a NURS course.
- Students must pass the clinical and lab portions of clinical courses to pass the class and progress.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

See Progression Algorithms 1.30a, (1.30a SON Baccalaureate Academic Non Pass Progression Algorithm NURS Courses 11-4-2024.docx) 1.30b (1.30 b SON Baccalaureate Progression Algorithm Pre-Reqs 11-04-2024.docx)

REFERENCES

POLICY HISTORY

Policy created: *June 20, 2024*

Approved FFM 11-4-2024

Reviewed: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Elisabeth DeLuca School of Nursing Pre-Licensure Programs Clinical Non-Pass Policy

Title	1.31 Elisabeth DeLuca School of Nursing Pre-Licensure Programs Clinical Non-Pass Policy
Policy Owner	Pre-Licensure programs leadership
Applies to	All nursing students in the pre-licensure programs engaged in clinical courses.
Campus Applicability	Storrs, Waterbury, Avery Point, Stamford
Approval Date	11-04-2024
Effective Date	11-04-2024
For More Information Contact	Director or Assistant Director Pre Licensure program
Contact Information	TBD
Official Website	http://nursing.uconn.edu/

PURPOSE

To ensure nursing students demonstrate the knowledge, abilities and skills necessary to provide safe, competent care to the public.

APPLIES TO

This policy applies to all students enrolled in a nursing course with a clinical component in the traditional and accelerated pre-licensure programs

DEFINITIONS

Nursing Non-Pass: Grade below a C

Record of Conversation (ROC): Record of Conversation form which is completed following critical conversations with students. The ROC are uploaded in NEXUS

POLICY STATEMENT

The Clinical Non-Pass Counseling Process is applicable to all nursing courses with a clinical component and clinical attendance requirements.

The process:

- The faculty or preceptor communicates with the clinical group the expectations of clinical performance for the course at the beginning of the semester.
- The faculty or preceptor will meet each student regarding their progress toward clinical expectations.

- If a student's performance does not meet the expected clinical performance, then a meeting can be in the form of a conversation or email with a **Record of Conversation (ROC)** documented in NEXUS. This will include an improvement plan with a timeline.
- If a student has not made the necessary adjustment to meet the clinical requirements, in a specified time frame designated by the faculty in review with the student, the next step is a verbal warning. This can be in the form of a conversation or email and **ROC** documented in NEXUS.

If the situation is not remedied by the student in a specified time frame designated by the faculty, the next step is a **ROC** documented in NEXUS notifying the student that they are at risk of a non-pass in clinical. This is shared with the student's advisor and the director/ Assistant Director of the program.

- If improvement has not been observed in the timeframe set by the instructor, the student will receive a non-pass for the clinical course.
- Egregious safety concerns or disregard for nursing department or host institution clinical policies precludes this process and is a clinical non-pass and potential dismissal from the program depending on the offense.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

See Clinical Non-Pass Algorithm 1.31 a (1.31 a SON Baccalaureate Clinical Non-Pass Progression Algorithm 11-04-2024.docx)

REFERENCES

POLICY HISTORY

Policy created: *June 20,2024*

Approved FFM 11-04-2024

Reviewed: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Pre-Licensure Program Formal Complaint Resolution

Title	1.32 Pre-Licensure Program Formal Complaint Resolution
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	Students in the pre licensure programs
Campus Applicability	Storrs, Stamford, Avery Point, Waterbury
Approval Date	11-04-2024
Effective Date	11-04-2024
For More Information Contact	TBD
Contact Information	TBD
Official Website	http://nursing.uconn.edu/

BACKGROUND

The Elisabeth DeLuca School of Nursing endorses that reconciliation of complaints should begin at the initial point of concern. A formal complaint is brought forward if this approach was not successful in resolving the complaint.

PURPOSE

To provide an opportunity for faculty, staff students and external constituents in the school of nursing pre-licensure program to file a formal complaint and assure all involved are provided a consistent approach when their complaint is reviewed.

APPLIES TO

Pre-Licensure Program Students, Faculty, Staff as well as external constituents associated with the Elisabeth DeLuca School of Nursing pre-licensure program.

