



CERTIFICATE

GERONTOLOGY INTERDISCIPLINARY PROGRAM

STUDENT HANDBOOK AND POLICY & PROGRESSION MANUAL 2018-2019

Please Note: Information contained herein is subject to change without notice.

Revised: 6/2018
10 South 2000 East ◊ Salt Lake City, UT ◊ 84112-5880
Phone: 801.581.8198 ◊ Fax: 801.585.9705
<http://nursing.utah.edu/gerontology>

TABLE OF CONTENTS

INTRODUCTION AND OBJECTIVES.....	3
VISION STATEMENT	3
MISSION STATEMENT	3
CORE VALUES	3
GERONTOLOGY INTERDISCIPLINARY PROGRAM.....	3
HISTORY OF THE GERONTOLOGY PROGRAM	3
THE CERTIFICATE PROGRAM	4
ADMISSION TO THE PROGRAM.....	4
PROGRAM OF STUDY	4
UNDERGRADUATE CERTIFICATE	5
GRADUATE CERTIFICATE.....	6
GERONTOLOGY PRACTICUM.....	7
CERTIFICATE REQUIREMENTS	8
PROGRESSION IN THE CERTIFICATE PROGRAM	8
ACADEMIC POLICIES AND GUIDELINES	9
ACADEMIC INTEGRITY.....	9
PROFESSIONAL BEHAVIOR	9
USE OF SOCIAL MEDIA	Error! Bookmark not defined.
STUDENT CODE.....	12
INFORMATION SECURITY POLICY	12
UNIVERSITY COMMUNICATION (UMAIL).....	12
CONSEQUENCES OF FAILURE TO PROGRESS	13
GRADING POLICIES	13
OTHER COLLEGE OR UNIVERSITY REQUIREMENTS.....	13
ACADEMIC AND PROFESSIONAL ORGANIZATIONS	ERROR! BOOKMARK NOT DEFINED.
INVOLVEMENT OPPORTUNITIES	15
COLLEGE OF NURSING AND GERONTOLOGY INTERDISCIPLINARY COMMITTEES.....	15
APPENDIX.....	16
APPEAL OF GRADES AND OTHER ACADEMIC ACTIONS	16

INTRODUCTION AND OBJECTIVES

The Gerontology Interdisciplinary Program supports the mission and vision of the University of Utah and is an integral part of the University's Health Sciences Center.

VISION STATEMENT

The Gerontology Interdisciplinary Program's vision is to develop leaders in the field of gerontology whose actions, discoveries, and voices strengthen and transform the health and wellbeing of individuals and communities worldwide.

MISSION STATEMENT

The Gerontology Interdisciplinary Program is a dynamic and evolving organization where we prepare all levels of professionals and scholars for diverse leadership roles. We are committed to developing and disseminating knowledge that leads to improved health and quality of life among individuals, families, and communities throughout the life course. The University of Utah Gerontology Interdisciplinary Program's underlying purpose in research, teaching & service activities is to prepare the next generation of leaders in the field of aging.

CORE VALUES

Excellence
Innovation
Integrity

Students are expected to be familiar with the College's mission, vision, core values, and guiding principles, which can also be found on the College of Nursing website: <http://nursing.utah.edu/about/index.php>

GERONTOLOGY INTERDISCIPLINARY PROGRAM

Gerontology is the interdisciplinary study of the aging process and issues related to an aging society. As a basic and applied science, it examines specific biological and physiological changes in individuals, as well as the broader psychological and social issues confronting them. Although much of the focus of gerontology is on older adults and later life, the field recognizes the value of understanding the full life course.

HISTORY OF THE GERONTOLOGY PROGRAM

In 1972, the Program began as an administrative unit of a five-college/university consortium known as the Rocky Mountain Gerontology Program (University of Utah, Utah State University, Weber State College, Southern Utah State College and Brigham Young University). Each participating school offered undergraduate certificates to students with the University of Utah site also providing graduate certificates. While the consortium dissolved in 1975, the certificate program at the University of Utah continued to attract more students and faculty to develop expertise in aging. The first certificates were awarded to students in 1975.

