



HEALTH SCIENCES AT LOWRY CAMPUS

LPN-BSN Bridge Student Handbook

2026-2027

Nursing Education Programs

Community College of Denver | Health Sciences at Lowry Campus
1070 Alton Way, Denver, CO 80230

LPN-BSN Bridge Student Handbook

Effective: August 2026 | Academic Year 2026–2027

Version 1.0 | Last Revised: May 2026

Important Notice

This handbook is intended to provide students with information about the policies, procedures, and expectations of the CCD Nursing Education Programs. It supplements—but does not replace—the Community College of Denver Student Handbook, the CCD Course Catalog, and applicable CCCS policies.

This handbook is not a contract. The Department of Nursing Education Programs reserves the right to make changes to policies, procedures, and requirements as necessary to maintain compliance with regulatory and accreditation standards, improve program quality, or respond to institutional changes. Students will be notified of substantive changes in a timely manner.

Students are responsible for reading, understanding, and complying with the contents of this handbook. Questions should be directed to the Director of Nursing Education Programs.

Quick Reference — Where to Get Help

Resource	Contact	Phone / Email
Nursing Program Director	Sarah Luense, MSN-Ed, RN, CNE	(303) 365-8377 Sarah.Luense@ccd.edu
Dean, Health Sciences Pathway	Dr. Fida Obeidi, PhD, PMP	(303) 365-8388 Fida.Obeidi@ccd.edu
Clinical Coordinator (Compliance)	Stephanie Bean, BSN, RN	(303) 365-8359 Stephanie.Bean@ccd.edu
Simulation Coordinator	Sue Averill, RN, BSN	(303) 365-8394 Suzannah.Averill@ccd.edu
Admissions & Student Success	Aya Al-Agele	(303) 365-8390 Aya.Al-Agele@ccd.edu
Academic Support	Tu Mai	(303) 365-8310 Tu.Mai@ccd.edu
Accessibility Center	Confluence Bldg, Room 121	(303) 556-3300 CCD.Access@ccd.edu
Counseling Center	Tivoli Student Union, Room 245	(303) 352-6436
Title IX Coordinator	Shana Stovall, VP, Human Resources	(303) 352-3220 shana.stovall@ccd.edu
Financial Aid	Confluence Bldg, Suite 120	(303) 556-5504 FinancialAid@ccd.edu
IT Help Desk	CCD Help Desk	(303) 352-3030 HelpDesk@ccd.edu
Campus Crisis Line	Auraria / Colorado Crisis Services	(303) 615-9911 (24/7)
National Crisis Line	988 Suicide & Crisis Lifeline	Call or text 988

Revision History

Date	Section	Description of Change
Summer 2025	All	Initial version launched
May 2026	All	Updated for 2026–2027 academic year

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Accreditation

The Community College of Denver (CCD) is a two-year public community college and a member of the Colorado Community College System (CCCS). CCD is fully accredited by the Higher Learning Commission (HLC).

Higher Learning Commission • 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 • (800) 621-7440 • hlcommission.org

The LPN-BSN Bridge Program is approved by CCCS and has interim approval from the Colorado State Board of Nursing (CSBON).

Colorado State Board of Nursing • 1560 Broadway, Suite 1350, Denver, CO 80202 • (303) 894-2430 • dora.colorado.gov/nursing

The LPN-BSN Bridge Program is pursuing candidacy for accreditation through the Accreditation Commission for Education in Nursing (ACEN) but has not yet received accreditation. Attendance at a non-accredited nursing school may impact eligibility for additional education, licensure, or employment.

Accreditation Commission for Education in Nursing (ACEN) • 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 • (404) 975-5000 • acenursing.org

Mission, Vision & Philosophy

LPN-BSN Bridge Program

Mission

The mission of the LPN-to-BSN program at CCD is to advance professional nursing practice by delivering high-quality, accessible education which prepares learners to meet the complex health and wellness needs of diverse clients and communities. The program is committed to accomplishing this mission through the use of effective and diverse instructional methods that encompass both traditional as well as technology-based strategies.

Vision

We strive to develop nurses who can provide safe, quality, evidence-based, patient-centered care to the diverse populations that encompass the Denver community as well as the greater global community.

The Department of Nursing is committed to providing a Nursing Program that is accessible to a diverse community of learners. Delivered by a dedicated faculty, the program provides a collaborative teaching-learning environment to promote critical thinking, lifelong learning, and offers positive role models in an ever-changing and global society.

Philosophical Statement

The CCD LPN-to-BSN Program Organizing Framework has its foundation in arts, sciences, humanities, and nursing knowledge. The structure of the curriculum is built upon five key concepts—Quality Care, Professionalism, Communication, Leadership, and Critical Thinking/Clinical Reasoning—from the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2026 Edition).

AACN ESSENTIALS — 2026 EDITION

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for the Nursing Discipline

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

Concepts: Clinical Judgment; Communication; Compassionate Care; Diversity, Equity, and Inclusion; Ethics; Evidence-Based Practice; Health Policy; Social Determinants of Health; Access, Connection, and Engagement (ACE)

The curriculum is also guided by the Colorado State Board of Nursing (CSBON), the American Nurses Association (ANA) standards, and the Quality and Safety Education for Nurses (QSEN)

competencies. These concepts thread through each course and guide development of each part to create a whole curriculum, promoting the progressive development of breadth and depth of knowledge.

Purpose of the Handbook

The purpose of this handbook is to provide information regarding the guidelines, policies, and procedures for the Community College of Denver Practical Nursing to Bachelor of Science in Nursing Bridge (LPN-BSN) program. This information supplements the College Catalog.

Students are expected to review and follow all policies in the Catalog including both college-wide policies and Nursing department specific policies.

This document serves as a reference for all undergraduate Nursing Program students.

Welcome

Welcome to the Community College of Denver LPN-BSN Bridge Program! We are glad you are here.

You have already demonstrated dedication and skill as a Licensed Practical Nurse, and this program is your next step toward earning a Bachelor of Science in Nursing. Our faculty and staff are committed to supporting you as you build on your clinical foundation and grow into a baccalaureate-prepared professional nurse.

This handbook is your go-to resource for understanding program expectations, policies, and procedures. It supplements the CCD Course Catalog, which outlines additional institutional policies and support services available to all students. Please read it carefully and keep it accessible throughout your time in the program.

As a BSN student, you are advancing in a profession built on trust, integrity, and accountability. We expect you to uphold the American Nurses Association Code of Ethics in every interaction — with patients, peers, faculty, and clinical partners. Come to class prepared, stay engaged, and take ownership of your learning.

Professionalism is central to everything we do, both in the classroom and in patient care settings. The standards in this handbook reflect the expectations of the healthcare industry, and meeting them will prepare you for leadership in your nursing career.

If you ever feel overwhelmed or need guidance, please reach out. We are here to support your success.

We look forward to a great year with you.

The CCD Nursing Education Programs Faculty & Staff

LPN-BSN Bridge Program Description

The LPN-BSN program provides access to an affordable, quality program that allows LPNs to advance their training, expand their practice, develop their leadership abilities, and be prepared for the NCLEX-RN. Passing of the NCLEX-RN examination will enable LPNs to obtain their Registered Nurse licensure and operate as a Registered Nurse in the healthcare industry, and thus this program offers professional growth opportunities and a path to career advancement.

The Program is a seven-semester program including summers after successful completion of all pre-requisite and admission requirements.

This program is offered in a hybrid format. All 2000 level nursing courses will be completed in-person to include didactic, lab, simulation, and clinical components. All 3000 and 4000 level courses will be offered online excluding clinical/practicum hours which will be completed in-person at clinical facilities.

Nursing Department

The LPN-BSN Bridge Program is made available through the Community College of Denver's Nursing Programs. The Nursing Programs are part of CCD's Health Sciences Pathway.

The LPN-BSN Bridge Program employs full-time and adjunct (part-time) instructors to deliver instruction throughout the program. The Clinical Coordinator – Health Sciences Division provides additional oversight and development in the clinical environments.

The full-time and part-time nursing faculty in the LPN-BSN program bring to the program ample nursing experience from a variety of nursing specialties. Full-time faculty hold a minimum of a master's degree in nursing and provide instruction in the classroom, labs, simulation and clinical settings. Adjunct faculty hold a minimum of a bachelor's degree in nursing and serve a variety of instructional roles in the classroom, lab, simulation, and clinical settings.

Advisory Committee and Shared Governance

The Advisory Committee for the Nursing Programs is composed of a representative group of respected nursing administrators and staff from several health care institutions, faculty members, and students. The purpose of the committee is to review curriculum, policies and procedures, and make recommendations to the faculty regarding their appropriateness to the current practice of nursing. The committee also provides accurate occupational information including trends in employment.

Student representation in the Nursing Program's governance activities is achieved by electing/appointing up to three student officers who have demonstrated leadership skills to serve as liaisons to faculty and students. These student representatives attend faculty and advisory committee meetings and offer input about issues that impact student success and life within the program.

Students interested in sitting on the advisory board may contact the Director of Nursing Education Programs for more information.

College Information

General information about the Community College of Denver, including and not limited to academic calendar, hours of operation, student services, employee directory, crime statistics, catalogs, schedules, etc. can be accessed through the college's website at ccd.edu. Course catalogs specifying institutional policies, program outlines, and course descriptions are available at ccd.edu/academics.

Non-Discrimination Statement

Community College of Denver prohibits all forms of discrimination and harassment, including those that violate federal and state law, or the State Board for Community Colleges and

Occupational Education Board Policies 19-60. The College does not discriminate on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, genetic information, gender identity, or sexual orientation in its employment practices or educational programs and activities.

Community College of Denver will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs. The notice of non-discrimination can be found on CCD's website.

Title IX: Sexual Misconduct, Discrimination, Harassment and FERPA Under Title IX of the Education Amendments of 1972, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." In addition to protecting students, faculty, and staff from discrimination and harassment based upon sex, gender identity, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy or related conditions.

The College has designated Shana Stovall, Vice President, Human Resources, as its Affirmative Action Officer / Equal Opportunity Coordinator / Title IX Coordinator with the responsibility to coordinate its civil rights compliance activities and grievance procedures.

For information, contact: You may also contact Office for Civil Rights Shana Stovall 303.844.5695 Vice President, Human Resources | U.S. Department of Education, Region VIII IX/ EO/ ADA/ 504 Coordinator Cesar E. Chavez Memorial Building 303.352.3220 1244 North Speer Boulevard, Suite 310 King Center, Suite 565 Campus Box 240 Denver, CO 80204

P.O. Box 173363 Denver, CO 80217-3363 FERPA: The Nursing program follows all Family Educational Rights and Privacy Act (FERPA) of 1974 guidelines as required by federal law and CCD.

Americans with Disabilities Act (ADA)

The Community College of Denver abides by the Americans with Disabilities Act (ADA) by offering students accommodations when approved by Accessibility Center.

The Accessibility Center (AC) is committed to serving students with physical health, mental health, learning, and/or temporary medical conditions and believes everyone should have access to the resources they need to reach their academic potential. The AC opens the door to a rich college experience by providing services, resources, and reasonable accommodations for our students with disabilities.

Students with documented disabilities who need reasonable accommodations to access their courses should apply for services at the Accessibility Center (AC) or call. Faculty members are not obligated to provide accommodation without proper notification from the AC.

CCD is committed to providing equal access for persons with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973, in addition to Section 508. In support of its commitment to provide equal access to all students, CCD offers accommodations and support through the Accessibility Center (AC). Through the AC office, all students will have equal access to all programs, services, and activities offered at CCD.

Students should contact AC before courses begin to provide ample time for approval. Students who receive accommodations by the AC should inform their instructors so accommodations can be implemented before the beginning of the course. Students who require accommodations after the start of the program can still request accommodations and should provide instructors their accommodations as soon as they are approved. Examples of accommodations include, but

are not limited to, priority seating in classrooms, recording of class lectures, testing accommodations, accessible seating, and excused rest periods.

If a student is pregnant or has a pregnancy related condition, the student may be granted accommodations through the interactive process and for as long as a medical provider deems them medically necessary. Nothing in these statements should be construed as a modification to the essential elements or functions of any academic program, course or practicum assignment.

- Students who are pregnant or have a pregnancy related condition, will be granted the same reasonable accommodations given to any other student with a temporary medical condition. Please see the Reasonable Accommodations section.
- Accommodations for pregnancy and related conditions may include, but are not limited to, allowance for makeup work, excused absences, extended deadlines, online learning options, and reasonable adjustments to a student's educational environment, even if they are outside of the instructor or faculty's typical practice, course syllabus or program handbook.
- Students are protected from any unwanted attention or reveal of a student's pregnancy status without their consent.
- When a pregnant student returns to school, CCD will take reasonable steps to ensure the student is returned to the same academic status as before the student's medical leave began to the extent possible.
- Breastfeeding students will be allowed reasonable time and space to express breast milk and in an appropriate location.

Tobacco Policy

Community College of Denver has a no tobacco policy on its campuses. This includes e-cigarettes and any other form of tobacco. Clinical sites do not allow smoking, and they do not allow the smell of smoke on one's person while working or attending clinical in the facility. The Community College of Denver Nursing Program has established a "NO SMOKING" policy. No smoking is allowed at the clinical facility, preceding or during a clinical shift. If a student is found smoking, in possession of a smoking apparatus, or if there is any odor of smoke on a person or their clothing, the student will be excused from the clinical experience for the day and will incur an absence which can lead to clinical failure. This includes use of cigarettes, pipes, vapes or any apparatus used to consume nicotine.

Communication Policies

Chain of Communication and Conflict Resolution

There is an expectation of mutual respect and civility between faculty and students. If an issue should arise, the student should schedule a meeting with the faculty member to discuss the issue.

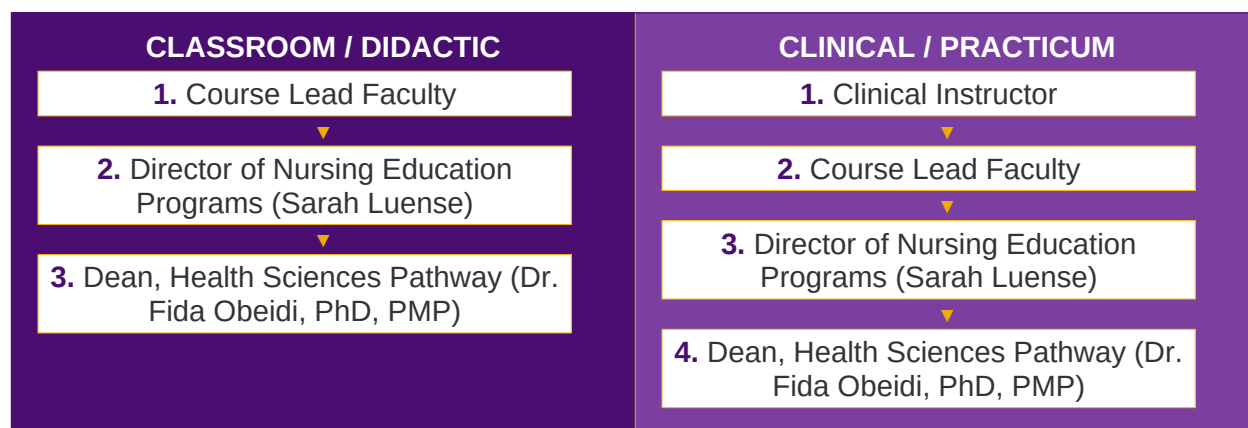
Quite often, issues can be resolved through direct communication between the faculty member and the student. If the issue is not resolved, involvement of the Director of Nursing Education Programs may be pursued.

Should a student feel that they have been treated unfairly or unjustly and is unable to resolve the matter informally, the student may elect to file a complaint by following the process established through the Student Grievance Procedure available in the LPN-BSN Student Handbook and CCD Website. Academic or instructional concerns, such as grading or course

processes found in the course syllabus, should be directed initially to the Instructor or Faculty of that course. A Student could choose to escalate the concern beyond the Instructor or Faculty by contacting the Director of Nursing Education Programs, then the Dean of Health Sciences Pathway if the issue is not resolved at the Director of Nursing Education Programs level. Allegations that a decision was motivated by discrimination and/or harassment should be filed under the college's Civil Rights Grievance and Investigation Process.

Chain of Command

The chain of command provides a clear process for addressing concerns, resolving issues, and ensuring that student voices are heard through the appropriate channels. Using the chain of command helps resolve matters efficiently and ensures the right people are involved at each level. Follow the chain of command for your setting. Start at Step 1 and escalate upward only if the matter is not resolved.



Email Communication

The Colorado Community College System (CCCS) assigned student email account shall be the primary and official means of communication between faculty and students. Students are required to use their CCCS email when communicating with faculty. For security and identity verification, faculty can only respond to messages sent from your CCD student email. Please use your student email for all program communication.

Students are required to check their college email frequently and are required to respond to emails within 48 hours. Instructors are also required to respond to student communication within 48 business hours and will respond within normal business hours.

Information Technology

Courses within the Nursing Program use online resources as a learning and communication tool between faculty and students. Students will need access to a computer and network internet connection. Note: A laptop computer (not a Chromebook) is required for ATI proctored testing.

Students will receive orientation to D2L, ATI, EHR, and other electronic resources prior to the use of these platforms. Students are expected to know their access information and ensure access to these platforms prior to any course/exam that will require use of those technologies. Students who do not maintain their accounts will be subject to class/test dismissal without make-up possibilities. Additional D2L training is available at ccd.edu/d2l or through the CCD Help Desk.

Online Conduct

Students are expected to maintain professional behavior while in the online learning environment and may be subject to disciplinary action for unprofessional conduct. Refer to the Student Nurse Code of Conduct policy and Online Communication Standards below for expectations. Students who fail to abide by these expectations are subject to point deductions, course failure, and other disciplinary actions.