DEFINITIONS

Formal Complaint: A complaint presented to Elisabeth DeLuca School of Nursing leadership if an attempt at resolution at the source of the concern is not successful. Formal complaints are those issued by students, members of the University community, or external constituents that concern any unfair application of policies, a hostile environment, unfair decisions, interference/intimidation that impedes or delays a person's completion of a task or degrade the person's performance, or any violation of professional conduct as defined in the Elisabeth DeLuca SON's Policy 1.28 PRAXIS and Code of Conduct. Grade appeals are addressed in Elisabeth DeLuca School of Nursing Policy # 1.01 Appeal of Assigned Course Grade

SON Code of Conduct Policy: Strength based approach to guiding students in professional behavior.

POLICY STATEMENT

A formal complaint can be filed through written communication to Pre-Licensure Program Directors, Associate Deans, or the Dean. The complaint review is assigned to the individual closest to the concern. The complaint resolution will follow the procedure attached to the policy. Individuals have the option to follow the University of Connecticut formal complaint process through the office of Institutional Equity by completing a reporting form.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

- Student Formal Complaint Algorithm (1.32 b SON Baccalaureate Student Formal Complaint Process Algorthm 11-4-2024.docx)
- Non-Student Formal Complaint Algorithm (1.32 a SON Baccalaureate Non-Student Formal Complaint Process Algorithm 11-04-2024.docx)

REFERENCES

University of Connecticut Student Complaint Process Information Report

Office of Institutional Equity OIE

AAUP CBA

UPCEA CBA

Elisabeth DeLuca School of Nursing Code of Conduct Policy # 1.28

POLICY HISTORY

Policy created: *08-01-2024 Approved by FFM 11-4-2024*

Reviewed: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Pre-Licensure Program Formal Complaint Resolution

Title	1.32 Pre-Licensure Program Formal Complaint Resolution
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	Students in the pre licensure programs
Campus Applicability	Storrs, Stamford, Avery Point, Waterbury
Approval Date	11-04-2024
Effective Date	11-04-2024
For More Information Contact	TBD
Contact Information	TBD
Official Website	http://nursing.uconn.edu/

BACKGROUND

The Elisabeth DeLuca School of Nursing endorses that reconciliation of complaints should begin at the initial point of concern. A formal complaint is brought forward if this approach was not successful in resolving the complaint.

PURPOSE

To provide an opportunity for faculty, staff students and external constituents in the school of nursing pre-licensure program to file a formal complaint and assure all involved are provided a consistent approach when their complaint is reviewed.

APPLIES TO

Pre-Licensure Program Students, Faculty, Staff as well as external constituents associated with the Elisabeth DeLuca School of Nursing pre-licensure program.

DEFINITIONS

Formal Complaint: A complaint presented to Elisabeth DeLuca School of Nursing leadership if an attempt at resolution at the source of the concern is not successful. Formal complaints are those issued by students, members of the University community, or external constituents that concern any unfair application of policies, a hostile environment, unfair decisions, interference/intimidation that impedes or delays a person's completion of a task or degrade the person's performance, or any violation of professional conduct as defined in the Elisabeth DeLuca SON's Policy 1.28 PRAXIS and Code of Conduct. Grade appeals are addressed in Elisabeth DeLuca School of Nursing Policy # 1.01 Appeal of Assigned Course Grade

SON Code of Conduct Policy: Strength based approach to guiding students in professional behavior.

POLICY STATEMENT

A formal complaint can be filed through written communication to Pre-Licensure Program Directors, Associate Deans, or the Dean. The complaint review is assigned to the individual closest to the concern. The complaint resolution will follow the procedure attached to the policy. Individuals have the option to follow the University of Connecticut formal complaint process through the office of Institutional Equity by completing a reporting form.

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

- Student Formal Complaint Algorithm (1.32 b SON Baccalaureate Student Formal Complaint Process Algorthm 11-4-2024.docx)
- Non-Student Formal Complaint Algorithm (1.32 a SON Baccalaureate Non-Student Formal Complaint Process Algorithm 11-04-2024.docx)

REFERENCES

University of Connecticut Student Complaint Process Information Report

Office of Institutional Equity OIE

AAUP CBA

UPCEA CBA

Elisabeth DeLuca School of Nursing Code of Conduct Policy # 1.28

POLICY HISTORY

Policy created: *08-01-2024 Approved by FFM 11-4-2024*

Reviewed: 5/19/2025

Full Faculty review and reapproval: 4/27/2026

Graduate Course Withdrawal Policy

Title	1.36 Graduate NURS Course Withdrawal Policy
Policy Owner	Full Faculty
Applies to	Graduate Students
Campus Applicability	All campuses
Effective Date	3/30/2026
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	Annette.jakubisin_konicki@uconn.edu
Official Website	http://nursing.uconn.edu/

REASON FOR POLICY

This policy establishes clear guidelines regarding the maximum number of course withdrawals permitted in order to ensure academic progression, uphold program integrity, and promote student success within the graduate nursing curriculum.