The Gerontology Interdisciplinary Program officially moved from the Division of Continuing Education to the College of Nursing in 1982. After receiving multi-year grants from the Administration on Aging (Intermountain West Long-Term Care Gerontology Center) and the Bureau of Health Professions (Intermountain West Geriatric Education Center) to serve as regional resource centers, the University of Utah awarded "Center" status to the program in 1986. Shortly thereafter the Center began receiving regular state funding to support the teaching, research and service mission of the Center. In 2006, the name was officially changed to the "Gerontology Interdisciplinary Program."

Over 500 hundred students have earned graduate and undergraduate certificates from the University of Utah Gerontology Interdisciplinary Program and enrollments continue to grow. In 2001, both undergraduate and graduate certificates became fully available online. Students represent about 25 different academic degree programs on campus including the behavioral, social, and health sciences, education, business, fine arts, and humanities. The program faculty also has similar diversity in their academic backgrounds, including health promotion, human development, sociology, social work, and nursing.

The university-wide Gerontology Interdisciplinary Program at the University of Utah has been recognized in the Encyclopedia of Aging (1987) as being among the leading programs in the country, and will continue to provide students educational opportunities that will improve the quality of their own experiences and enhance their employment and career opportunities. In 2001, The Program continued to expand its outreach to students by offering the first online certificate in Gerontology in the state.

THE CERTIFICATE PROGRAM

The program is designed for persons who want to work in the field of aging, those already active in the field and those who simply want to benefit, personally, from knowing more about the aging process and the implications of living in an aging society. The interdisciplinary curriculum provides an overall view of the aging process and older adults. It examines specific changes common to older individuals as well as the broader psychological and social issues they face. Students interested in specific careers in gerontology should consult with the faculty to develop a program of study to meet their individual goals.

Matriculated students may earn the Certificate in Gerontology (awarded by the University, which appears on the student transcript of grades) and non-matriculated students may earn the Gerontology Certificate of Completion (awarded by the Gerontology Interdisciplinary Program). Matriculated students are those who have been officially admitted as a student working toward a university degree.

ADMISSION TO THE PROGRAM

The Program admits a new cohort of students each semester. Information about applying to the program is found on the Program's website at the following link.

<https://nursing.utah.edu/gerontology/certificates/>

PROGRAM OF STUDY

Certificate requirements will differ depending on whether one is an undergraduate or graduate student. Undergraduates typically register for 5000 level course numbers and graduate students register for 6000 level course numbers.

All Gerontology courses and electives that are counted toward the certificate must be completed with a letter grade of "C" or better (C- is not acceptable) and an overall cumulative GPA of 3.0 or better.

UNDERGRADUATE CERTIFICATE

The Undergraduate Certificate in Gerontology requires the completion of 3 core courses (9 credits), and 2 elective courses (6 credits). The specific requirements are identified below.

REQUIRED CORE COURSES

CORE COURSES (9 CREDITS)

GERON 5001: Introduction to Aging (3)

GERON 5990: Gerontology Practicum (3)

PLUS ONE OF THE FOLLOWING TWO:

GERON 5002: Service Agencies & Programs for Older Adults (3)

GERON 5370: Health & Optimal Aging (3)

ELECTIVE COURSES

Students must complete 6 hours of elective coursework. One of the two courses must be a course through the Gerontology Interdisciplinary Program (has a GERON prefix). A list of these courses is presented below. Students who take GERON 5002 as a core course can take GERON 5370 as an elective and those who take 5370 as the core can take 5002 as an elective. The second elective course can also be a Gerontology Program Course or it can be a course through another department on campus as long as it is approved by the Gerontology Program's Curriculum Committee. NOTE: Availability of courses will depend on the semester and faculty resources.