Online Communication Standards

Students are expected to communicate professionally in all digital platforms including D2L discussions, email, and virtual meetings. This includes using respectful and inclusive language, proofreading messages for clarity and grammar, responding in a timely manner, respecting others' time and privacy, and refraining from posting inflammatory or off-topic content. The same standards of professionalism that apply in clinical and classroom settings apply to all online interactions.

IT Support

Students experiencing IT issues or having difficulties accessing their email, D2L or Portal may contact the Help Desk for support. The help desk may be contacted as follows:

Monday – Thursday, 7:30 a.m. – 6:00 p.m.

Friday, 8:00 a.m. – 5:00 p.m.

Phone: 303.352.3030 Email: HelpDesk@ccd.edu

Recording Devices and Laptops

A student may not record lectures or classroom discussions unless permission has been obtained from the class instructor, all students in the class, and any guest speakers. Everyone must be informed that audio/video recording may occur.

Students must only record lecture content and refrain from recording any discussion before or after lectures, or during breaks to avoid recording private conversations not associated with the course lecture.

A student granted permission to record may use the recording only for their own study purposes and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Students are allowed to use laptop computers in the classroom for academic purposes only (e.g., taking notes, downloading resources or files). Instructors are permitted to ask students not to use laptops and other technology in the classroom setting.

Students who require recordings to enhance their learning will need to obtain an accommodation prior to the start of the course. Please provide a copy of your accommodation to the instructor and accommodations will be provided for you.

Cell Phones and Mobile Devices

All cell phones and mobile devices are to be "non-audible" during class and lab. Phones are to be OFF during testing of any kind (class or lab) and during simulation. Return calls must be made at break or after class is over. During clinicals students are not to have their phones out in any patient areas or nurse's stations. All cell phones should be turned off and kept with your belongings. Students who are found to be using electronics for non-academic purposes will not be permitted to use that technology in the class for the rest of the semester per the discretion of the instructor and will receive a written warning. Repeated offenses will result in a Performance Improvement Plan and a review for progression by the Director of Nursing Education Programs. Students can be subject to clinical site dismissal by the facility management and/or instructor for using personal or employer phones/computer for non-clinical related business and will also result in a Performance Improvement Plan and review for progression by the Director of Nursing Education.

Social Media Policy

CCD nursing students, faculty, and staff may not post any material or information that could potentially violate patient, staff, student, or faculty confidentiality or professional behavior guidelines on social media sites.

Although Zoom, D2L and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions.

Students will be subject to disciplinary action by the school and the clinical agency for any violation of the social media policy. HIPAA and FERPA regulations apply to comments made on social networking sites and D2L or other online tools, and violators are subject to the same prosecution as with other HIPAA and FERPA violations.

- Social media includes, but is not limited to, blogs, podcasts, discussion forums, online collaborative information, cell phone content or transmissions and publishing systems that are accessible to internal and external audiences (e.g., Wikis, RSS feeds, video sharing, and social networks like TikTok, X (formerly Twitter), YouTube, Snapchat, and Facebook).
- Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written nature of these postings make them even more subject to scrutiny than most other forms of communication.
- Restricted postings include, but are not limited to, protected health information – individually identifiable information (oral, written, or electronic) about a patient's physical or mental health, the receipt of health care, or payment for that care. Additionally, postings of student information, such as clinical site assignments are not permitted.
- Online postings or any discussions of patients or events are strictly prohibited, even if all identifying information is excluded.
- Under no circumstances should photos or videos of patients, or photos depicting the body parts of patients be taken or displayed online.
- Statements made by you within online networks or on any electronic device (e.g., cell phone) will be treated as if you verbally made the statement in a public place.
- Any photos taken and posted on social media in the clinical setting cannot include any patient or facility information. Students are not permitted to post on social media where they are attending clinical.
- Students are expected to represent the program professionally in all public communications, including social media. Concerns should be addressed through the chain of command rather than public forums.
- College Employees are not permitted to be associated with students on social media platforms until the graduation of the student.
- Students are not permitted to share or distribute any course materials, recordings, or pictures distributed or taken during class to ensure privacy and adherence to intellectual property rights.

Progression Policies

Sequence of Courses

Nursing courses are sequential and must be taken in the assigned semester as outlined in the curriculum. The successful completion of each course is a prerequisite for the next level of successive courses within the same cohort group. The LPN-BSN Bridge Program only offers courses once a year. If students need to repeat or postpone taking a course, they will need to take the course in the following year when the course is next offered. There may be the option for a student to transfer to another cohort if there is seat availability. Please see the readmission policies.

General study courses can be taken any semester. The only exception is MAT 1260 Introduction to Statistics must be completed prior to the start of NUR 3003 Nursing Research/Evidence Based Practice.

Transfer of Nursing Courses

Nursing courses completed satisfactorily with a grade of "C" or higher may be considered for transfer to the CCD LPN-BSN Bridge Program if the following criteria are met:

1. The student submits a letter of intent to the Director of Nursing Education Programs to state the reason for the transfer. The student includes an unofficial transcript of all nursing coursework completed for evaluation.
2. The student has not failed or withdrawn from two (2) nursing courses in another Nursing Program
3. The student was never on probation or was never dismissed for academic dishonesty. The student submits the required verification form
4. Requested courses meet the CCCS course requirements (course objectives/competencies, and credit/contact hours)
5. The last nursing course is not more than one year old prior to the student's enrollment in the program
6. The student will meet the minimum 25% of the credits to be completed at CCD in order to qualify for graduation with a CCD degree.
7. NUR 2016 Advanced Concepts of Medical-Surgical Nursing II will be taken at CCD in semester 6 of the program regardless of prior completion. The Director of Nursing Education Programs must evaluate and approve transfer course work. If approved, a program plan will be created to reflect your remaining requirements. Approval is not guaranteed. It is the responsibility of the student to transfer their credits from their original college to CCD if approved to ensure these credits are reflected on their CCD transcripts to be eligible for graduation.

Advising

Nursing candidates may receive academic advising from the Admission Coordinator. Academic advising and general college information is available on CCD campuses and provides comprehensive services to assist new and current students to develop LPN-BSN Bridge Program prerequisites, understand policies and procedures, and access campus resources to facilitate student success. Please refer to the Academic Advising hours for each campus at Academic Advising or at www.ccd.edu

Grading

In order to progress through the Nursing Program, a student must achieve a grade of "C" or better in every required course, satisfactorily complete all labs, simulations, clinical hours; and maintain satisfactory clinical performance.

Individual course syllabi/guides will identify grading parameters. The following grading scale will be used throughout the Nursing Program for all NUR courses. Please note that grades will not be rounded.

To further illustrate, 76.9% will not be rounded to 77% and will result in a D in the course.

A = 90 – 100%

B = 83 – 89%

C = 77 – 82%

D = 69 – 76%

F = below 69% A final theory grade below 77% will result in a grade of "D" or "F" for the course, regardless of clinical performance or other course requirements, and will require a student to repeat the course if eligible.

Clinicals

The following didactic courses have clinical/practicum requirements. Course and clinical grades for these courses are mutually impacted when a student fails either the didactic or clinical.

Students must satisfy a minimum of 77% to pass the theory course and a passing score in their clinicals to pass the course. Failing one component will result in a failure in both course components.

Courses

- NUR 2002
- NUR 2006
- NUR 2011
- NUR 2016
- NUR 4009
- NUR 4010

Individual course syllabi/guides will identify additional grading parameters. Students should speak directly with the theory instructor(s) about any concerns, e.g., grading, course materials, tutoring or disability accommodations.

Students must satisfy all the required minimum clinical/practicum hours determined by the Colorado State Board of Nursing regulations for professional Nursing Programs. These hours are minimal hours and are subject to increased hours dependent on facility schedules, hours/shift that is attainable, and whether simulation is used for clinical time.

The student is responsible for contacting the instructor in a timely manner concerning problems.

Withdrawal

The academic calendar and course syllabi will specify the withdrawal date for each course. In the event a student is not performing well in a course, instructors will notify students of their academic status prior to the withdrawal date. Students should discuss their grade and class status with faculty before withdrawing from a course. Students are required to withdraw from the course themselves through approved College procedures.

Withdrawn courses that are the result of poor course performance will be reflected as a "W" on the transcripts and will not impact overall GPA. However, the Nursing Program will consider the course a course failure and will be subject to progression policies.

Please refer to the college course catalog for additional information on the withdrawal process, and its impact on grades, progression, and financial aid.

ATI Assessment Testing

The CCD Nursing Program has implemented the Assessment Technologies Institute (ATI) Complete Partnership and is utilized to evaluate student comprehension throughout the program.

Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with NCLEX-RN®-related content. ATI content and testing fees are assessed and included in scheduled CCD fees. These fees may undergo an annual adjustment.

The Assessment Technologies Institute (ATI) Content Mastery Series is an assessment-driven approach to assist colleges of nursing in preparing students for successful matriculation through the nursing curriculum. The Content Mastery Series is aligned with the RN curriculum to assist students in nursing content mastery. Students in the RN curriculum must complete the ATI Content Mastery Series as assigned.

Each Content Mastery area in the Series includes an electronic textbook with multimedia supplements, tutorials, practice assessments, and a proctored assessment. Students are assigned to complete Content Mastery review material with the course in which the proctored assessment is given.

The score achieved on each proctored ATI Content Mastery Assessment will determine the score posted in the gradebook of the designated course. The assessment grade and ATI practice quizzes will be weighted at no more than 10% of the Course Grade. See Course Syllabi. Grades will be awarded using the updated ATI tiered scoring: Level 3 = 100%, Level 2 = 75%, Level 1 = 50%, Below Level 1 = 25%. A proctored ATI Content Mastery Assessment may only be attempted once.

Remediation requirements are detailed in the ATI Assessment & Remediation Policy section of this handbook.

ATI Comprehensive Predictor Exam "Exit Exam" All RN students are required to take the RN ATI Comprehensive Predictor Examination "Exit Exam" which is administered in the final semester of the program. Students will be required to meet the 65% minimum test score (not NCLEX probability) requirement on their Exit Exam in order to pass the program. Students will be offered two attempts to achieve this minimum cumulative score. Students who do not meet the 65% minimum requirement will receive a failure and will be required to repeat the course when it is next offered.

Please note students are required to pass their ATI Comprehensive Exam "Exit Exam" with 65% proficiency. Remediation efforts will facilitate achieving a higher score in the Exit Exam.

It is recommended that ALL students achieve a 92% probability of passing the NCLEX before sitting for the NCLEX.

ATI Capstone and Live Review

All RN students will be enrolled in the ATI Capstone course towards the end of their program. This course is designed to assess the student's overall competency in all nursing subjects and

predicts student performance on their ATI exit exam. Students will be guided by an ATI instructor and will be required to complete pre and post assessments as well as remediation (as instructed) in all subject areas.

All RN students are required to take the ATI NCLEX-RN live review course prior to taking the NCLEX-RN examination and will be administered during the final semester of the program. This course reviews concepts learned in the LPN-BSN program and reviews test-taking strategies to prepare for the NCLEX-RN exam.

Skills Check-Offs

Throughout the Nursing Program, students must demonstrate competency in essential nursing skills through mandatory skills check-offs. These check-offs are pass/fail and must be completed successfully to progress in the program.

Requirements

- Students are provided instructional sheets that detail the specific sequence of steps for each nursing skill to be performed in preparation for their check-offs.
- Students will be evaluated by a faculty member to ensure the skill is performed in the correct order and executed correctly.
- Students have two (2) attempts for each skill to successfully demonstrate competency.
- In the event a student is unable to demonstrate competency after two attempts, the student will receive a course failure and will not be permitted to progress in the program.

Students may encounter skills check-offs in the following courses:

- NUR 2002 — Transition from LPN to Professional Nursing
- NUR 2006 — Advanced Concepts of Medical-Surgical Nursing I

Appeals Process

In the event a student has an objection to a course failure, or their issued grade, they should first follow the informal appeal process followed by the formal appeal process.

Informal Appeal

This process must be used first.

- Students should email their instructors requesting an appointment to meet and review the student's concern.
- If this fails, the student may meet with the instructor and the Director of Nursing Education Programs to resolve the issue. Students should submit in writing to the Director of Nursing Education Programs their concern, steps taken to resolve the concern, and any evidence that ought to be reviewed in the appeals process to reconsider the decision made at the instructor level.
- If the issue is not resolved during the informal process, the student may initiate the formal appeal process.

Formal Appeal

A formal appeal must be initiated according to the procedures and timelines listed in the current college catalog. In the event the student is not satisfied with the decision of the Director of Nursing Education Programs, the student should contact the Dean of Health Sciences Pathway for a formal appeal. Students should provide the same explanation and evidence so the Dean can evaluate the decision of the instructor and Director of Nursing Education Programs.

Extenuating Circumstance Appeals

In the event of an extenuating circumstance, an appeal can be submitted using the CCD [Extenuating Circumstance Appeal Process Form](#).

Readmission Guidelines

To progress in the LPN-BSN Bridge Program, students must:

- Achieve a "C" or higher in their required nursing coursework.
- Successfully complete all labs and simulations as scheduled, and
- Successfully complete all the clinical requirements they are assigned to.
- Successfully pass all skills checkoffs.
- Successfully pass the ATI Comprehensive Exit Exam with minimum passing score.
- Or have an extenuating circumstance that has led to an approved Leave of Absence and/or waiver. Students who do not meet these requirements will be evaluated for readmission into the next cohort available. Students who meet the published readmission criteria below and follow the readmission procedure may be readmitted on a space available basis. Space is dependent upon attrition, availability of clinical sites, and faculty staffing.

Readmission cannot be guaranteed. Readmission decisions are made by the Director of Nursing Education Programs and Dean. Students will be notified of their status by letter prior to the semester in which readmission is requested. Students approved for readmission to the LPN-BSN Program will be subject to the most current LPN-BSN Program Student Handbook, located on the CCD website.

Readmission Requirements

Readmission is for students who remain enrolled in the Nursing Program but are required to continue their studies or repeat courses in a later semester.

1. Readmission placement may occur only once and must occur within one year.
2. The student must supply requested information to support readmission eligibility.
3. Students will be subject to readmission exams and must meet minimum grade criteria to determine re-entry point for admission.
4. Students who are unsuccessful in more than one course are not eligible for readmission and will be withdrawn from the program.

Readmission Options

Students who receive a single failure will have their coursework evaluated by the DNEP to determine which semester the student can re-enter the program to continue their studies. The DNEP will evaluate all options available to ensure a student's progression is minimally impacted, however, readmission will typically result in an extension of the student's graduation date.

Procedure for Readmission

- Submit the following to the DNEP within one week of failure/withdrawal from the program:
 - An informal letter stating your desire for readmission to the LPN-BSN Program. The letter must include the student's S#, cohort #, current mailing address, personal email, phone number, and semester you are requesting to be readmitted to. The student must include a study plan to retain their knowledge and skill sets during their absence.
 - An explanation of the issues that contributed to your withdrawal from the program and what changes have occurred and/or what you plan to do to ensure your success in the program.
 - Your CCD-issued nursing ID badge, which must be turned in to the DNEP upon exiting the program. A new badge will be issued if you are readmitted.
Note: If more than one year passes without attendance, the student must pay for and complete a new background check and drug screen.
- Students who restart courses six (6) months or longer after their last course will be subject to readmission exams and skill checkoffs.

Students will be required to complete one or more readmission exams to measure knowledge retention in previous coursework. Content of exams is dependent on how far the student has progressed in the program. Students should expect to be evaluated on their knowledge for all courses prior to the semester they did not complete. Students must score 65% on each readmission exam to demonstrate proficient retention of knowledge.

Students will have two opportunities to achieve a 65% in the event it is not achieved in the first attempt.

Students who do not achieve a 65% may be required to retake courses or restart the program in order to regain knowledge and skillsets essential to their success.

Students will also be required to complete a skills checkoff to evaluate their nursing skills performance. Students will be required to successfully demonstrate up to five (5) essential skills to be considered for readmission. Students will be responsible for retesting fees (for skill lab supplies). Average cost for standard skills is \$75/student.

- All students who are eligible for readmission will be ranked by the following guidelines by the Readmission Committee, and will be readmitted according to available space by their ranking:
 - a. Reason for exiting program (including if passing or failing)
 - b. ATI test scores (if available)
 - c. Readmission exam score(s)
 - d. Successful completion of skills checkoffs
 - e. Grades in BIO courses
 - f. Grades in NUR courses
 - g. Review of warnings/remediation/performance improvement plan (PIP)
 - h. Number of times needed to pass lab returns
 - i. Input from instructors/advisor
- When decisions have been made about readmissions, all students who have applied will receive a letter informing them about their readmission status. If they are granted readmission, they will have a list of requirements that they must complete, or their readmission will be rescinded.

- Students who have been readmitted into the program will be required to update any immunizations, certifications, compliance requirements, and testing. Please see the Program Requirements Checklist for a complete listing.
- Any student who wants to be readmitted to the Nursing Program after one (1) year must restart the program by going through the full application process.

Ineligibility for Readmission

Students will be dismissed and are ineligible for readmission into the LPN-BSN Program for at least two (2) years if any of the following apply:

- A student receives two NUR course failures in their total enrollment in the LPN-BSN Program. (Note: Some NUR courses include a linked clinical component. Failing the lecture portion automatically results in a clinical failure as well; however, this counts as a single course failure for program dismissal purposes.)
- A student fails NUR 2002, the first nursing course in the program.
- A student who was dismissed for unprofessional or unsafe behaviors in the college and/or clinical setting.
- Any student who violates HIPAA regulations.
- Any student who has already been readmitted into the program and receives another course failure.

Graduation Requirements and Board of Nursing

Licensing

Students who successfully complete the requirements for the BSN program may apply to take the Registered Nursing Licensing Exam (NCLEX-RN). Students need to do the following to be able to take the NCLEX-RN:

1. Apply for graduation with a Bachelor of Science in Nursing from CCD according to the information and deadlines published in the college schedule and catalog.
2. Request an official transcript sent from the CCD Records Department to the student, to be provided by the student to the Colorado State Board of Nursing.
3. See the Colorado Board of Nursing website at dora.colorado.gov/nursing for the complete application process, information and required forms.
4. Complete the application forms required by the State Board of Nursing and NCLEX-RN registration forms and pay the required fees to take the exam.