APPLIES TO

This policy applies to all nursing students enrolled in a Graduate Nursing Program.

DEFINITIONS

A withdrawal is defined as any student-initiated or institution-approved removal from a course after the official add/drop period, resulting in a grade notation of “W” on the academic transcript.

POLICY STATEMENT

Graduate nursing students may withdraw from the same NURS course no more than one (1) time. Students may repeat (one time only) a NURS course from which they have withdrawn or have been withdrawn. A second withdrawal from the same course will result in the student being unable to progress further in the Graduate Nursing Program. All withdrawals are recorded on the student’s official transcript in accordance with university policy.

Students who reach this limit must consult with the Associate Dean of Graduate Studies regarding program academic standing and potential academic options within the Graduate School.

W's accrued prior to academic year 2025-2026 will not be counted towards this limit.

ENFORCEMENT

Student failure to adhere to this policy will result in administrative action, which may include academic review, placement on academic hold, dismissal from the program, or other measures deemed necessary by the School of Nursing. The School of Nursing reserves the right to enforce this policy consistently and fairly in alignment with institutional academic regulations.

PROCEDURES/FORMS

Documentation of the discussions of the faculty of record, the student, and student's advisor regarding a course "W" will be filed in the student's Nexus file and notification to the appropriate graduate track or program director.

POLICY HISTORY

Reviewed: Annually

Policy created and adopted March 30, 2026

Full Faculty revised and Re-Approved 4/27/2026

Competency Assessment and Skill Sessions (CASS) Attendance Policy

Title	1.37 - Competency Assessment and Skills Sessions (CASS) Attendance Policy
Policy Owner	Full Faculty
Applies to	Graduate Students
Campus Applicability	All campuses
Effective Date	4/27/2026
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	Annette.jakubisin_konicki@uconn.edu
Official Website	http://nursing.uconn.edu/

BACKGROUND

Graduate nursing programs accredited by Commission on Collegiate Nursing Education (CCNE) are required to document that all students demonstrate attainment of role specific competencies through **direct assessment methods**, including simulation, skills evaluation, and faculty observed performance. CCNE's 2024 Standards emphasize competency attainment as a core expectation of graduate nursing education, requiring regular summative assessment of student learning and role specific competencies as part of the systematic plan for evaluation

PURPOSE

To outline attendance requirements for Competency Assessment and Skills Sessions (CASS) and ensure all graduate nursing students meet program, regulatory, and accreditation expectations for demonstrated competency.

APPLIES TO

Graduate APRN nursing students in tracks requiring successful completion of faculty-evaluated competency assessments prior to initiating experiential learning and/or completing designated program milestones.

DEFINITIONS

Competency assessment and skills sessions (CASS): Intensive, faculty led multi-day on campus experiences designed to evaluate clinical decision making, psychomotor skills, communication, assessment proficiency, and role specific competencies using direct assessment, including simulation, methods consistent with American Association of Colleges of Nursing (AACN) and CCNE expectations.

POLICY STATEMENT

Mandatory Attendance Requirement

- Attendance at all scheduled CASS intensive activities is required. Students must be present for the entire scheduled session, consistent with national and university standards for clinical and evaluation of attendance.
- CASS constitutes a formal competency evaluation. Failure to attend constitutes failure to complete the required program assessment.

Alignment With Accreditation Standards

- Mandatory attendance ensures compliance with AACN and CCNE requirements for documented competency attainment in graduate nursing education.

Attendance Expectations

- Students must arrive on time and remain until dismissed by faculty. Tardiness may result in exclusion from the session, consistent with university clinical attendance expectations.
- Students may not self-schedule makeup; approval is at graduate track director's discretion and based on availability of resources.

Excused Absences
Acceptable reasons for excused absence include:

- Bereavement
- University recognized religious observance
- Serious personal emergency or illness

Notification Requirement

- Students must notify the graduate track director **as soon as possible** and prior to the session when feasible.
- Failure to provide timely notification may result in the absence being unexcused.