GERON 3005: Diversity and Aging (3)

GERON 3220: Caregiving and Aging Families (3)

GERON 5002: Service Agencies & Programs for Older Adults (3)

GERON 5050: Best Practices in Geriatric Care (3)

GERON 5100: Applications of Research in Aging (3)

GERON 5235: The Aging Mind (3)

GERON 5240: Aging and the Arts (3)

GERON 5280: International Dimensions of Lifelong Learning (3)

GERON 5320: Death, Dying & Bereavement (3)

GERON 5370: Health & Optimal Aging (3)

GERON 5500: Social and Public Policy in Aging (3)

GRADUATE CERTIFICATE

The Graduate Certificate in Gerontology requires the completion of 3 core courses (9 credits), and 6 credits of elective coursework. The specific requirements are identified below.

REQUIRED CORE COURSES

CORE COURSES (9 Credits)

GERON 6001: Introduction to Gerontology (3)

GERON 6370: Health and Optimal Aging (3)

PLUS 1 OF THE FOLLOWING TWO:

GERON 6002: Service Agencies and Programs for Older Adults (3)

GERON 6990: Practicum (3)

ELECTIVE COURSES

Students must complete 2 elective courses for a total of 6 credit hours. One of the two courses must be a course offered through the Gerontology Program (have a GERON prefix). A list of these courses is presented below. The second elective can also be a Gerontology course, or it can be a course through another department on campus as long as it is approved by the Program's Curriculum Committee. Students can also complete a practicum experience (1-3 credits or more) and count it toward the elective requirements.

GERON 5005: Diversity and Aging (3)

GERON 5220: Caregiving and Aging Families (3)

GERON 6002: Service Agencies & Programs for Older Adults (3)

GERON 6050: Best Practices in Geriatric Care (3)

GERON 6100: Applications of Research in Aging (3)

GERON 6235: The Aging Mind (3)

GERON 6240: Aging and the Arts (3)

GERON 6280: International Dimensions of Lifelong Learning (3)

GERON 6320: Death, Dying & Bereavement (3)

GERON 6390: Geriatric Care Management: Clinical Issues (3)

GERON 6392: Geriatric Care Management: Legal, Financial, and Business Issues (3)

GERON 6400: Gerontology Research (1-3) *

GERON 6500: Social and Public Policy in Aging (3)

GERON 6564: Interdisciplinary Approaches to End-of-Life/Palliative Care (2; on campus course)

GERON 6990: Gerontology Practicum (1-3) *

*A student who wants to do a research-based practicum with a Gerontology Faculty member (based on availability) may register for Gerontology 6400 in place of Gerontology 6990. A practicum experience may not be essential for graduate students in all disciplines because they primarily will use their graduate degrees for employment purposes and in those fields where a practicum is essential, it already may be required within the degree program. Graduate students should meet with the Practicum Coordinator to discuss the potential merits of completing a Practicum experience. Practicum experiences can also include serving as a voluntary Teaching Assistant.

GERONTOLOGY PRACTICUM

The practicum experience is considered to be an important feature of the certificate program; particularly the undergraduate certificate, because it provides opportunities to work more directly with others in service to older adults, facilitates networking with professionals in the field of aging, and enhances career decisions and opportunities. It is part of the student's overall personal and professional development in aging. Although Graduate Certificate students are not required to do a practicum, those who have no or little work experience in aging and/or do not have the opportunity to complete a practicum or internship in their own degree program are strongly encouraged to consider completing a practicum as part of their Gerontology Certificate. Graduate Certificate students should meet with the practicum coordinator to discuss the potential merits of completing a practicum experience.