All degree requirements must be confirmed by the college to ensure each student has met the requirements to graduate from the LPN-BSN Nursing Program.

Nursing Pinning Ceremony

The pinning ceremony is a traditional ceremony held at the conclusion of the program to celebrate students' achievements. The ceremony is marked by the "pinning" of a school pin on a graduating student by their faculty member(s) to symbolize their transition from nursing school to becoming a professional nurse.

Students participating in the pinning ceremony are required to wear graduation regalia and professional attire. Graduation regalia is provided by the College and instructions for picking up regalia will be shared before the month of graduation. Nursing pins will be provided to all graduates at the pinning ceremony. Students are permitted to decorate their graduation caps but must refrain from inappropriate language and/or offensive slogans that do not embrace the culture of inclusivity or represent the standards of the nursing industry.

Health and Safety Guidelines

Health Declaration

It is essential that nursing students be able to perform a number of physical activities in the clinical portion of the program. At a minimum, students will be required to lift clients, stand for several hours at a time and perform bending activities. Students must be able to implement direct client care with no restrictions.

Requirements

- Completed medical history requirements defined in the current Nursing Program Application at the time student is admitted.
- All students entering nursing courses must meet all health and safety requirements to maintain enrollment status. Students meet these requirements by providing a completed CCD Nursing Program Immunization Record. Students must have a current TB screening. This record must be submitted by the due date of the application. A physician's note or other documentation will not negate the need to complete the requirements due to the need to protect client safety.
- In circumstances of student illness, injury or other health limitation, the Director of Nursing Education Programs will work with the faculty member and student to determine a student's ability to give adequate nursing care and determine if the student can remain and/or return to the clinical experience, regardless of a physician's approval for return.
- A current American Heart Association CPR certification in Basic Life Support for Health Care providers is required and must be valid for the entire program.
- A completed criminal background check and evaluation for disqualifying offenses according to the Colorado Community College System.
 - a. Submission of a background check at time of application is required and may need to be repeated for spring semester depending upon individual clinical site requirements.
- For continuing and returning students, the requirements for any immunizations, TB screens, CPR cards, or background screens cannot expire during an academic semester.
 - a. Students must renew their influenza vaccine and PPD tests annually, CPR certification every two years, and Tetanus shot every ten years.
 - b. The Nursing Department must receive documentation prior to the start of classes unless other directions are given by the Director of Nursing Education Programs.

Disability Related Information

- Students are expected to participate fully in activities required by the program. See the Essential Skills and Functional Abilities for Nursing Students.

- Students requesting disability accommodations should first meet with an Accessibility Specialist from the Accessibility Center (AC) by calling the Accessibility front desk phone number at 303-556-3300. It is recommended students set up their intake appointment with the AC prior to starting the Nursing Program. Specific information regarding the accommodation process can be accessed through the AC.
- Accommodations will only be provided if a student provides an updated copy of the accommodation letter to the student's individual faculty each semester.
- Accommodations that negate the essential skills and functional abilities for nursing students requirements is not applicable in the Nursing Program

Drug Screen Policies

All students participating in the Nursing Program will be required to complete an initial drug screen and are subject to additional drug screens at the discretion of the Director of Nursing Education Programs, Clinical Instructor, and/or clinical sites if suspected of impairment. As patient-care providers, nursing students are required to comply with healthcare facilities' drug-free workplace policies to ensure patient safety.

Drug Screening Guidelines

- All newly admitted students are required to submit to a drug screening as a condition of acceptance in the Nursing Program.
- Admitted students are subject to additional drug screening if there is suspicion of use.
- The CCD Human Resources receives drug screen reports and notifies the Nursing Program if a student has failed.
- If a urine drug screen is positive, the student is disqualified from the Nursing Program. If the urine drug screen is a negative diluted sample, it will be treated as a positive result and will disqualify the student from admission or continuation in the Nursing Program.
- Although the State of Colorado has legalized the recreational and medicinal use of marijuana, students and healthcare professionals must not test positive for marijuana on drug screens. Medical marijuana prescriptions are not considered and will not waive this requirement.

6. Students who fail the drug screen are disqualified from the Nursing Program.

"Reasonable Suspicion Based" Drug Testing This procedure refers to the use/misuse of, or being under the influence of alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any health care facility, school, institution, or other work location as a representative of the Nursing Program.

The Nursing Department may test students on a reasonable cause basis.

1. "For Cause" Testing. If there is reasonable cause to suspect a student may be using drugs/alcohol, the following will apply:

- a) The instructor will remove the student from the client care or assigned work area and notify the DNEP.
- b) Upon receipt of student's oral consent, the instructor will contact a transportation service and accompany the student to an approved lab or facility where drug screening can be conducted.
- c) The student will be required to present identification at the facility and will be tested for alcohol and/or drugs as directed.

- d) Drug screening will be required whether or not the student admits to drug or alcohol use.
- e) The student will be required to pay all costs associated with the “Reasonable Suspicion Based” drug screening.
- 2. If the results of the test(s) are negative for drugs and alcohol the student must meet with the Director of Nursing Education Programs for clinical reinstatement.
- 3. If the results of the test(s) are positive for drugs or alcohol, the student will be removed from the Nursing Program.
- 4. If a student refuses “Reasonable Suspicion Based” drug testing:
 - a. The instructor will remove the student from the clinical setting pending a full investigation through established disciplinary procedures.
 - b. The instructor will arrange for transport of the student from the clinical site.
 - c. The student will not be allowed to participate in the Nursing Program until the investigation is completed.
- 5. A refusal to test will be considered a positive result and will be subject to appropriate disciplinary action.

Readmission Guidelines Related to Substance Abuse

Students who are administratively withdrawn from nursing courses for reasons related to substance abuse will:

1. Submit a letter requesting readmission to the Nursing Program.
 - a) Include documentation from a therapist specializing in addiction indicating status of abuse, addiction, recovery, compliance, and readiness to return to clinical courses.
 - b) Include documentation of compliance of a treatment program as identified by the therapist including a statement by the professional indicating the student is safe to return.
2. Repeat drug screening for alcohol/drug use immediately prior to readmission.
3. If a student, after being readmitted to the Nursing Program, has positive results on a drug/alcohol screening, they will be permanently dismissed from the Nursing Program.

Code of Conduct Policies

Nursing Student Standards of Conduct

Students are expected to adhere to all school and program policies and procedures listed in the CCD Course Catalog and within the Student handbook. Students who do not follow these requirements may be subject to disciplinary action, up to and including dismissal from the LPN-BSN Program and expulsion from CCD.

Standards of Professional Conduct

The nursing faculty believe standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the Nursing Program to adhere to these standards. Students practice within the boundaries of the Colorado State Board of

Nursing rules and regulations and Nurse Practice Act, the ANA Code of Ethics for Nurses, the guidelines of the Community College of Denver Nursing Program and the policies and regulations of the healthcare agencies where they are assigned for clinical learning.

In addition, students are subject to college authority and civil-criminal authority. Students enrolled in specialized programs, like the Nursing Program, are required to follow the standards specified in their respective program student handbook, the Community College of Denver Student Handbook, as well as local, state and federal laws.

Standards of professional conduct are those behaviors, along with nursing discipline specific skills or knowledge, that are vital for successful completion of the Nursing Program. The expectation is that students will adhere to the Standards of Professional Conduct in all settings – the classroom, lab, simulation, clinical facilities, the college and the community when representing the CCD Nursing Program.

Standards of Professional Conduct include:

- Confidentiality: Respects the privacy of clients and respects privileged information.
- Communication: Effectively uses various methods of communication to interact appropriately with various constituents.
- Accountability: Accepts responsibility and answers for one's actions and resulting outcomes; seeks out constructive feedback to improve skills and interpersonal interactions.
- Dependability: Displays reliability and is trustworthy.
- Responsibility: Fulfills commitments and executes duties associated with the nurse's role.
- Active Learner: Identifies sources of learning to improve and grow knowledge, skills and understanding.
- Veracity: Exhibits truthfulness; adheres to precision and honesty.
- Critical Thinking and Problem Solving: Recognizes and defines problems in a logical and thoughtful manner; develops fact-based solutions and effectively evaluates outcomes.
- Respectfulness: Treats others with consideration and courtesy; reads and adheres to agency policies and procedures.
- Punctuality and Promptness: Presents oneself on time and ready to begin at scheduled times for classroom, lab and clinical. Assignments and required documentation are turned in on time.
- Professional Appearance: Adheres to established dress code in all clinical and professional settings.
- Ethical and Legal: Adheres to the ANA Code of Ethics and operates within the standards of care established for the role of student nurse.
- Safety: Prevents or minimizes risks for physical, psychological, or emotional jeopardy, injury or damage.
- Civility: Practices reflective, courteous, empathetic behaviors when interacting with classmates, instructors, college and clinical staff, clients and their families.

ANA Code of Ethics

The American Nurses Association (ANA) Code of Ethics for Nurses (2015) establishes the ethical framework for the nursing profession. Student nurses are expected to uphold all 9 Provisions throughout their education and clinical practice. Additional information about each provision can be found in the ANA Code of Ethics for Nurses with Interpretive Statements.

Provision 1: *The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

- Professional conduct towards peers, faculty, and health care teams is expected in all classroom and clinical settings.
- Students will refrain from inappropriate behaviors including use of profanity, demonstration of violence, being under the influence, insubordination, verbal abuse, and intimidation/bullying.
- Students will write professional feedback in peer, faculty, and healthcare staff/center evaluations.
- Students will follow the grievance policy in the event there is a concern or complaint and always manage conflict privately and professionally.
- Professional conduct towards patients and families is expected in all settings.

Provision 2: *The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.*

Provision 3: *The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.*

- Students must report any evidence of unsafe behaviors within the clinical setting immediately.
- Students must speak up when they identify medical errors or incorrect process/procedure to prevent patient harm.
- Students must self-report in the event a near-miss or medical error occurs in their practice.

Provision 4: *The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.*

- Students must abide by the Professional Nursing Scope of Practice and will operate within the scope. Any procedure or skill outside the scope of practice will not be performed.
- Students will ask for assistance if they have not performed, or do not feel confident in performing, a task previously learned.

Provision 5: *The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.*

- Students will arrive to clinical prepared through appropriate training and knowledge acquisition in order to provide safe patient care.
- Students must demonstrate competency throughout the program and will be periodically evaluated in lab, simulation, and clinical settings.
- Students will take responsibility for their learning and take accountability for making necessary arrangements (e.g., tutoring, faculty office hours, study groups).
- Students must pass a background check and drug screen, meet clinical compliance requirements, and meet technical standards for nursing practice.

Provision 6: *The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

- Students will remain civil in the college and clinical settings.
- Students will abide by all college, Nursing Program, and clinical site policies and will reference these policies when needed.

Provision 7: *The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.*

Provision 8: *The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.*

- Students are responsible for adhering to FERPA regulations at all times; see FERPA policy for specific expectations.
- Students are responsible for adhering to HIPAA regulations at all times; see HIPAA policy for specific expectations.

Provision 9: *The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.*

- Students will be respectful to others and provide a safe and inclusive learning environment for all.
- Students will demonstrate veracity (truthfulness) in classroom and clinical settings.
- Students found to engage in acts of plagiarism, academic dishonesty, cheating, or falsification of medical records will be subject to disciplinary action.

Professionalism

Professional Boundaries

POLICY: Professional Boundaries

Students enrolled in the Nursing Program are expected to learn and understand the importance of establishing appropriate boundaries with their clients and instructors. Failure to maintain professional boundaries may result in dismissal from the program.

Student and Faculty

- Faculty and students will maintain a professional relationship.
- Student and client relationship:
 - The relationship between nurse and client is based on a high degree of trust.
 - Students entering nursing have an obligation to conduct themselves in a manner that reflects honesty, integrity, compassion, and respect.
 - Students providing nursing care should strive to inspire the confidence of the client by maintaining professional boundaries with all patients.

- Boundary violations can result when there is confusion between the needs of the student and those of the client or when the student's actions are self-serving.
- Students should not care for a family member, friend, or acquaintance as it may be a conflict of interest; this must be discussed with the instructor immediately.

General Expectations

- Suspend judgment and do not engage in gossip.
- Participate in post-conference; balance verbal comments so a level of appropriate participation is achieved.
- Be active and responsible for learning. Take an active role and be responsible for seeking out new learning opportunities.
- Maintain a positive attitude, be responsible, take accountability for your actions, work together as a team, and develop a focus on professional growth.
- Treat everyone including clients, staff, peers, and clinical instructors with respect, dignity, and professionalism.
- Utilize the Chain of Command to effectively address any issues or concerns that may arise.

Reporting Unprofessional or Unsafe Conduct

During the course of study in the Nursing Program, a student may observe behaviors in others that appear to violate standards of academic or professional integrity or actions that have a potential to harm another person. Each student has the responsibility to report any questionable activity or unsafe behavior to the instructor or Director of Nursing Education Programs.

Instructors are obligated to report any conduct that may result in unsafe environments, or threat to self and/or others through Student Services. A follow-up will be conducted by Student Services to ensure the safety of all students.

Classroom Information

Faculty believe the student will derive the greatest benefit from class if they prepare by completing the activities identified by faculty prior to attending class or lab. Assigned reading, workbook exercises, critical thinking exercises, computer programs, videos, etc. enhance learning and are expected to be completed prior to class.

Active learning strategies are essential for academic success and require students to organize and assimilate new information to ensure learning. Passive learning techniques do not support in-depth understanding and application of theoretical knowledge and will inhibit knowledge retention and critical thinking. Active learning strategies include:

- Reading textbooks and required readings prior to course
- Creating skeletal notes from readings
- Using lectures as an opportunity to enhance understandings from readings and correct gaps in knowledge
- Adding detailed notes to skeletal notes with new material or understandings from lecture
- Reviewing notes frequently, at least 3 times prior to examinations
- Creating study materials including: quizlets, games, flashcards, NCLEX-style questions, teaching segments to engage material in a variety of formats
- Teaching content out loud to determine knowledge gaps that require review

- Study partners/groups to explain content, provide challenging reviews, or complete group projects
- Using NCLEX-RN review books to practice applying new content with higher level critical thinking
- Passive learning techniques that should be avoided include:
 - Skimming or not reading textbooks and assigned readings
 - Using ATI textbooks in lieu of course textbook
 - Relying on outside materials that condense materials and encourage memorization versus understanding rationales
 - Relying on lecture power points and handouts to consolidate learning
 - Not taking written notes, electronic note taking and audio recordings are proven to inhibit knowledge retention and assimilation
 - Passively listening to material, but not taking notes or reviewing materials

ATTENDANCE POLICY

APPLIES TO ALL SETTINGS

This attendance policy applies to every program setting: classroom lectures, labs, clinical rotations, and simulation sessions.

The Colorado Board of Nursing requires students to complete minimum contact hours in lab, clinical, and simulation. All missed hours in these settings must be made up if the absence is excused. Unexcused absences are not eligible for makeup and will result in course failure.

Reporting Absences

- Report absences at least one (1) hour before the scheduled start time by contacting your assigned instructor directly.
- If you are missing more than one class or session, you must report to each instructor separately. Instructors are not responsible for relaying absence notifications.
- All absences must be reviewed by the Director of Nursing Education Programs before you may return to any program activity.

Excused Absences

Unexcused absences are not permitted and will result in a course or clinical failure. For an absence to be excused, all of the following must be met:

- You reported the absence before the scheduled start time per policy.
- You submitted documentation verifying the reason for the absence.
- The reason is not due to a non-essential issue or unpreparedness (e.g., work conflict, attending another event, traffic, confusion over schedule).

Documentation Requirements

You must submit documentation verifying the reason for your absence and clearing you to return. If you are ill or injured, a physician's note must be issued the day of the absence with a

release to return. The physician may designate a future return date; otherwise, a second note may be required if you are not cleared to return within two (2) days.

Students who cannot secure documentation within the required timeframe must speak with the Director of Nursing Education Programs. For situations where documentation is not immediately available (e.g., death certificates), all makeup work will be contingent on eventual submission.

Tardiness

Students are expected to plan ahead to arrive on time. Arrive at least 15 minutes before the scheduled start time for all labs, clinical rotations, and simulation sessions.

- If you anticipate a late arrival, contact your instructor at least 15 minutes before the start time. You must arrive no later than 15 minutes after the scheduled start time.
- Students who do not contact their instructor in advance will not be permitted to attend if they arrive late.
- Students who contacted their instructor but arrive more than 15 minutes late will not be permitted to attend.
- A second tardy in any setting will be counted as an unexcused absence.

For classroom lectures: Students who arrive late for examinations will not be permitted to enter the classroom so as not to disrupt test-takers. This may result in an exam failure.

Making Up Missed Hours

All lab, clinical, and simulation hours missed must be made up to meet Colorado Board of Nursing requirements. To be eligible for makeup:

- You must have an excused absence from the Director of Nursing Education Programs.
- You must not have more than one tardy (a second tardy becomes an unexcused absence, which is not eligible for makeup).
- Instructor and/or site availability for makeup must be secured.

Makeup hours are not guaranteed and students should not expect them to be available. Makeup may occur on weekends, evenings, or at alternative sites. In clinical settings, a full shift must be completed — partial shifts are not permitted. Students may not miss more than 24 hours of clinical per semester.

Excessive absences in any setting will result in a course withdrawal or failure. If missed hours cannot be completed within the course, an incomplete grade may be assigned, requiring the student to return when the course is next offered.

Students must be registered for a class in order to attend. Please refer to each course syllabus for specifics on attendance expectations for the course.

Written Assignments

Directions, explanations, and guidance regarding the preparation and evaluation of written assignments will be discussed in each course. Written papers will be expected to follow the professional standards of a formal college paper using the 7th edition APA format and submitted to Turnitin through D2L.