Make-Up Requirements

- Make-up assessments will be offered only when feasible and are not guaranteed.
- Make-up may involve additional fees, alternative assessments, or simulation-based evaluations at the discretion of the graduate track director.

Consequences of Noncompliance

- Failure to attend CASS or complete competency assessments may result in:
    - Delay or denial of progression into experiential/clinical courses
    - Course failure
    - Required remediation
    - Program dismissal in the case of repeated noncompliance

ENFORCEMENT

Violations of this policy may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

REFERENCES

AACN Essentials (2021)

CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2024)

POLICY HISTORY

Policy created: XX/XX/XXXX

FFM Approved: 4/27/2026

Prelicensure Class Participation

Title	1.38 Prelicensure Class Participation
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	All undergraduate nursing students
Campus Applicability	All campuses
Approval Date	5/18/2026
Effective Date	August 23, 2026
For More Information Contact	Deans Office
Contact Information	(860) 486-0537
Official Website	http://nursing.uconn.edu/

BACKGROUND

Research shows that students who attend class regularly tend to perform better than their peers who do not. Student attendance in class, and participation while in class, are predictors of student performance and student success (Bekkering & Ward, 2021). Class participation is an important part of a student's education and the achievement of positive learning outcomes. The benefits of participatory learning methods promote student engagement and higher order thinking skills (NasirpourOsgoei & Obembe, 2025, p.2). Student engagement develops communication skills, becoming critical thinkers, and developing valid arguments in dialogue with their peers. Numerous factors influence student participation both directly and indirectly including student traits, classroom structure, the role of faculty, classroom climate, and confidence (Holly et al., 2024).

PURPOSE

Class attendance and participation have declined significantly with increase in untoward outcomes (i.e., decline in grades, interrupted progression). This policy aims to emphasize the importance of understanding and enhancing student participation in classroom settings to promote effective learning experiences and to adopt grading metrics for class participation that

are clear, objective, and fair and provide feedback to students with an opportunity to enhance performance.

APPLIES TO

Undergraduate students in the prelicensure program (traditional and accelerated CEIN BS tracks).

DEFINITIONS (IF APPLICABLE)

Class participation may be defined in its broadest form as a multidimensional concept where student attends class, engages in course material, active participation as defined by course, and with clear, objective, and fair criteria that crosses all modalities of instruction (Marquez et al., 2023; Orwat et al., 2018)

POLICY STATEMENT

Class participation is an essential component of the learning experience. Students are expected to attend class, engage actively, thoughtfully, and respectfully in all class activities. Participation may include contributing to discussions, asking questions, collaborating in group work, and demonstrating preparedness for each class session.

Participation will be Component D of the course with a suggested grading weight of up to 15% of the final grade for the course.

Accessibility and Inclusion

Class participation is an expectation of all students unless a student has an approved accommodation from the Center for Students with Disabilities (CSD). Students who experience barriers to verbal participation may demonstrate engagement in alternative ways, such as written contributions, online discussion posts, or small-group interactions. Students are encouraged to communicate with the instructor early to discuss any approved accommodations.

ENFORCEMENT

Violations of this policy and any related procedures may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

PROCEDURES/FORMS

Class participation will be its own component and be worth up to 15% of the final course grade.

REFERENCES

Bekkering, E., & Ward, T. (2021). Class participation and student performance: A follow-up study. Information Systems Education Journal, 4(9), 77-91.

Holly C., Porter, S., Vitale, T.R., & Echevarria, M. (2024). Grading participation in the classroom: The assumptions, challenges, and alternatives. *Teaching and Learning in Nursing, 19*: 27-33 https://doi.org/10.1016/j.teln.2023.06.020

Marquez, J., Lazcano, L., Bada, C., & Arroyo-Barriguete, J.L. (April-June 2023). Class participation and feedback as enablere of student academic performance. *SAGE Open,* 1-16 https://doi.org/10.1177/21582440231177298

NasirpourOsgoei, S.N., & Obembe, D. (2025). Enhancing academic performance through attendance and recognition: An active learning approach in UK higher education. *Innovations in Education and Teaching International,* 1–16. https://doi.org/10.1080/14703297.2025.2539776

POLICY HISTORY

Policy created: *04/22/2026 (Approved by XXXX)*

Full Faculty approval: 5/18/2026