Any student found not adhering to academic honesty and anti-plagiarism policies will automatically receive a "0" on the assignment. Students will be referred to the Director of Nursing Education Programs and may be subject to disciplinary action. See Academic Dishonesty policy.

AI Software Policy

Misuse of generative AI software such as ChatGPT and other AI language models—including copying content directly from an internet source for purposes of cheating and/or plagiarism—is a violation of CCD's Student Code of Conduct. Such violations may result in disciplinary action, including failing an assignment and/or failing a course and other penalties consistent with CCD's policy on Academic Integrity.

Late Policies

Late or Missed Assignment Policy

Assignments

Students submitting a late assignment will receive a 10% per day point deduction. If the assignment is not turned in within three (3) calendar days of the due date, the grade for that assignment will become a zero (0). All assignments must be completed regardless of grade penalty for successful completion of all courses.

Students with excused absences have up to one week to complete missed assignments and examinations. If a student is unable to meet this requirement, they must meet with the DNEP to discuss their circumstances and receive an exception.

Examinations

- Examinations will have the weight of no less than 70% of the course grade.
- Students are expected to take all exams as scheduled.

Late or Missed Quiz and Exam Policy

- Quizzes and exams must be taken at the date and time assigned in the course calendar. Any exam/quiz not taken on the date given or window provided will be given a zero (0) unless extenuating circumstances apply, in which case appropriate documentation is necessary to reopen the exam/quiz. Retakes will be a different version of the quiz/exam than the original.
- If the student knows in advance that they are unable to take the exam/quiz on the assigned date and time, the student should ask the instructor to take the exam/quiz early. The student will receive no penalty for taking an exam/quiz early. Early quizzes/exams will be a different version than the original.
- Students requiring testing accommodations should provide instructors with their accommodations prior to the first exam to ensure accommodations are provided. Please see accommodations policy for further instruction.
- Students should contact the faculty on or before the day of the exam when they are unable to take the exam at the scheduled date/time (unless an emergency exists). Students must obtain an excused absence from the Director of Nursing Education Programs before being administered a make-up exam. Faculty will arrange a date to take an alternate exam. Alternate exams will be a different version of the original exam.

- Students with excused absences have up to one week to complete missed assignments and examinations. If a student is unable to meet this requirement, they must meet with the DNEP to discuss their circumstances and receive an exception.

Testing Environment

POLICY: Testing Environment

Electronic devices including cell phones, headphones, smartwatches, and any printed materials are not allowed during testing. All hats, backpacks, books, papers, and phones must be left in the front or the back of the classroom. Phones must be turned completely off.

- If calculators are allowed during testing, they will only include arithmetic functions and will be provided by the faculty.
- Students are not permitted to keep original copies of their exams or scratch paper used during the exam. These must be turned in to the instructor at the conclusion of each test or test review.

Exam Reviews and Academic Standing

- Students are expected to initiate interactions with the course faculty regarding their academic standing. Any student not achieving a grade of C or greater on an exam should make an appointment with the theory faculty as soon after the review of the examination as possible or before the next scheduled examination.
- The nursing faculty believe reviews of unit examinations are an integral component of the learning process. Test review helps the student to understand reasons for incorrect, as well as correct answers. It is also an opportunity for the student to learn test-taking skills.

Examination reviews will be conducted in group format in the classroom.

If a student desires an individual review, the student must schedule an appointment with the faculty. Individual review must be done no later than seven (7) days after the unit examination.

ACADEMIC INTEGRITY

Students who are found cheating during a quiz and/or examination will be removed from the testing site and receive a zero on their exam. The student will be referred to the DNEP to evaluate their behavior, which may result in dismissal from the program.

- Students are responsible for knowing their account information to access ATI, D2L, and other technologies used for testing. Failure to know this information or failure to maintain access to these accounts will not result in a test delay or extension.
- If a student chooses to submit a Request for Test Question Review, it must be provided to the instructor within 24 hours after the group review (must be emailed using the student CCD email) and must include a reference from the syllabus resource list. The faculty will review the request and a decision will be made to accept or reject the review within seven (7) days. Students must utilize the supplied Request for Test Question Review form.

Laboratory Policies

Laboratory Attire

Students must adhere to the same uniform requirements as in the clinical setting.

See clinical uniform policy.

On-Campus Labs

Students should prepare for lab by reading the objectives for lab experience, and by completing any assigned reading and/or viewing of audiovisuals related to specific skills prior to the lab experience. Students who come to lab and are not prepared may be asked to leave. Punctuality is required.

Lab activities may consist of viewing demonstration of technical skills, discussing the skill, and clarifying questions. Students will be expected to practice each skill during the lab class, as well as on their own time as needed, to gain proficiency in each skill. Students will participate in group discussion to problem solve and adapt procedures to various client situations.

All students must demonstrate selected skills satisfactorily to the instructor in the lab before performing these skills in the clinical setting. See the Skills Check-Offs section for full requirements.

Students are responsible for helping keep the lab in order and for returning equipment to appropriate storage areas when the lab is completed.

Open Lab

Open Lab will be offered for additional time to review and practice skills. Students will be required to sign-up for Open Lab at least 24 hours in advance to ensure faculty supervision is available.

Students should bring any lab supplies they have been provided to practice skills. Extra supplies are provided on a limited basis (e.g., items that are not reusable).

Clinical and Practicum Policies

Outside Employment

Due to the rigor of the Nursing Program, outside employment should be kept to a minimum if possible. Students are not permitted to work up to eight (8) hours prior to a clinical rotation for the safety of the patients. It is the responsibility of the student to arrange work schedules around class, lab, simulation, and clinical requirements. Clinicals require flexibility and schedules are often not finalized until two weeks prior to the start of clinical. Clinical schedules cannot be changed due to a work or personal schedule conflict.

Required Clinical Documentation

Student data including, but not limited to, full name, last four to six digits of social security number, date of birth, address, CCCS email address, and telephone number may be required by the clinical facilities in order to facilitate access to client data records. Dates documenting immunizations, tuberculosis (TB), and CPR are also provided to the clinical facility, per facility requirements.

My Clinical Exchange (mCE)

Students will be participating in clinical settings that utilize My Clinical Exchange (mCE) to track compliance records. In preparation for clinical, students will be pre-registered in mCE by the clinical coordinator. One-time registration fees associated with an mCE account have been included in the student fees. Students will receive training on how to access mCE at www.myclinicalexchange.com, and will learn how to upload the identified documentation and complete all training modules prior to the start of clinical.

Students are expected to upload and keep all documentation and training modules updated and current throughout their entire time as a nursing student at CCD. The clinical coordinator will send students deadlines for all documentation and training to be completed by. Students who fail to complete their clinical requirements by the designated deadline will not be permitted to go to clinical and accommodations will not be made to secure students alternative clinical placement.

All documentation must be in PDF format prior to uploading to mCE. Uploading documentation to mCE is in addition to providing "hard copies" of documentation for admission into the CCD LPN-BSN Program. All renewed documentation must be uploaded to mCE and a hard copy must be provided to the clinical coordinator to keep student records updated.

Clinical/Practicum Attendance Guidelines

All clinical and practicum sessions are mandatory and must be attended. The State of Colorado Board of Nursing determines the minimum number of hours that a Nursing Program must offer and require the student to complete. Additional hours are determined by the curriculum and clinical agency requirements.

Students are expected to arrive 15 minutes prior to the scheduled start time to ensure they can start on time.

Absences

Students must report absences at least one hour prior to scheduled start times with their assigned instructor. If a student is missing more than one class, the student must report their absence to each instructor. Instructors are not responsible for communicating absences on behalf of the student.

Absences must be reviewed by the Director of Nursing Education Programs prior to a student returning to clinical. Students may only return to clinical after the Director of Nursing Education Programs has given them an excused absence.

Unexcused absences are not permitted and will result in a clinical failure. In order for an absence to be excused, the following conditions must be met:

- The student reported their absence before the scheduled start time per policy.
- Students will be required to submit documentation verifying the reason for their absence.
- The reason for absence is not due to a non-essential issue or the result of unpreparedness (e.g., conflict with work, attending another event, confusion over assigned schedule, traffic)
- Students must submit documentation verifying the reason for their absence and to clear them to return to class/clinical. If a student is ill or has suffered an injury, a physician's note must be issued the day of the absence with a release from the physician to return to class/clinical. The physician can designate a future date for return, otherwise, a second note may be required by a physician if the student is not cleared to return to class/clinical beyond 2 days.

- Any student who is unable to secure documentation within the required timeframe must speak with the Director of Nursing Education Programs to discuss their extenuating circumstances.
- Students who have extenuating circumstances where documentation is not available immediately (e.g., death certificates), all made up work will be contingent on the submission of documentation.

Tardiness

Students are expected to arrive 15 minutes before their scheduled start time in the clinical setting. If a student anticipates a late arrival, students must contact their instructor at least 15 minutes before the scheduled start time and must arrive no later than 15 minutes after the scheduled start time. Students who fail to contact their instructor at least 15 minutes before the scheduled start time will not be permitted to attend clinical if they arrive after the scheduled start time.

Students who contacted their instructors to report an anticipated late start but are more than 15 minutes late are not permitted to come to clinical due to the disruption in instructional delivery or patient care it imposes.

Multiple tardies are not permitted. A second tardy will result in an unexcused absence.

Students are expected to plan ahead to arrive on time.

Making Up Missed Hours

All clinical hours missed are required to be made up for successful completion of the course or clinical requirements. These hours are a Colorado Board of Nursing requirement, and all students must satisfy these hours to successfully complete the program requirements.

In order to make-up missed hours, the following conditions must be met:

- The student has an excused absence from the Director of Nursing Education Programs
- The student has only had one late arrival. A second tardy will result in an unexcused absence and will not be eligible for make-up hours.
- Availability of instructors and/or sites to make-up hours is secured.

Students are not permitted to miss more than 24 hours of clinical per semester. Excessive absences will result in either a course withdrawal or course failure.

Clinical hours are not always possible to make-up and students should not expect make-up time to be available. Make-up hours can be done on weekends, nights, and at any clinical site. When making up clinical time, a full shift must be made up. Partial clinical shifts are not permitted.

When an excused absence results in the inability of the student to develop and demonstrate clinical practice objectives, or to meet the required hours of the course necessary to successfully complete the course, the student cannot receive a passing grade. In the event make-up hours cannot be completed within the course; an incomplete may be required. An incomplete can result in the student not progressing as planned and must return when the course is next offered to complete their outstanding requirements.

Clinical Policy Related to School Closures

- The college policy for school closures, including weather related closures, can be found at <https://www.ccd.edu/weather-campus-closures>
- If the weather-related college closure is announced before the start of the clinical shift, the clinical day will be cancelled. If the weather-related college closure is announced during the clinical day, the clinical will be cancelled at that time. All missed clinical time must be made

up and will be coordinated by the lead faculty and the Director of Nursing Education Programs.

- If the closure is for a non-weather-related event on campus, clinical will continue unless otherwise directed by the lead faculty or the Director of Nursing Education Programs.

Clinical Rotations

Scheduling

Clinical rotations are scheduled by the program in coordination with clinical partners. Students are prohibited from contacting Unit Managers or any clinical facility personnel to change or request clinical assignments or preceptors. Student assignments may include day, evening, night, and weekend assignments as well as 8-, 10- and 12-hour shifts.

Student learning will be considered in the assignment of clinical rotations; however, living near a certain clinical facility is generally not a consideration for clinical assignments. Student clinical assignments may change at any time for any reason including individual student learning needs, administrative reasons, or clinical facility availability. Students are responsible for providing their own transportation to and from the clinical facility.

Preparation

Success in the clinical setting depends a great deal on the student's preparation for client care.

Students are expected to be thoroughly prepared to care for their clients. Preparation needs to occur prior to the beginning of each assigned shift. Student papers (worksheets) must not contain client identifiers.

Each student is responsible for researching pertinent information regarding the individual clients they are assigned and practicing anticipated procedures in the learning lab. Students will initiate data collection at the clinical site. To visit the clinical site the student must wear professional attire and their CCD photo ID. Students must obtain pertinent information from their client's chart, research the information, and prepare the required worksheets. Please see individual course clinical packets for more information.

Clinical/Practicum Graded Assignments

Students will complete assigned clinical assignments by the deadline specified by the clinical faculty. Clinical assignments are accompanied by a grading rubric and serve as a checklist of requirements that must be satisfied to complete the assignment. Students must achieve 77% on every assignment for successful completion. Clinical assignments are required. Incomplete assignments will result in a clinical failure. Clinical Assignments can be in the form of concept maps, reflection journals, patient education, debriefing reports, case studies, research, and other activities as specified by the clinical instructor.

Clinical/Practicum Evaluations

Students participating in a standard or precepted clinical will be evaluated using a clinical evaluation tool specific to the assigned course and patient population you are working with.

Students are responsible for bringing the evaluation tool with them to every clinical day. It is the responsibility of the student to ensure all areas have been completed by the student and instructor prior to submitting for final grading.

Students will receive two evaluations, a mid-term evaluation and final evaluation, and must have a score of P or higher in their summative (final) evaluation in order to pass the clinical course successfully. The mid-term evaluation will occur in the middle of the clinical schedule. The

student is required to complete their portion prior to the mid-term evaluation with their instructor. The instructor will complete their evaluation and discuss their observations throughout the first half of the clinical experience. Both student and instructor will sign the mid-term evaluation after the evaluation is completed.

It is expected that if a student is not performing well in the clinical setting, the instructor will provide immediate feedback and not wait until the evaluation to discuss their concerns or observations.

Students who do not perform to the standards of their level of training may be required to return to the lab setting on-campus for remediation. Instructors are permitted to assign additional assignments if they believe it will support and enhance a student's performance in the clinical setting. The instructor will review a plan of action with the student to share their observations and specify expectations for improvement.

Students will also receive a final evaluation at the end of the clinical experience and will undergo the same process as the mid-term evaluation. Students who received a U or lower in their mid-term evaluation must satisfy the minimum score of a P or higher by the final-evaluation to pass the clinical course. Any student who receives a score of U or lower in their final evaluation, regardless of their mid-term evaluation score, will fail the clinical course.

Clinical courses are associated with didactic courses and students must complete both components successfully to receive the earned grade in the didactic course and a passing grade in their clinical course.

Medication Pass and Head-to-Toe Assessment Checks

Students will be required to demonstrate at least one head-to-toe assessment and one medication pass during each clinical course. Students have up to two attempts to satisfy this requirement.

Students will be provided skill sheets that identify the proper procedure for each skill and are expected to perform these skills, in sequence, consistently. Students who do not pass their skill checks in clinical will receive a summative score of U or lower on their final clinical evaluation which may result in completing remediation prior to returning to the clinical setting or resulting in a clinical failure.

Remediation

Students in the clinical setting have undergone skills checkoffs prior to their clinical assignments. Students are expected to maintain their clinical skills throughout the program through lab and simulation opportunities. Students who do not perform skills safely in the clinical setting will be required to undergo remediation in the simulated environment with their instructor.

Students will be advised on what skills they are being evaluated for and ample time for preparation will be afforded to the student. Students should sign-up for open labs to practice their skills prior to their remediation evaluation day. Students will not be permitted to return to clinical until they successfully complete remediation.

Any student who does not successfully complete remediation will receive a summative score of U or lower on their clinical evaluation resulting in a clinical failure. Students who require remediation will be placed on a Performance Improvement Plan to ensure continued growth throughout the program.

Safety Advisory and Guidelines

All nursing personnel and nursing students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. They may not ethically refuse to

care for clients solely because the client is at risk of contracting, or has an infectious disease, such as COVID-19, HIV, AIDS, or HBV. All rules of confidentiality are followed when working with clients. The following information is provided to reduce risks to students that may occur in health care settings.

1. Radiation

- a. Proper measures need to be taken when observing or working in areas of close proximity to radiation exposure.
- b. Leave client and stand behind a lead wall.
- c. Students are never required to hold or steady a client during radiation exposure.
- d. If a student chooses to hold a client, protective gloves and an apron covering reproductive organs must be worn.
- e. Follow any other procedures expected or suggested by the radiography department, e.g., wearing a monitoring device (film badge, etc.).

2. Standard Precautions — Exposure to Body Fluids

- a. All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.
- b. Contaminated sharps shall not be bent, recapped, or reopened. Shearing or breaking of contaminated needles is prohibited.
- c. Contaminated sharps must be placed in an appropriate container as soon as possible.
- d. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting or suctioning of blood or other potentially infectious materials is prohibited.
- e. When exposure is possible, personal protective equipment shall be used, as follows:
 - i. Gloves shall be worn when it can be reasonably anticipated that the individual may have hand contact with blood, mucous membranes, other potentially infectious materials, or non-intact skin, when performing vascular access procedures, and when touching contaminated items or surfaces.
 - ii. Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated, and eye, nose, or mouth contamination can be reasonably anticipated.
 - iii. Gowns, aprons, and other protective clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
 - iv. Surgical caps or boots and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
 - v. Wash hands immediately after removal of gloves or other personal protective equipment.
 - vi. Follow all requirements of clinical facility including masking and face shield as appropriate.

3. Exposure Guidelines

- a. Students must wear appropriate protective clothing and equipment when performing any tasks that may involve exposure to body fluids or radiation.
- b. Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.
- c. Students exposed to body fluids shall follow hospital or clinical facility protocol.

Safe Clinical Practice Responsibilities

Safe practice is described in the Nurse Practice Act. Students must practice with appropriate knowledge, skills and ability. To ensure compliance with the Nurse Practice Act, and to protect both the client and the student, the following guidelines for safe clinical practice have been established:

- Supervision is required for all skills performed in the clinical setting. Remember, it is your responsibility to know your level of ability in performing each skill.
- Interventions/interactions are limited to assigned clients unless directed otherwise by the instructor.
- The student will prepare for client care including procedures by consulting appropriate references.
- The student has the responsibility to consult with the instructor if there is any uncertainty regarding safe practice.
- The student must adhere to all policies and procedures.
- All students must report all errors to the instructor immediately.
- All students must report abnormal observations/changes in client status to the RN or clinical instructor immediately.

IMPORTANT: Prohibited Procedures

The following procedures are not permitted in the clinical setting. Performing any of these may result in disciplinary action.

- Witness any consent forms.
- Perform any task that requires certification or advanced instruction (such as arterial blood gas (ABG) puncture, chemotherapy, or removal of PICC lines).
- Take physician orders, verbal, or phone.
- Transcribe chart orders.
- Witness the waste of controlled substances.
- Administer controlled substances.
- End-of-shift controlled substance count.
- Have narcotic keys in their possession.
- Verify blood administration and/or witness blood administration forms.
- Verify epidural doses or changes.
- Verify PCA doses or changes.
- Perform any invasive procedure on each other and/or family or friends (i.e., injections, catheterization, IV starts) in any setting.

- Any task outside student professional nurse scope of practice as identified by the CCD Nursing Program or clinical facility.

Technology Use in the Clinical Setting

The following policy is determined by the clinical facilities:

- Personal cell phones must be turned off during clinical hours and stored with student belongings.
- Students may respond to personal cell phones during meal and break periods in the cafeteria or in designated break rooms. Students should never have cell phones out around patients or at the nurse's station.
- The use of any cell phones for photography within or on clinical site premises is not allowed. Exceptions will only be made if it is part of a course assignment or cohort photos in unidentifiable areas with permission.
- In accordance with HIPAA, confidentiality of client information must always be protected. Students who violate client privacy by use of mobile devices and/or any other means will be subject to HIPAA infractions of the clinical agency, which may include federal fines.
- Social networking sites: When contributing to a social networking site, it is important to remember that everyone can see and read what is written. Never share client information. Do not post information about clinical including but not limited to patients, patients' family, staff, or the clinical site. What may seem harmless may in fact identify the client or their family members and could be a violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Uniform Policy

Students must always present themselves in a professional manner. Students must always follow the professional dress code guidelines to remain in the clinical setting. If there are exceptions, alternate styles of dress will be determined and described by the clinical coordinator.

The following guidelines are mandatory for students to remain in compliance with the dress code:

1. Students are to wear the official CCD Nursing Program embroidered uniform in all lab and clinical settings unless the setting or agency requires other attire. Uniform pants must not drag on the floor.
2. College-issued ID badges are to be worn at all times above the waist with the picture facing forward in the clinical setting.
3. A program-specified uniform scrub jacket can be worn over the scrub top; no sweaters or street jackets are allowed. A clean solid-color white or black shirt may be worn under the uniform scrub top if sleeves are tight-fitting enough to allow for hand washing and aseptic techniques.
4. Shoes must be clean, with closed toe and heel. Soles must be non-skid. Socks must be worn at all times.
5. Tattoos must be covered if the clinical facility requires it or if they could be considered offensive. Students with visible tattoos must consult with the clinical coordinator prior to the first day of clinical.

6. The only jewelry that may be worn with the uniform is a wedding or engagement ring, one small earring in each ear, and a wristwatch. In certain rotations, it may be required to not wear any jewelry at all. Medical alert jewelry is acceptable.
7. No visible facial or body piercing jewelry is allowed. No objects of any type may be worn in the tongue. Ear lobe expanders (gauges) larger than size 6 (4.1 mm) must be removed and Band-Aids applied over the site. Gauges 4.1 mm and smaller must be covered with a flesh-colored cap.
8. Hair must be clean, natural in color (not pink, blue, etc.), tied back or pinned up from the face while in uniform to meet health and safety standards. Extreme hair styles are not permitted in lab or clinical settings. Closely trimmed beards, sideburns, and mustaches are permitted but must meet facility policy for client safety.
9. Gum chewing while in the lab or clinical setting is prohibited.
10. The uniform must be clean and wrinkle-free. Undergarments must be worn at all times and cannot be visible.
11. A watch that counts seconds, a penlight, a stethoscope, bandage scissors, and a black pen are required.
12. Students are expected to maintain appropriate personal hygiene, including oral care. Students will be free of offensive body odor and/or cigarette smell. No e-cigarettes or any form of tobacco can be carried or used. No cologne, aftershave, scented lotions, and/or perfume are permitted.
13. Fingernails must be clean and short. Nail polish of any kind is not permitted in lab or clinical settings. Artificial nails, nail wraps, gel nails, or extenders are not permitted.
14. Maternity uniforms must be made from the same fabric and similar style as the current student uniform.
15. If any clinical facility requires stricter dress codes than those stated above, students attending that facility must adhere to the facility's dress code.
16. Scent-Free Environment:
 - a. To provide a safe, healthy environment for all learners, the lab and clinical sites are scent-free. Students are asked to refrain from using scented products while in the classroom, clinical, or lab for any reason. This includes, though is not limited to, hairspray, colognes, perfumes, smoke, or body odor.
 - b. Students may not smoke while in program uniform while on campus. The smell of smoke on a student uniform will be considered unprofessional in the clinical, lab, and classroom setting.
 - c. If the student's clothing is heavily scented with fragrances or odors, the student may be asked to leave lab or class to change. This may result in an unsatisfactory grade for the lab experience.
 - d. The student will be removed from the clinical, lab, or classroom setting until they are able to return without the fragrance or odor as determined by the instructor.
 - e. Complementary aromatherapy may be utilized in lab and classroom settings as a teaching resource.

IMPORTANT: Non-Compliance

Students who arrive to clinical and are not in compliance with the uniform policy must be able to correct the infraction immediately or they will be sent home with an unexcused absence. Examples of infractions that can be resolved immediately include removal of piercings, and examples of infractions that cannot be resolved immediately include ID badges being left at home.

Insurance — Malpractice/Liability and Workers' Compensation

CCD provides annual malpractice/liability insurance coverage for nursing students in off-campus clinical settings as part of the registration fees.

Students are covered by Workers' Compensation for clinical injury and exposure to infectious disease while in the off-campus clinical settings. In the event of an injury or exposure, the student must follow the procedures below.

IF A STUDENT IS INJURED AT A CLINICAL SITE

1. Report the incident immediately to the clinical instructor.
2. Follow through with agency requirements for on-site treatment and documentation. Provide a copy of agency documentation to CCD Human Resources.
3. Follow-up care must be provided by CCD Workers' Compensation providers listed on the CCD Designated Medical Provision for Work-Related Injuries and Illnesses, available from the clinical instructor.
4. If treatment is not available at the facility and the injury is an emergency, use the nearest emergency room. If not an emergency, use an approved facility.
5. Cooperate with the facility's occupational health or infection control process regarding communicable disease screening of the source patient, if applicable.

Additional CCD Requirements

- Students must report all injuries as soon as possible to their instructor and complete a "first report of injury" within 24 hours of the injury.
- The student's faculty and/or a Human Resources Benefits Specialist will provide the student with the appropriate information.
- Students may be financially responsible if they do not go to a designated workers' compensation approved provider, excluding emergency situations.
- All questions regarding workers' compensation should be referred to Community College of Denver's Benefits Specialist at 303-352-3042 or ccd.benefits@ccd.edu.

Simulation Expectations

Students will be required to participate in simulated patient-case scenarios within the Lowry Hospital.

The purpose of simulations is to practice skills and patient care in a safe setting prior to administering care to live patients. Simulation can be used for lab training, clinical hours, remediation, and/or skills checkoffs.

The following are permanent expectations of the Lowry Hospital Simulation Center:

- Ink pens are not permitted in any room with simulation manikins; only pencils are allowed for gathering notes on assessment data.
- Treat each patient with respect and dignity. Students who do not demonstrate respectful communication and treatment of their patients will be removed from the lab/sim environment.
- Do not attempt to rough handle or dismantle a patient.
- Simulation is a place of safe learning. Mistakes will be made and can be discussed during simulation. However, what happens in simulation stays in simulation. See confidentiality section.
- The Simulation Center may provide real-life scenarios that are triggering for students.

In the event you feel discomfort with the learning experience, please express them with the simulation coordinator and/or instructor.

Preparatory Assignments

In preparation for simulated care, students will be required to complete supplemental readings and assignments prior to the start of simulation. Assignments are mandatory and will be checked prior to simulation. Any student who does not complete their assignments to the required standard specified by the instructor will not be permitted to participate in simulation and will receive an unexcused absence. Simulations hours are mandatory and must be made up in the event a student is unable to attend or does not meet the entry requirements.

In preparation to deliver care in the simulated environment, students will be required to complete mandatory simulation preparation. Simulation preparation consists of preparatory reading and review followed by a comprehension quiz.

Students will have access to all simulation preparatory assignments and quizzes from the first day of their clinical course. Students are to complete their required quizzes by the designated deadlines.

Students will be required to complete a 10-20 question quiz and score 100% to demonstrate preparedness for simulation. Students can retake the quizzes an infinite number of times but must ensure they achieve a 100% to participate in simulation.

Not completing preparatory work by the designated deadline has consequences. The following timeline outlines these consequences.

Timeline	Grading / Access Decision	Consequence
Submit Quiz with 100% by deadline (one day prior to Sim Day by 0800)	Passing grade — permitted to partake in Sim Day	None
Submit Quiz with 100% by Sim Day (0800 day of Sim)	Passing grade — permitted to partake in Sim Day	Student will be required to complete an additional assignment. This assignment is a requirement for passing the clinical course if assigned.
Submit Quiz past Sim Day or score below 100%	Failing grade — will not be permitted to partake in Sim Day	Course Failure. This will result in a clinical failure unless there are extenuating circumstances.

Electronic Charting

The Lowry Hospital uses EHR ATI to maintain patient charts. Students will be oriented to this program to become familiarized with how to navigate a patient chart and to document in the patient chart.

Students must come prepared for simulation and have their username and password readily available in order to access this software and fully participate in simulations. Students who do not have their user information available may be excused from the simulation session for unpreparedness.

Debriefings

The Lowry Hospital and Simulation team uses the Debriefing with Good Judgment Debriefing Model. This model allows students to process input from the instructor to better understand learning and opportunities for improvement. Debriefing is an essential tool in simulation and is critical to the learning process in simulated learning environments.

Recordings

The Lowry Hospital and Simulation teams may use SimCapture to record students in the simulated environment. This feature allows students to self-evaluate their performance and enables instructors to share observations throughout the patient scenario to enhance student learning.

Recordings are shared during debriefings and are not used for any purpose outside of simulation learning.

Remediation

Students who are found to be inadequately prepared for simulation and/or do not perform at the expected level of training will be required to complete remediation work.

If a student is lacking knowledge, critical thinking or clinical judgment skills, additional assignments can be assigned to further their understanding. Examples include case studies, pathograms, medication cards, reflections, and research papers.

If a student is found to be deficient in nursing skills, the student will receive remediation training in the lab and will have to perform a check-off prior to performing these skills in the clinical setting.

Disciplinary Procedures

Academic Honesty, Cheating, and Plagiarism

Students are expected to adhere to the highest standards of academic honesty and integrity. Examples of behavior that violate these standards include but are not limited to plagiarism, falsely citing literature, cheating, illegitimate possession and/or use of examinations, purchase, use, and dissemination of test banks, and falsification of official records.

Students who do not adhere to the policies will be referred to the DNEP for evaluation. Violations can result in a Performance Improvement Plan, assigned reflective exercises, and up to dismissal from the program.

Disciplinary Actions

All students must review the CCD Student Handbook and the CCD Student Code of Conduct.

Any nursing student found to be in violation of requirements or guidelines outlined in the Nursing Student Handbook, CCD Student Code of Conduct, or the CCD Student Handbook, will be subject to discipline which will include any of the following:

1. Performance Improvement Plan (PIP) — available from the Director of Nursing Education Programs
2. Incident/Warning Report (Appendix D)
3. Remediation Plan (Appendix E)
4. Additional assignments
5. Dismissal from the Program

Performance Improvement Plans

Students are expected to operate in a professional and safe manner at all times in the classroom and clinical setting. Students who do not comply with college, Nursing Program, or health care facility policies or operate in an unsafe manner will be removed from the setting and be referred to the Director of Nursing Education Programs for a Performance Improvement Plan (PIP).

The PIP is a process used to identify areas for improvement and to develop a plan to improve in one or more areas. Students will be required to meet with the Director of Nursing Education Programs to discuss the issue(s) that were presented by the instructor. The student will be asked to reflect on the experience, identify the areas that were problematic, and identify an improvement plan.

A follow-up meeting will be held to evaluate the student's progress in implementing these strategies and improving in the areas requiring improvement.

Students may not incur more than two PIPs throughout the Nursing Program. In the event more than two PIPs are required, the student will be evaluated for dismissal from the Nursing Program.

A PIP is not a required step prior to dismissal from a course or the Nursing Program. It is the discretion of the Director of Nursing Education Programs to determine if a student's behavior or performance warrants dismissal from the program without remediation or PIP opportunities.

Incident/Warning Reports

Students who demonstrate unprofessional behaviors or do not adhere to policies set forth by the College, the Nursing Program, or affiliated Clinical Sites will receive a written warning. Written warnings will be maintained in the student file and will be tracked for compliance. Repeated warnings can result in disciplinary actions up to dismissal from the Nursing Program.

Written warnings are not required if the Director of Nursing Education Programs determines immediate dismissal is necessary.

Dismissal from the Program

Purpose: Dismissal criteria exist to protect patient safety and maintain program integrity. Students who demonstrate unsafe practice, academic dishonesty, or an inability to meet essential competencies may be dismissed to uphold the standards of the nursing profession.

Students may be dismissed from the program for any of the following:

- Persistent violations of policy
- Policy infractions that have legal consequences (e.g., HIPAA and OSHA violations)
- Academic Dishonesty/Cheating/Plagiarism in any coursework or during quiz/examinations

- Failed remediation attempt(s)
- Two course failures within the Nursing Program
- Uncivil or unsafe behaviors that violate safe working and learning environments
- More than two Performance Improvement Plans (PIP), or unsuccessful improvement in areas identified in a PIP

Study Skills and Academic Success

Effective study habits are essential for success in the Nursing Program. Students are encouraged to use active learning strategies, including reviewing material before and after each class, creating organized notes, using digital study tools, forming study groups, and seeking faculty support when needed. The Academic Support Center and Tutoring Services are available to help students develop personalized study plans.

Lunch Break Policy

The following policy governs lunch and meal breaks during clinical rotations. All nursing students are expected to adhere to these guidelines to maintain professionalism, patient safety, and accountability.

POLICY: Instructor Approval Required to Leave the Clinical Site

Students must obtain explicit approval from their clinical instructor before leaving the clinical site for any reason during a scheduled clinical day, including lunch breaks. Leaving the clinical facility without instructor approval will be treated as an unexcused absence from clinical and may result in disciplinary action.

Break Duration

Students are allowed a 30-minute lunch break, as designated by their clinical instructor. Break times may vary depending on the clinical site, patient acuity, and unit needs. Students must return promptly at the designated time. Late return from a break is considered a tardy and will be documented.

Food Delivery and On-Site Meals

Students may order food for delivery to the clinical site with prior instructor approval and only if the clinical site allows the delivery of outside food. The following conditions apply:

- The delivery must not interrupt patient care, clinical activities, or instructional time.
- Meals must be consumed only in designated break areas, following facility policies on food and infection control.
- Students are responsible for ensuring the timely receipt and cleanup of delivered items.

Professional Conduct During Breaks

Students must remain professional in behavior and attire during all breaks. Personal electronic device use should comply with facility and program guidelines. Social media posting related to the clinical site, patients, or staff during breaks is strictly prohibited.

ACCOUNTABILITY: Consequences for Violations

Failure to comply with this policy may result in disciplinary action, including but not limited to:

Verbal or written warning

Deduction of clinical hours

Dismissal from the clinical day or rotation

This policy is in effect for all clinical courses across the Practical Nursing and LPN-BSN Bridge programs. Students are responsible for reviewing this policy at the start of each clinical rotation and acknowledging it as part of their clinical orientation packet.

Faculty & Staff Directory

Full-Time Faculty

Name & Credentials	Title	Phone	Email
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Administration & Staff

Name	Title	Phone	Email
Dr. Fida Obeidi, PhD, PMP	Dean, Health Sciences Pathway	(303) 365-8388	Fida.Obeidi@ccd.edu
Stephanie Bean, BSN, RN	Clinical & Apprenticeship Coordinator (Compliance items only)	(303) 365-8359	Stephanie.Bean@ccd.edu
Aya Al-Agele	Health Sciences Admission & Student Success Coordinator	(303) 365-8390	Aya.Al-Agele@ccd.edu
Tu Mai	Academic Support Coordinator, Health Sciences Pathway	(303) 365-8310	Tu.Mai@ccd.edu

CAMPUS LOCATION

Community College of Denver — Health Sciences at Lowry Campus
1070 Alton Way, Denver, CO 80230

IMPORTANT: CAMPUS RELOCATION

The CCD Nursing Program will be relocating to the Downtown Campus beginning Spring 2027. Updated location details, including building, room assignments, and parking information, will be communicated to students and faculty prior to the move.

Curriculum Maps

LPN-BSN Bridge Curriculum

Program Total: 120 Credit Hours | 2310 Contact Hours

Prerequisites

Course	Course Name	Credits	Contact Hours
BIO 2101	Human Anatomy & Physiology with Lab I: GT-SC1	4	—
BIO 2102	Human Anatomy & Physiology II with Lab: GT-SC1	4	—
ENG 1021	English Composition I: GT-CO1	3	—
	Practical Nursing Certification	32	—
	Total	43	—

First Semester - Summer

Course	Course Name	Credits	Contact Hours
MAT 1120	Math for Clinical Calculations	3	—
BIO 2104	Microbiology with Lab: GT-SC1	4	—
	Subtotal	7	—

Second Semester - Fall

Course	Course Name	Credits	Contact Hours
PSY 2440	Human Growth and Development: GT-SS3	3	—
BIO 2116	Pathophysiology	4	—
MAT 1260	Intro to Statistics: GT-MA1	3	—
ENG 1022	English Composition II: GT-CO2	3	—
NUR 2002	Transition from LPN to Professional Nursing	3	—
	Subtotal	16	—

Third Semester - Spring

Course	Course Name	Credits	Contact Hours
NUR 2006	Advanced Concepts of Medical-Surgical Nursing I	6.5	—
NUR 2012	Pharmacology II	2	—
NUR 2011	Psychiatric-Mental Health Nursing	4	—
	Subtotal	12.5	—

Fourth Semester - Summer

Course	Course Name	Credits	Contact Hours
PSY 2222	Psychology of Death and Dying: GT-SS3	3	—
	Choose One Arts & Humanities Course (GT-AH1~GT-AH4)	3	—
	Subtotal	6	—

Fifth Semester - Fall

Course	Course Name	Credits	Contact Hours
NUR 4010	Community Health Nursing/Practicum	6	—
NUR 3003	Nursing Research / Evidence Based Practice	3	—
	Choose One Arts & Humanities Course (GT-AH1~GT-AH4)	3	—
	Subtotal	12	—

Sixth Semester - Spring

Course	Course Name	Credits	Contact Hours
NUR 4008	Legal and Ethical Issues Related to Professional Nursing Practice	3	—
NUR 3001	Integration into Baccalaureate Nursing Practice	3	—
NUR 2016	Advanced Concepts of Medical-Surgical Nursing II	5	—
NUR 3002	Trends in Nursing Practice	3	—
	Subtotal	14	—

Seventh Semester - Summer

Course	Course Name	Credits	Contact Hours
NUR 4011	Senior Seminar	3	—
NUR 4009	Leadership in the Nursing Profession	3.5	—
	Choose One History Course (GT-HI1)	3	—
	Subtotal	9.5	—

Simulation & Skills Lab Policy

The CCD Nursing Simulation and Skills Lab provides a controlled learning environment where students develop clinical skills, practice critical thinking, and build confidence before entering patient care settings. The following policies ensure the safety of students and the protection of program equipment.

Dress Code

Students must meet the same professional appearance standards in the simulation and skills lab as in clinical settings:

- Full clinical scrubs in the program-designated color, clean and wrinkle-free.
- Closed-toe, closed-heel shoes with non-slip soles. Open-toe shoes, sandals, and Crocs are not permitted.
- CCD student ID badge worn and visible at all times.
- Hair secured off the collar. Nails short with no nail polish or artificial nails of any kind. Jewelry limited to a plain wedding band and small stud earrings.

Students who arrive out of dress code may be asked to leave and will incur an absence for the session.

Equipment Care & Safety

EQUIPMENT PROTECTION

Simulation mannequins and task trainers are expensive, specialized equipment. Improper handling can cause irreparable damage.

The following rules apply to all simulation and skills lab activities:

- Do not use betadine, ink pens, markers, felt-tipped pens, or any staining substances on or near mannequins. Use only program-provided supplies.
- Treat all mannequins and task trainers with the same respect as real patients.
- Place all sharps in designated sharps containers immediately after use. Never recap, bend, or reuse needles or IV catheters.
- No eating, drinking, or gum chewing at the bedside or near mannequins.
- Report any equipment damage or malfunction to the instructor immediately. Do not attempt to repair equipment.
- Wash hands before and after all patient care activities, including mannequin use.
- Leave your station clean and organized at the end of each session. Return all supplies to their designated locations.

Confidentiality

Simulation scenarios are confidential. Students must not discuss scenario details, patient information, or learning outcomes with students who have not yet participated in the same scenario. Violations will be treated as breaches of patient confidentiality under the program's HIPAA compliance policy.

Pre-Simulation Preparation

Students are expected to arrive at every simulation and skills lab session fully prepared. This includes completing all assigned pre-simulation materials such as readings, case studies, videos, and skills checklists before the scheduled session.

Faculty may assess readiness at the start of each session. Students who have not completed the required preparation may be excused from the simulation session for unpreparedness and will incur an absence. A Performance Improvement Plan (PIP) may be initiated for repeated unpreparedness.

Attendance

Simulation and skills lab sessions are mandatory clinical experiences. Attendance policies for clinical rotations apply equally to simulation and lab sessions. Students who miss a simulation session must follow the same absence notification and documentation requirements as clinical absences.

Clinical Incident Reporting & Workers' Compensation

Incident Reports

An incident report serves two functions: it informs administration of the incident so management can prevent similar incidents in the future, and it alerts administration and the facility's insurance company to a potential claim and the need for investigation.

Regulations issued under OSHA require all employers with more than ten employees to maintain records of recordable occupational injuries and illnesses.

When to Report

Incidents that must be reported and documented include:

- Exposure Incidents: skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials
- Accident or Injury: patient, visitor, employee, or student slips/falls or other incidents resulting or potentially resulting in injury
- Events, Behaviors, or Actions: incidents that are unusual, contrary to agency policy, or which may result in injury
- Property damage or missing articles
- Administration of wrong medication or vaccine, or improper administration of medication or vaccine

Reporting Procedure

If you are involved in or witness a clinical incident, follow these steps:

- Notify the clinical staff you were working with at the time of the incident, including the site supervisor
- Notify your clinical instructor immediately (contact the Clinical Coordinator, Stephanie Bean, if your instructor cannot be reached in a timely manner)
- Complete a CCD Clinical Incident Report form as directed by your clinical instructor
- Follow all instructions provided by your clinical instructor, including leaving clinicals or seeking immediate care if indicated

Workers' Compensation for Clinical Students

Students enrolled in clinical experiences at CCD pay for liability insurance as part of their course fees. This insurance covers injuries sustained “on the job” at clinical sites, including but not limited to: physical injuries such as lacerations, falls, or head injuries, and pathogen exposures such as bloodborne pathogens or airborne pathogens while not wearing appropriate PPE.

IF YOU ARE INJURED AT A CLINICAL SITE

1. Seek emergency medical attention if necessary.
2. Note the time of the injury or exposure.
3. Notify clinical staff at the site, including the site supervisor.
4. Notify your clinical instructor (or Clinical Coordinator Stephanie Bean if instructor is unavailable).
5. Complete Workers' Compensation paperwork with your clinical instructor.
6. Follow all instructions from your clinical instructor, including leaving clinicals or seeking care.
7. Complete any follow-up calls or paperwork from Workers' Compensation.
8. Follow up with your clinical instructor and Clinical Coordinator as needed.

IMPORTANT: APPROVED MEDICAL LOCATIONS

Medical care for Workers' Compensation claims (except life-saving emergency care) must be provided at an approved location. Approved providers include Concentra Urgent Care and HealthONE facilities in the Denver metro area. Contact your clinical instructor or the Clinical Coordinator for the current list of approved locations.

CCD Human Resources Contact

Workers' Compensation Injury Information Forms should be faxed to 303-556-6557 or emailed to ccd.benefits@ccd.edu.

CCD Human Resources: King Center, Room 575 | Campus Box 240 | P.O. Box 173363, Denver, CO 80217 | Phone: 303-352-6015 | Fax: 303-556-6557

Travel Reimbursement for Clinical Sites

Students who travel to clinical sites outside the normal commute area may be eligible for travel reimbursement. To submit a travel reimbursement request, complete the CCD Travel Reimbursement Request form available at:

TRAVEL REIMBURSEMENT FORM

communitycollegeofdenver-xlkis.formstack.com/forms/ccd_travel_reimbursement_request
Contact the Director of Nursing Education Programs or your clinical instructor for eligibility questions.

Unsafe Clinical Practice

Purpose

Patient safety is the foundation of nursing education. This policy defines unsafe clinical practice and establishes a progressive response framework to protect patients, support student learning, and ensure due process.

Definition of Unsafe Clinical Practice

Unsafe clinical practice is any behavior, action, or omission by a nursing student that has the potential to cause or causes physical, emotional, or psychological harm to patients, families, staff, or self. Unsafe practice includes, but is not limited to:

- Failure to follow established safety protocols, standards of care, or instructor directives
- Performing skills or procedures without instructor authorization or beyond current scope of training
- Medication errors resulting from failure to follow the rights of medication administration
- Failure to report changes in patient condition, errors, or near-misses
- Falsifying or fabricating patient documentation or clinical records
- Attending clinical while impaired by alcohol, drugs, or any substance that affects judgment
- Breaching patient confidentiality or HIPAA regulations
- Abandoning a patient care assignment without proper notification
- Consistent failure to demonstrate clinical competencies at the expected level despite remediation

Progressive Response Framework

Responses to unsafe clinical practice are progressive and proportional to the severity of the incident. The Director of Nursing Education Programs is consulted at each level.

Level	Trigger	Response	Documentation
Level 1 Verbal Coaching	Minor deviation from expected practice; no patient harm or risk	Immediate verbal feedback on-site; instructor reviews correct procedure with student; instructor documents conversation	Clinical instructor notation in daily evaluation
Level 2 Written Warning	Repeated minor deviations; single moderate incident; potential for patient harm	Clinical Performance Warning (CPW) issued; student and instructor develop a corrective action plan with timeline; student may be removed from clinical for remainder of day	Appendix D — Incident/Warning Report filed with Director
Level 3 Performance Improvement Plan	Continued pattern of unsafe behavior; failure to meet corrective action plan; single serious incident with risk of harm	Formal PIP with measurable objectives, specific timeline, and consequences for non-compliance; may include skills lab remediation before return to clinical	Performance Improvement Plan — available from the Director of Nursing Education Programs

Level 4 Clinical Failure / Dismissal	Egregious single incident causing or risking serious patient harm; failure to meet PIP requirements; pattern of unsafe practice despite interventions	Immediate removal from clinical; course failure; referral to Director for program-level review; student may be dismissed from the program per dismissal policy	Full incident documentation; student notified in writing with appeal rights per Student Rights & Due Process policy
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Students have the right to appeal any disciplinary action per the Student Rights & Due Process policy. A single egregious act (such as impairment, falsification, or willful disregard for patient safety) may warrant immediate Level 4 action without prior progression through earlier levels.

Needle Stick & Blood/Body Fluid Exposure Protocol

Purpose

This protocol ensures the safety and timely treatment of nursing students who experience a needle stick injury or blood/body fluid exposure during clinical rotations. Prompt action reduces the risk of infection and ensures proper documentation for follow-up care.

Immediate Response (On-Site)

Step 1 — First Aid: For needle sticks or sharps injuries, wash the affected area thoroughly with soap and water. For mucous membrane exposures (eyes, nose, mouth), flush continuously with clean water or saline for at least 15 minutes. For skin exposures, wash with soap and water.

Step 2 — Notify: Immediately notify your clinical instructor. The instructor will notify the charge nurse or unit supervisor.

Step 3 — Incident Report: Complete the clinical facility's incident/exposure report per their protocol. Also complete the CCD Clinical Site Incident Report (available from the Clinical Coordinator).

Medical Evaluation

Step 4 — Seek Evaluation: The student should receive medical evaluation as soon as possible, ideally within 2 hours of exposure. Use the clinical facility's Employee Health department if available, or proceed to an approved urgent care or emergency department.

Step 5 — Source Patient Testing: The clinical facility will coordinate source patient testing per their policy. The student should not attempt to obtain source patient information independently.

Step 6 — Baseline Labs: The student will have baseline bloodwork drawn (HIV, Hepatitis B, Hepatitis C) at the initial medical evaluation. Follow-up testing will be scheduled at 6 weeks, 3 months, and 6 months post-exposure.

Reporting & Documentation

Step 7 — Notify Program: The clinical instructor will notify the Course Lead and/or Director of Nursing Education Programs the same day. If the exposure occurs on a weekend, email the Course Lead and call the Director's cell for urgent situations.

Step 8 — Workers' Compensation: File a Workers' Compensation claim through CCD Human Resources within 24 hours. The claim covers medical evaluation, testing, and any necessary treatment. Contact HR for the required forms.

Step 9 — Follow-Up: The student is responsible for completing all recommended follow-up testing and appointments. The Director of Nursing Education Programs will follow up to ensure the student has access to needed support.

Students should not delay medical evaluation or let concern about missed clinical time prevent them from seeking care. Exposure-related medical visits are excused absences.

Essential Functions for Nursing Students

Individuals enrolled in the CCD LPN-BSN Program must be able to perform technical standards. In preparation for nursing roles, nursing students are expected to demonstrate the ability to meet the demands of a nursing career.

Certain functional abilities are essential for the delivery of safe, effective nursing care. If a student believes that they cannot meet one or more of the essential functions without accommodations, the Nursing Program must determine, on a case-by-case basis, whether a reasonable accommodation can be made.

If student circumstances change and the student's ability to perform these functions change, the student must notify the Director of Nursing Education Programs for re-evaluation. Failure to do so could result in dismissal from the Nursing Program.

Functional Ability	Standard	Examples of Required Activities
1. Motor Abilities	- Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength to provide patient care - Must be able to lift 50 lbs	- Assisting with ambulation of clients - Administering CPR - Assisting with turning and lifting patients - Providing care in confined spaces such as treatment rooms or operating suites
2. Manual Dexterity	Demonstrates fine motor skills sufficient for providing safe nursing care	- Handle small equipment such as insulin syringes - Administer medications by all routes - Perform tracheotomy suctioning - Insert urinary catheter
3. Perceptual/Sensory Ability	Sensory/perceptual ability to monitor and assess clients	- Hear alarms, auscultatory sounds, cries for help, tone of voice - Visual acuity to read calibration on 1cc syringe, assess color - Tactile ability to feel pulses, temperature, palpate veins - Olfactory ability to detect smoke or noxious odors
4. Behavioral/Interpersonal/Emotional	- Relate to colleagues, staff, and patients with honesty, civility, integrity, and in a nondiscriminatory manner - Capacity for mature, sensitive, and effective therapeutic relationships - Interpersonal abilities for interaction with diverse individuals and groups - Work constructively in stressful and changing environments - Demonstrate ethical behavior per nursing code and student code of conduct	- Establish rapport with patients and colleagues - Work with teams and workgroups - Remain calm in emergency situations - Exercise good judgment and complete responsibilities promptly - Adapt rapidly to environmental changes and multiple task demands - Maintain behavioral decorum in stressful situations
5. Safe Environment	- Accurately identify patients - Effectively communicate with caregivers - Administer medications safely and accurately - Recognize and minimize accident hazards including fall risks	- Prioritize tasks to ensure patient safety - Maintain adequate concentration in patient care settings - Seek assistance when clinical situation requires higher expertise - Respond to monitor alarms, emergency signals, and call bells rapidly

6. Communication	• Communicate in English with accuracy, clarity, and efficiency (spoken and non-verbal) • Required abilities: speech, hearing, reading, writing, language skills, computer literacy • Communicate professionally and civilly with the health care team	• Give and follow verbal directions within the healthcare team • Elicit and record health history and treatment information • Convey information to clients for teaching and counseling • Establish and maintain effective working relations • Recognize and report critical patient information
7. Cognitive/Conceptual/Quantitative	• Read and understand written documents in English; solve problems involving measurement, calculation, reasoning, analysis, and synthesis • Gather data, develop plans of action, establish priorities, monitor and evaluate treatment • React effectively in emergency situations	• Calculate appropriate medication dosages • Analyze and synthesize data to develop plans of care • Collect data, prioritize needs, anticipate reactions • Comprehend spatial relationships for injections, IV lines, wound assessment • Recognize emergencies and respond to safeguard patients • Transfer knowledge from one situation to another • Process information from medication containers, orders, monitors, and medical records
8. Punctuality/Work Habits	• Adhere to policies, procedures, and requirements in the nursing student handbook, CCD student handbook, college catalog, and course syllabi • Complete assignments and submit at required times • Adhere to classroom and clinical schedules	• Attend class and clinical assignments punctually • Read, understand, and adhere to all policies • Contact instructor in advance of any absence or late arrival • Complete assignments by due date and time

ATI Assessment & Remediation Policy

ATI CONTENT MASTERY SERIES (CMS)

ATI assessments are standardized, nationally benchmarked exams that measure your mastery of nursing content and predict NCLEX readiness. They are a required component of each nursing course and account for up to 10% of your total course grade.

This section outlines how ATI assessments are graded, what remediation is required, and what you need to submit to receive full credit.

ATI Grade Components

The ATI assessment grade constitutes up to 10% of your total course grade. It is composed of four components, each weighted as a percentage of that ATI grade:

Component	Weight	Includes
Practice Assessment A + Remediation	20%	Score + Remediation
Practice Assessment B + Remediation	20%	Score + Remediation
Proctored ATI Exam	40%	Tiered by ATI Level
Proctored Exam Remediation	20%	Remediation Activities

UNDERSTANDING THE WEIGHTS

The percentages above are portions of the ATI grade, not of your overall course grade. For example, Practice Assessment A + Remediation is worth 20% of the ATI grade. Since the ATI grade itself is up to 10% of the course grade, that component equals up to 2% of your total course grade.

Practice Assessments A & B

You will complete two ATI practice assessments (Practice A and Practice B) during the course. Each practice assessment and its associated remediation together account for 20% of the total ATI grade.

Practice Exam Remediation Requirements

After each practice exam, the following remediation must be completed:

- Complete ATI Focused Review for all Topics to Review identified in the Individual Performance Profile
- Spend a minimum of 1 hour reviewing Focused Review content

- Complete two (2) Active Learning Templates on priority topics identified in the Focused Review
- Complete the ATI Post-Study Quiz (if generated) and review rationales for all questions

ACTIVE LEARNING TEMPLATES

Active Learning Templates must be completed in the student's own words and demonstrate understanding of the concept and nursing implications. Copying directly from ATI modules, textbooks, or other sources does not meet remediation requirements and may result in the assignment being returned for revision.

Practice Remediation Upload

Students must upload one single PDF file containing the following:

- Screenshot or PDF of the ATI Focused Review page showing Topics to Review
- Completed Active Learning Templates for the required topics (2 templates per practice exam)

Proctored ATI Exam

The proctored ATI Content Mastery exam accounts for 40% of the total ATI grade. Your score is determined by the ATI proficiency level you achieve:

ATI Proficiency Level	Percentage Earned	Performance Benchmark
Level 3	100%	Exceeds expectations; minimal risk on NCLEX content
Level 2	75%	Meets expectations; competent in most areas
Level 1	50%	Below expectations; significant content gaps
Below Level 1	25%	Far below expectations; critical content deficiencies

Proctored Exam Remediation

Proctored exam remediation accounts for 20% of the total ATI grade. Remediation requirements are tiered based on the ATI proficiency level achieved on the proctored exam:

ATI Level	Minimum Review Time	Templates Required	Retake Required?
Level 3	1 hour	1 template	No

ATI Level	Minimum Review Time	Templates Required	Retake Required?
Level 2	1 hour	2 templates	No
Level 1	2 hours	3 templates	Yes (if offered)
Below Level 1	2 hours	3 templates	Yes (if offered)

Remediation Activities

All students must complete the following remediation activities based on their ATI proficiency level:

- Complete ATI Focused Review for all Topics to Review identified in the Individual Performance Profile
- Spend the minimum review time indicated in the table above reviewing Focused Review content
- Complete the required number of Active Learning Templates on priority topics identified in the Focused Review

Proctored Exam Retake Policy

RETAKES POLICY

If you score Level 1 or Below Level 1, you are required to complete remediation and retake the assessment if a retake opportunity is offered.

If you score Level 2 or Level 3, you are not required to retake the exam but may do so if permitted by your instructor.

If you retake the proctored exam, the higher of the two scores will be recorded in the gradebook.

All required remediation must be completed before you may retake the exam.

Proctored Remediation Upload

Students must upload one single PDF file containing the following items in this order:

- Screenshot or PDF of the ATI Focused Review page showing the Topics to Review
- Completed Active Learning Templates for the required number of topics (see table above)
- Reflection (1–2 paragraphs) addressing: key areas missed on the exam, what was learned during remediation, and strategies for improving future exam performance

ATI Comprehensive Predictor (Capstone Courses)

In capstone or final-semester courses, the ATI Comprehensive Predictor may be administered in place of or in addition to the Content Mastery exam. The Comprehensive Predictor evaluates readiness for the NCLEX across all nursing content areas.

Predicted Probability of Passing NCLEX	Percentage Earned
90% or above	100%
80%–89%	75%
70%–79%	50%
Below 70%	25%

Comprehensive Predictor remediation follows the same tiered structure as proctored exam remediation. Students should consult their course syllabus for specific requirements.

ATI Success Strategies

TIPS FOR ATI SUCCESS

Begin reviewing ATI modules early in the course, not just before exams.

Use the ATI Focused Review after every practice assessment to identify and address content gaps.

Complete Active Learning Templates thoughtfully — they are a study tool, not just an assignment.

Form study groups with classmates to review ATI content and quiz each other.

Take the Post-Study Quiz after remediation to assess your progress.

If you score Level 1 or Below Level 1, treat remediation as an opportunity to strengthen areas critical for NCLEX success.

Non-Discrimination Statement & Title IX

NON-DISCRIMINATION STATEMENT

Community College of Denver (CCD), a member of the Colorado Community College System (CCCS), does not discriminate on the basis of sex, gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, familial status, veteran or military status, pregnancy status, marital status, religion, genetic information, gender identity, sexual orientation, gender expression, or any other protected class or category under applicable local, state, or federal law in its employment practices, educational programs, or activities.

CCD prohibits any acts of retaliation against any individual for reporting a good-faith complaint of discrimination and/or harassment, or for participating in an investigation.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance. This includes protections against sexual harassment, sexual assault, dating violence, domestic violence, and stalking.

Any student or employee who believes they have been subjected to sex-based discrimination, sexual harassment, or sexual misconduct may report the matter to the Title IX Coordinator.

TITLE IX / EQUAL OPPORTUNITY COORDINATOR

Shana Stovall, Vice President, Human Resources / Title IX & EO Coordinator / ADA-504 Coordinator

Email: shana.stovall@ccd.edu | Phone: 303-352-3220

CCCS System Office:

Mike Rager, Director of Civil Rights & Investigations: mike.rager@cccs.edu | 720-858-2444

Laura DuClos, Director of System Office HR / Title IX & EO Coordinator:

laura.duclos@cccs.edu | 720-858-2449

Address: 9101 E. Lowry Blvd., Denver, CO 80230

For more information or to file a complaint, contact Shana Stovall at the CCD Human Resources office, visit ccd.edu/nondiscriminationtitle-ix, or contact the U.S. Department of Education Office for Civil Rights at 1244 Speer Blvd., Suite 310, Denver, CO 80204 (Phone: 303-844-5695).

FERPA: Student Privacy Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. These rights are afforded to students at the time of admission to the Community College of Denver.

Your Rights Under FERPA

- **Right to Inspect and Review:** Students have the right to inspect and review their education records within 45 days of submitting a written request to the Office of Registration and Records.
- **Right to Request Amendment:** Students have the right to request amendment of education records they believe are inaccurate, misleading, or otherwise in violation of their privacy rights.
- **Right to Control Disclosure:** Students have the right to provide written consent before CCD discloses personally identifiable information from their education records, except to the extent that FERPA authorizes disclosure without consent (e.g., to college officials with legitimate educational interests).
- **Right to File a Complaint:** Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by CCD to comply with FERPA requirements.

IMPORTANT: FERPA & NURSING EDUCATION

All nursing faculty and students must be aware that FERPA protections apply to all student educational records, including clinical evaluations, grade records, and advising notes. Faculty must conduct all College business using CCD email accounts and direct communication to the student's CCD email to protect FERPA rights. Do not direct communication to a student's personal email account. When phoning a student, verify identity before sharing educational information. Do not leave voicemails or send text messages with student-specific educational information.

Students who do not want their directory/public information released to third parties should complete a directory information suppression form through the Office of Registration and Records by the first day of the semester.

For questions regarding FERPA, contact the CCD Office of Registration and Records or visit ccd.edu/office-registration-and-records/family-educational-rights-privacy-act-ferpa.

Criminal Background & Licensure Eligibility

Completion of the Nursing Program does not guarantee eligibility for licensure. The Colorado State Board of Nursing (CSBON) conducts a background review of all applicants for licensure. Certain criminal convictions, pending charges, or other background findings may result in denial of licensure.

Students are required to disclose any criminal history, including arrests, charges, and convictions, on their application to the Nursing Program and again when applying to sit for the NCLEX-RN examination. Failure to disclose may result in dismissal from the program and/or denial of licensure.

Disqualifying Factors

The CSBON evaluates each applicant individually. However, the following may affect eligibility for licensure as a Registered Nurse (RN):

- Felony convictions
- Misdemeanor convictions involving moral turpitude, violence, fraud, or substance abuse
- Sex offender registration
- Disciplinary action by another state's nursing board
- Positive drug screen results or substance abuse history
- Falsification of application materials

Students with concerns about their background should consult the CSBON directly before or early in the program. The Director of Nursing Education Programs can provide guidance on the process but cannot make determinations regarding licensure eligibility.

Contact: Colorado State Board of Nursing • 1560 Broadway, Suite 1350, Denver, CO 80202 • (303) 894-2430 • dora.colorado.gov/nursing

HIPAA Guidelines

As a student performing a clinical rotation at a medical facility, you will have access to confidential medical information. The following guidelines apply to all nursing students:

- You are responsible for protecting all patient information encountered during your clinical rotation.
- Federal and state laws protect this confidential medical information.
- It is illegal for you to use or disclose this confidential medical information outside the scope of your clinical duties at the medical facility.
- Guidelines for the use of this information:
 - a. You may use this information as necessary to care for your patients.
 - b. You may share this information with other health care providers for treatment purposes.
 - c. Do NOT photocopy patient information.
 - d. Do NOT download or email patient information for private use, including clinical assignments.
 - e. You may only access the confidential information of patients for whom you are caring. Access the minimum amount of information necessary to care for your patient or carry out an assignment. Do not access information about patients other than those you are caring for or for specific course assignments.
 - f. Do not record patient names, dates of birth, address, phone number, social security number, etc., on assignments you will turn in to your instructor.
 - g. Be aware of your surroundings when discussing confidential information. It is inappropriate to discuss patients in elevators, cafeterias, etc.
 - h. If you have questions about the use or disclosure of confidential health information, contact your instructor.
 - i. Information concerning clients/clinical rotations must NOT be posted in any online forum or social media platform.

Emergency Preparedness

The CCD Nursing Program maintains emergency preparedness protocols in alignment with CCD's institutional emergency plan and clinical partner facility requirements. All students and faculty must:

- Complete emergency preparedness orientation during program onboarding
- Know the location of emergency exits, fire extinguishers, and AED devices at all campus and clinical locations
- Follow clinical facility emergency protocols during clinical rotations
- Comply with CCD's communication plan during campus emergencies (CCD Alert system)
- Report to designated assembly areas during evacuation drills

NOTE

In the event of a public health emergency or natural disaster that disrupts clinical or classroom operations, the Director of Nursing Education Programs will communicate schedule adjustments, alternative learning modalities, and clinical site reassignments as needed.

Mental Health & Wellness Resources

The CCD Nursing Program is committed to the holistic wellbeing of its students and faculty. Nursing education is rigorous, and students may experience elevated levels of stress, anxiety, and burnout. The program encourages proactive self-care, including maintaining regular sleep schedules, physical activity, peer support networks, and time management strategies.

CCD provides free counseling services to all registered students through the CCD Counseling Center, staffed by licensed professionals. Services include individual therapy (in-person or virtual), stress management, grief support, and crisis support. Free virtual therapy is also available through BetterMynd.

CCD COUNSELING CENTER

Location: Tivoli Student Union, Room 245

Phone: 303-352-6436

Hours: Monday–Thursday, 10:00 AM – 4:00 PM (in-person and virtual)

Crisis Resources

- Auraria Campus Crisis Line (24/7): 303-615-9911 — Free, confidential crisis support provided through Colorado Crisis Services for situations including anxiety, depression, suicidal thoughts, and self-harm.
- 988 Suicide & Crisis Lifeline: Call or text 988 (available 24/7 nationwide).
- Colorado Crisis Services: 1-844-493-8255 or text “TALK” to 38255 (24/7).

Students and faculty who recognize signs of distress in peers are encouraged to notify their instructor or the Director of Nursing Education Programs. Seeking help is a sign of professional strength, not weakness.

Workplace Violence & Incivility Policy

ZERO TOLERANCE POLICY

The CCD Nursing Program maintains a zero-tolerance policy for workplace violence, bullying, lateral violence, and incivility in all classroom, laboratory, clinical, and online environments.

Acts of incivility include but are not limited to: demeaning language, intimidation, exclusion, gossip, eye-rolling or other dismissive nonverbal behaviors, and refusal to collaborate.

Students or faculty experiencing or witnessing incivility should report it to the Director of Nursing Education Programs. Repeated incidents may result in disciplinary action up to and including dismissal from the program.

CCD prohibits retaliation against any individual for reporting a good-faith complaint of workplace violence, threats, or incivility, or for participating in an investigation.

Student Rights & Due Process

Students in the CCD Nursing Program have the right to fair and equitable treatment in all academic and clinical matters. This includes the right to receive clear expectations, timely feedback on academic performance, and access to formal processes for resolving disputes.

Informal Resolution

Students are encouraged to first attempt to resolve concerns informally by following the Chain of Command outlined earlier in this handbook. Many issues can be addressed through direct conversation with the course instructor or the Director of Nursing Education Programs.

Formal Grievance Procedures

If informal resolution is unsuccessful, students may file a formal grievance through CCD's institutional procedures. Two primary pathways exist:

- SA-1 Student Grievance: For academic disputes, grade appeals (only when discrimination or harassment is alleged), and procedural concerns. Forms are available through the Office of Student Conduct and Support.
- SA-8 Formal Student Complaint: For complaints about institutional policies, services, or interactions that do not involve academic grades.

Both procedures follow the Colorado Community College System (CCCS) Student Complaint Procedure (SP 4-31a). Under this policy, written grievances must clearly describe the incident, when and where it occurred, and the desired remedy. Parties have 10 business days from receiving a decision to file an appeal with the Senior Student Affairs Officer. Complaints involving discrimination or harassment must be filed under SP 19-60 (Civil Rights and Sexual Misconduct Resolution Process).

STUDENT CONDUCT & SUPPORT

Phone: 303-352-3205

Visit: ccd.edu/student-conduct-support

Forms: ccd.edu/node/4289 (Make a Complaint or Appeal)

Filing Complaints with External Agencies

Students who believe their concerns have not been adequately addressed through CCD's internal processes may file complaints with the following agencies:

- Accreditation Commission for Education in Nursing (ACEN): ACEN accepts complaints related to accreditation standards. Visit acenursing.org/students-public/complaints or contact ACEN at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326 (Phone: 404-975-5000).
- Colorado State Board of Nursing (CSBON): Complaints regarding nursing education program compliance may be directed to CSBON at 1560 Broadway, Suite 1350, Denver, CO 80202 (Phone: 303-894-2430).
- Colorado Department of Higher Education (CDHE): Students may file complaints about institutional practices at higher.ed.colorado.gov.

Disability Services & Testing Accommodations

CCD complies with the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and Section 508. Students with documented disabilities are entitled to reasonable accommodations to support their academic success.

Requesting Accommodations

Students who need accommodations should contact the CCD Accessibility Center as early as possible, ideally before classes begin. The process is as follows:

- Submit disability documentation to the Accessibility Center via email or in person. Acceptable documentation includes high school IEPs, 504 Plans, or medical documentation on professional letterhead.
- Meet with Accessibility Center staff for an intake session to discuss the impact of the disability and determine reasonable accommodations.
- Accommodations must be renewed each semester by contacting the Accessibility Center after registering for classes.

CCD ACCESSIBILITY CENTER

Location: Confluence Building, Room 121

Phone: 303-556-3300

Email: CCD.Access@ccd.edu

Website: ccd.edu/accessibility-center

Accommodated Testing

Students approved for testing accommodations (such as extended time or a reduced-distraction environment) must provide at least three to five business days' advance notice for each exam. Testing accommodations are arranged through the Accessibility Center in coordination with the course instructor. Students are responsible for scheduling accommodated exams in a timely manner.

Nursing-Specific Considerations

Nursing students must meet the Functional Abilities standards outlined earlier in this handbook with or without reasonable accommodations. The Accessibility Center works collaboratively with the Nursing Program to identify accommodations that support student success while maintaining patient safety and clinical competency standards.

Financial Information & Resources

Nursing program costs include tuition, fees, required textbooks and supplies, uniforms, clinical equipment (stethoscope, penlight, etc.), background checks, drug screenings, immunizations, CPR certification, ATI testing fees, and professional liability insurance. Students should plan for these expenses in advance and contact the Financial Aid office for assistance.

Professional Liability Insurance

CCD provides professional liability (malpractice) insurance for all nursing students during clinical rotations. This coverage is included in course fees and is active for the duration of each clinical course. Students do not need to purchase separate liability insurance. Coverage details are available through the Director of Nursing Education Programs.

Financial Aid

CCD offers a range of financial aid options, including federal grants, loans, scholarships, and work-study programs. All Nursing Programs are eligible for federal financial aid. To apply:

- Complete the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. CCD's FAFSA school code is 009542.
- Contact the Financial Aid office to discuss eligibility and award options.
- Search for nursing-specific scholarships through the Financial Aid & Scholarships office.

FINANCIAL AID OFFICE

Location: Confluence Building, First Floor

Phone: 303-352-8746

Cashier's Office: 303-556-2075

Website: ccd.edu/financial-aid-scholarships

FAFSA School Code: 009542

Students experiencing financial hardship that may affect their ability to continue in the program should speak with the Director of Nursing Education Programs or the Financial Aid office as early as possible. Emergency financial resources may be available through CCD's Student Emergency Fund.

Technology Requirements

Nursing students must have reliable access to a laptop computer and internet connectivity throughout the program. Technology is used daily for coursework, online exams, ATI assessments, D2L (Brightspace) learning management system access, EHR training, and clinical documentation.

Minimum Device Requirements

- Laptop computer (Windows or Mac). Chromebooks are not supported, as many required applications, proctoring software, and ATI testing tools are not compatible with ChromeOS.
- Minimum 8 GB RAM and a current operating system (Windows 10 or later, macOS 12 or later).
- Reliable high-speed internet connection for accessing D2L, Zoom, and proctored exams.
- Built-in or external webcam and microphone for virtual class sessions and proctored testing.
- A current web browser (Chrome or Firefox recommended).

Required Software & Platforms

- D2L Brightspace (CCD's learning management system): Accessed at d2l.ccd.edu.
- ATI Testing: Online assessments and remediation resources.
- Microsoft Office 365: Available free to all CCD students through ccd.edu.
- Zoom: Used for virtual class sessions and office hours.

Students who do not have access to a laptop may contact the CCD IT Help Desk or the Student Life office to inquire about loaner laptop programs or computer lab availability.

Substance Use & Impairment Policy

PATIENT SAFETY

The safe care of patients requires that all nursing students and faculty be free from the influence of substances that impair judgment, cognition, or motor function. This policy exists to protect patients, students, and clinical partners.

The CCD Nursing Program maintains a zero-tolerance policy for impairment in all classroom, laboratory, simulation, and clinical settings. This policy supplements the Drug/Alcohol Screening requirements outlined earlier in this handbook and the CCD institutional policies on substance use.

Prohibited Conduct

Students and faculty may not report to any Nursing Program activity while under the influence of alcohol, marijuana, illegal drugs, or any substance (including prescription medications) that impairs their ability to function safely. Although the State of Colorado has legalized the recreational and medicinal use of marijuana, clinical partners and healthcare employers prohibit its use. A medical marijuana prescription does not exempt a student from this policy.

Recognizing Impairment

Signs of possible impairment include but are not limited to: slurred speech, unsteady gait, odor of alcohol or marijuana, dilated or constricted pupils, erratic behavior, drowsiness, confusion, poor judgment, or inability to perform skills safely. Any faculty member, clinical instructor, or student who observes signs of impairment in another person has a professional obligation to report it immediately to the Director of Nursing Education Programs.

Response to Suspected Impairment

- The student or faculty member will be immediately removed from the clinical, lab, or classroom setting.
- The student or faculty member will not be permitted to drive and will be offered assistance with safe transportation.
- A drug and/or alcohol screening may be required within a timeframe specified by the Director of Nursing Education Programs. Refusal to submit to screening will be treated as a positive result.
- The matter will be documented and reviewed under the Drug/Alcohol Screening policy and may result in program dismissal.

Self-Reporting & Peer Assistance

Students who are struggling with substance use are strongly encouraged to self-report to the Director of Nursing Education Programs before an incident occurs. Self-reporting may allow the student to pursue a treatment plan and request a leave of absence rather than face program dismissal. CCD Counseling Center resources (303-352-6436) and the Colorado Peer Health Assistance Program are available to support students seeking help.

Medication Disclosure

Students taking prescription or over-the-counter medications that carry warnings about drowsiness, impaired coordination, or impaired judgment must disclose this to their clinical instructor before beginning any clinical or simulation activity. The instructor and student will collaborate to determine whether the student can participate safely. This information is treated as confidential.

Generative AI Policy

Purpose: Generative artificial intelligence (AI) tools such as ChatGPT, Copilot, Gemini, Claude, and similar platforms are increasingly accessible and can support learning when used responsibly. This policy establishes clear expectations for the ethical and appropriate use of AI tools within the CCD Nursing Education Programs, in alignment with the American Nurses Association (ANA) Position Statement on the ethical use of AI in nursing.

General Principles

AI tools may not replace the critical thinking, clinical reasoning, and professional judgment that are fundamental to nursing education. Students are responsible for all work submitted under their name and must be prepared to demonstrate their understanding of any content they submit.

Permitted Uses

- Brainstorming and outlining ideas before writing an assignment
- Reviewing and explaining complex concepts for personal study (e.g., pathophysiology, pharmacology)
- Grammar and spelling checks on student-written work
- Generating practice questions for self-assessment and NCLEX preparation

Prohibited Uses

- Submitting AI-generated text, code, or content as your own original work without disclosure
- Using AI tools during proctored examinations, quizzes, or ATI assessments unless explicitly authorized by the instructor
- Using AI to complete clinical documentation, patient care plans, or clinical reflections — these must reflect your own clinical reasoning and firsthand observations
- Entering any patient information, Protected Health Information (PHI), or clinical site data into an AI platform — this constitutes a HIPAA violation
- Using AI to fabricate sources, research data, or clinical findings

Disclosure and Citation

When AI tools are used in any portion of an assignment where such use is permitted, students must disclose the tool used, the prompts entered, and the extent of AI contribution. Failure to disclose AI use constitutes academic dishonesty and will be addressed under the Academic Integrity policy.

Individual faculty may set course-specific AI policies that are more restrictive than this handbook policy. Students are responsible for reviewing each course syllabus for AI-specific guidelines.

Consequences

Unauthorized use of AI tools — including undisclosed use, use during proctored assessments, or input of PHI — will be treated as a violation of the Academic Integrity and/or HIPAA policies and may result in course failure, a Performance Improvement Plan, or dismissal from the program.

Note: *This policy will be reviewed and updated annually as AI technology evolves. Questions about AI use should be directed to the course instructor or the Director of Nursing Education Programs.*

College Resources

Faculty Advisor

Each student will be assigned a nursing faculty advisor (may vary by semester) for assistance in progressing through the program. Advisors are available to students by appointment and students are encouraged to meet with them. Students may request a change in advisor at any time by contacting the Director of Nursing Education Programs and discussing the rationale for the change.

Dental Clinic

Community College of Denver's Dental Hygiene Clinic, located at Lowry, provides preventive and therapeutic dental services to adults and children (ages four and older). With approximately 1,500 people visiting annually, this clinic is a self-supporting, non-profit facility operated by college faculty, staff, and students.

To make an appointment, call the clinic at 303.365.8338 early in the semester or visit ccd.edu to submit an online appointment request.

Testing Center

The Testing Center is located on the Auraria Campus and supports teaching and learning by providing high-quality test administration in a comfortable and secure testing environment. The Testing Center provides class testing services for makeup, retake, midterm, and final exams provided by your instructor.

For more information: ccd.edu/org/testing-center

Should you require testing accommodations approved by the Accessibility Center, you must schedule your appointment at the Accessibility Center (Confluence Building, Room 121). A government-issued ID is required to take a test.

Counseling

Counseling services are available to registered CCD students from the Auraria campus and locations at Lowry and the Advanced Manufacturing Center. The Counseling Center is located in Tivoli Student Union, and each student is eligible for up to eight sessions each academic year. Services include stress management, grief support, self-care support, anxiety support, and crisis support.

Crisis Support

The Auraria Campus Crisis Line (303.615.9911) is available to the Auraria campus community and all CCD students through Colorado Crisis Services. This free and confidential crisis phone line is available 24/7 to help in all mental health situations. See [ColoradoCrisisServices.org](https://coloradocrisiservices.org) for more information.

Office of Financial Aid

Financial Aid is available to students who are in approved degree or certificate programs. The LPN-BSN Program at CCD is financial aid eligible.

For more information on types of aid, eligibility requirements, and how to apply, visit: ccd.edu/financial-aid

Contact the Financial Aid Office at: 303-556-5504 or FinancialAid@ccd.edu

Location: Auraria Campus Confluence Building, Suite 120, 800 Curtis Street, Denver, CO 80204

Library

The Auraria Campus is home to two four-year universities — Metropolitan State University of Denver and the University of Colorado Denver. This unique partnership allows CCD students to have access to a university-caliber library. The library can be accessed online at library.auraria.edu.

Lowry Nursing Student Library

The Nursing Program manages its own library for student use at the Lowry Campus. This library includes copies of all course and ATI textbooks, as well as resources for NCLEX-RN preparation. Students are permitted to check out books by contacting the Director of Nursing Education Programs.

Academic Support Center

Tutoring is intended to support studying habits, reading strategies, and course content clarification. It is not meant to replace classroom instruction or independent study. Check with your course instructor to determine if tutoring would be helpful and to obtain a referral.

Students who are placed with individual tutors are expected to keep scheduled appointments, call the tutor if unable to meet, and do all of their own assigned work.

LPN Transfer Credit

Students entering the LPN-BSN program receive transfer credit for the following courses completed in the Practical Nursing Program:

Course Code	Course Name	Credits	Contact Hrs
NUR 1005	Practical Nursing Arts and Skills	6	135
NUR 1010	Pharmacology for Practical Nursing	3	45
NUR 1002	Alterations in Adult Health I	4	60
NUR 1004	Alterations in Adult Health II	5	75
NUR 1013	Basic Concepts of Maternal/Newborn Nursing	2	45
NUR 1014	Basic Concepts of Pediatric Nursing	2	45
NUR 1016	Basic Concepts of Geriatric Nursing	1	15
NUR 1070	Clinical I	3	135
NUR 1071	Clinical II	2	90
NUR 1072	Clinical III	1	45
NUR 1073	Clinical IV	3	135
	Total	32	825

Appendices

NLN Integrating Concepts

The NLN Integrating Concepts provide the theoretical foundation for the nursing curriculum. These concepts guide the development of course content, clinical experiences, and student learning outcomes.

A. Safety: Safety is the foundation upon which all other aspects of quality care are built (NLN, 2010, p. 25). A nurse who practices safely minimizes risk of harm to patients and providers through both system effectiveness and individual performance (Cronenwett et al., 2007). Safe practice includes the individual's purposeful use of knowledge to provide safe care in a deliberate, skillful, and informed way.

B. Quality: The National Academy of Medicine (formerly Institute of Medicine) defines quality as the degree to which health services to individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge (NAM/IOM, 2001). Quality is operationalized from an individual, unit, and systems perspective (NLN, 2010).

C. Team/Collaboration: To function effectively within nursing and the interprofessional team is critical to effective and safe nursing practice. Team/collaboration refers to fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (NLN, 2010).

D. Relationship-Centered Care: Core to nursing practice, relationship-centered care includes caring; therapeutic relationships with patients, families, and communities; and professional relationships with members of the interprofessional team (NLN, 2010). It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, mutual trust, civility, self-determination, and regard for personal preferences and desires.

E. Systems-Based Care: Nurses practice in systems of care to achieve health care goals. Nurses must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

F. Personal/Professional Development: This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation (NLN, 2010). It also includes knowledge and attitudes derived from self-determination and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing.

NCSBN NCLEX-RN Test Plan

The NCSBN NCLEX-RN Test Plan Blueprint and integrating concepts provide the framework for the licensure examination. The test plan is organized around Client Needs categories and integrating concepts.

Client Needs Categories

Safe and Effective Care Environment

- Management of Care
- Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity

- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

Integrated Processes

Caring: Interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.

Clinical Judgment: The observed outcome of critical thinking and decision-making. It is an iterative process with multiple steps that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

Communication and Documentation: Verbal and nonverbal interactions between the nurse and the client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.

Culture and Spirituality: Interaction of the nurse and the client which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care, and legal considerations.

Nursing Process: A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.

Teaching and Learning: Facilitation of the acquisition of knowledge, skills, and attitudes to assist in promoting a change in behavior.

Clinical Judgment Action Steps

- 1. Recognize cues — identify relevant and important information from different sources
- 2. Analyze cues — organize and connect the recognized cues to the client's clinical presentation

- 3. Prioritize hypotheses — evaluate and prioritize hypotheses
- 4. Generate solutions — identify expected outcomes and use hypotheses to define interventions
- 5. Take action — implement the solutions that address the highest priority
- 6. Evaluate outcomes — compare observed outcomes to expected outcomes

AACN Essentials: Domains for Baccalaureate Nursing Education (2026 Edition)

The CCD LPN-BSN Program's organizing framework is built upon the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2026 Edition). The curriculum is structured around the following ten domains:

Domain 1 — Knowledge for Nursing Practice: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences.

Domain 2 — Person-Centered Care: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.

Domain 3 — Population Health: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships for the improvement of equitable population health outcomes.

Domain 4 — Scholarship for Nursing Discipline: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5 — Quality and Safety: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6 — Interprofessional Partnerships: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7 — Systems-Based Practice: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8 — Informatics and Healthcare Technologies: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice.

Domain 9 — Professionalism: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10 — Personal, Professional, and Leadership Development: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

LPN-BSN Program Learning Outcomes

LPN-BSN Program Outcomes are developed as performance indicators which provide evidence that the program is meeting its mission and goals set by the faculty. Program Outcomes show the effectiveness of the educational program and serve as a mechanism to guide program development and revisions. Program Outcomes have been developed using the Accreditation Commission for Education in Nursing (ACEN) criteria and guidelines.

Program Learning Outcome #1 — Retention and Graduation

- At least 80% of the students enrolled in the LPN-BSN will complete the program within 150% of the program length from the date of the first nursing course.

Program Learning Outcome #2 — Licensure Pass Rates

- The annual pass rate in the NCLEX-RN examination is at least 75% for first-time test-takers and at least 80% for first-time test-takers and repeaters.

Program Learning Outcome #3 — Attainment of End of Program Student Learning Outcomes

- 80% of students earn at least 77% or passing score on each evaluation criteria.

Program Learning Outcome #4 — Job Placement Rates

- 85% of graduates who respond to the Post-Secondary Vocational Graduate Follow-Up Survey (VE-135) will report that they are employed as an RN within twelve months of passing the RN licensure exam after graduation.

LPN-BSN End of Program Student Learning Outcomes

Upon successful completion of the LPN-to-BSN Nursing Program, graduates will have achieved the following outcomes:

Quality Care: Interpret research to promote best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations. (ED 1, 2, 3, 4, 5, 6, 7, 8)

Professionalism: Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development. (ED 1, 2, 3, 4, 6, 9, 10)

Communication: Evaluate effective communication and collaboration with colleagues, interprofessional groups, and members of the community to promote health, safety, and well-being across the lifespan and across the continuum of the healthcare environment. (ED 1, 2, 3, 4, 5, 6, 7, 8)

Leadership: Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, and cost-effective person-centered care. (ED 1, 2, 3, 4, 5, 6, 7, 9, 10)

Critical Thinking/Clinical Reasoning: Integrate a systematic process of critical inquiry with nursing, natural and behavioral sciences, arts, and humanities to make evidence-based practice decisions to improve the nursing care of individuals, families, populations, and communities. (ED 1, 2, 3, 4, 5, 7, 8)

*ED 1–10 refer to the AACN The Essentials: Core Competencies for Professional Nursing Education (2026 Edition) domains.

Appendix D — Incident / Warning Report

Student Name:

Date of Incident:

Course:

Location:

Instructor:

Type of Incident:

- ☐ Clinical Performance
- ☐ Professional Conduct
- ☐ Attendance / Tardiness
- ☐ Academic Integrity
- ☐ Safety Concern
- ☐ Other

Description of Incident:

Action Taken:

Student Response:

Student Signature / Date:

Instructor Signature / Date:

Director Signature / Date:

Appendix E — Remediation Plan

Student Name:

Date:

Course:

Instructor:

Area(s) Requiring Remediation:

Remediation Activities / Assignments:

Expected Outcome / Criteria for Satisfactory Completion:

Deadline for Completion:

Follow-Up Date:

Student Signature / Date:

Instructor Signature / Date:

Director Signature / Date:

Appendix F — Request for Test Question Review

Student Name:

Date:

Course:

Exam:

Question Number(s) Being Challenged:

For each question being challenged, provide the following:

Your Selected Answer:

Rationale for Your Answer (cite textbook page or ATI resource):

Instructor Decision:

Student Signature / Date:

Instructor Signature / Date:

Appendix G — Clinical Orientation Checklist

Student Name:

Clinical Site:

Semester:

Instructor:

The following items must be completed during clinical orientation:

- ☐ Tour of the unit / facility
- ☐ Location of fire exits, extinguishers, and AED
- ☐ Emergency codes and procedures
- ☐ Medication storage and administration area
- ☐ Supply room and equipment locations
- ☐ Documentation / charting system orientation
- ☐ Sharps disposal and biohazard waste procedures
- ☐ Introduction to unit staff and charge nurse
- ☐ Patient assignment process
- ☐ Parking and badge access

Student Signature / Date:

Instructor Signature / Date:

Appendix H — Lowry Simulation Lab Agreement

I understand and agree to the following terms for use of the CCD Lowry Campus Simulation Laboratory:

- I will treat all simulation equipment with care and report any damage or malfunction immediately.
- I will adhere to all dress code and safety requirements in the simulation lab.
- I will treat simulation mannequins as real patients and maintain professional behavior during all scenarios.
- I will maintain confidentiality regarding simulation scenarios and not share details with other students who have not yet completed the simulation.
- I understand that simulation sessions are considered mandatory clinical experiences and the same attendance policies apply.
- I will not bring food, drinks, ink pens, or betadine into the simulation lab.
- I will not use personal electronic devices during simulation sessions unless directed by the instructor.

Student Name (Print):

Student Signature:

Date:

Student Acknowledgement

By signing below, I acknowledge that I have received, read, and understand the LPN-BSN Bridge Student Handbook for the 2026–2027 academic year. I accept responsibility to comply with all policies, procedures, and expectations described in this handbook, including but not limited to the following:

- Program Guidelines & Expectations — I understand that I am subject to the policies in this handbook, the CCD Student Handbook, and the CCD Student Code of Conduct, and that violations may result in disciplinary action.
- Confidentiality & HIPAA — I will safeguard the privacy of all patients and protect the confidentiality of health information in accordance with facility policies, CCD privacy and security policies, and HIPAA regulations. I will only access information necessary for patient care and course assignments, and I will not post, copy, download, or share patient information through any unauthorized means.
- FERPA — I will not share student information (S#, addresses, schedules, performance data) with others, and I will not post photos of other students without explicit consent.
- Disqualifying Offenses — I understand that clinical facility disqualifying offenses may differ from CCCS requirements and could impact my progression.
- Permission for Assignment Use — I give permission for the program to retain my written assignments for use in the Program Portfolio, with all identifying information removed.
- Examination & Simulation Confidentiality — I will keep all exam content and simulation scenarios strictly confidential and will not share details through social media or any other means.
- Social Media — I will represent the program professionally in all public communications including social media, and I understand that violations of confidentiality on social media are subject to the same consequences as other HIPAA/FERPA violations.
- Photo/Video Release — I give permission to CCD and CCCS to photograph or record me for the purpose of promoting the college and its programs.
- Audio Recording — I consent to classroom audio recording which may capture my voice, understanding recordings are limited to enrolled course members and may not be shared externally. I may revoke this consent at any time in writing to the course faculty.
- OSHA — I confirm that I have received blood-borne pathogen safety training and standard precaution training.
- Simulation Lab Agreement — I agree to treat simulation equipment with care, maintain professional behavior during scenarios, adhere to dress code and safety requirements, and keep simulation details confidential.
- Generative AI — I understand that AI tools may only be used as outlined in the Generative AI Policy. I will not enter patient information or PHI into any AI platform, and I will disclose AI use on assignments where permitted. Unauthorized AI use will be treated as academic dishonesty.

I acknowledge that I have received training and the necessary materials to understand the above policies. Compliance is a requirement for progression in the program. I understand that modifications to this handbook may be made with reasonable notification to students.

Records Retention: All student files, required documentation, and academic work will be destroyed three (3) years after the student completes or exits the program.

Student Name (Print):

Student Signature:

Student S#:

Date:

A copy of this form will be provided for the student to sign and will be filed in the student's folder.