GENERAL GUIDELINES

- Students must have completed at least one gerontology core course before commencing practicum.
- Three credit hours of practicum are required for the undergraduate gerontology certificate, but may count as an elective or as an optional core course in the graduate certificate program. This equates to 150 clock hours (or 50 clock hours per credit hour).
- A gerontology student *cannot* be awarded practicum credit for their *current employment*; however, depending on the skill level of current or recent aging-related employment, the student may apply to waive one of the required credit hours (or 50 clock hours). In this case, the student only needs to register for two credit hours and work 100 clock hours of practicum. This waiver needs to be approved by the Practicum Coordinator or the Program Director. If approved, the total required credit hours for the Gerontology Certificate is reduced from 15 to 14 credit hours.
- If a student will be completing an internship or practicum type of experience as part of their requirements for major in another discipline, this work may be counted as fulfilling the Certificate Practicum requirement.
- Students must register for the practicum course in order to earn practicum credit. The grade will be assigned once the work is completed. If the work is not completed within the semester in which the student registered, a "T" grade will be assigned until the requirements for the practicum are met.
- A practicum may take place within a community setting, a research setting (e.g., as a research assistant; GERON 5400/6400), or as a teaching assistantship – provided the experience meets the requirements for a gerontology practicum (aging-related focus, appropriate skill level and learning objectives, etc.). A combination experience, up to three credit hours, is also acceptable. More than one site can be used to complete the required practicum experience; but no more than two are recommended. Voluntary or paid teaching assistantships may also count as a practicum experience.
 - It is generally *not* an expectation that a gerontology practicum is a paid position; however, there have been exceptions where a community-based site has training money to offer as a stipend to a student. This is entirely permissible and it is solely up to that site as to whether they wish to offer a stipend to a practicum student (in other words, it is not a requirement).
- A paid research or teaching assistantship under the supervision of a faculty member may count toward the student's practicum requirement under the following conditions:
 - The supervising faculty member agrees this can count toward the practicum requirement *prior to* the commencement of the research or teaching assistantship. It should not be applied retroactively.
 - The faculty member agrees to act as the student's preceptor completing and/or signing off on all required paperwork.
 - The student must be *concurrently registered* for the practicum course and complete required assignments in addition to the agreed upon responsibilities of the research or teaching assistantship.
 - It is approved by the Practicum Coordinator (in consultation with the student's supervisory committee).
- Students must complete the following with each site preceptor:
 - A form stating goals and job description prior to starting the practicum experience (practicum plan).

- Weekly worksheets signed by the preceptor documenting the hours worked toward the required total.
- At the conclusion of the practicum, the preceptor completes an evaluation form that is submitted to the practicum coordinator. A grade cannot be reported unless this form is completed.
- A list describing current practicum sites (updated periodically) is available through the Virtual Advisor on the student's CIS homepage and Canvas. Other possible practicum sites can be proposed by the student and must be approved by the Practicum Coordinator.

Any questions regarding the practicum requirements should be addressed to the Practicum Coordinator, Dr. Michael Caserta, (801) 581-3572, michael.caserta@nurs.utah.edu.

CERTIFICATE REQUIREMENTS

The Gerontology Interdisciplinary graduate program of study includes all the didactic and practicum requirements necessary for the awarding of the graduate degree and eligibility for certification and licensing (where applicable).

PROGRESSION IN THE CERTIFICATE PROGRAM

ADVISEMENT

Students have a **faculty academic advisor**, who is generally the specialty Program Director or faculty designee. The advisor will meet with the student at regular intervals to review progress; tailor the program of study, if necessary; and assist in selection of electives. The Program Director is Dr. Jackie Eaton, who can be reached at 801-587-9638 or jacqueline.eaton@nurs.utah.edu.

Students also have a designated **academic advisor** in the College of Nursing Student Services and Academic Programs Office. This office will help you to navigate the University of Utah policies and procedures, connect you to College of Nursing and University of Utah resources, and keep you informed of important information related to progression and graduation. The academic advisor for the Gerontology Interdisciplinary Program is Arminka Zeljkovic, who can be reached at 801-581-8198 or arminka.zeljkovic@nurs.utah.edu

ABSENCES

Students should not plan vacations during the semester. If you must miss class or practicum, please notify the respective instructors and supervisors. If there are extenuating circumstances that require a prolonged absence (a week or more) please make arrangements with faculty instructors, supervisors, the Program Director and practicum site supervisors. Advanced notification for planned absences are necessary to prepare clients and to arrange any backup coverage. It is at the discretion of the course faculty whether or not make-up work will be permitted.

ASSESSMENT

Regular formative assessment is the responsibility of the student, Program Director and faculty. Keeping copies of your syllabi and other official program documents after completion of the program is strongly recommended as these are often needed as part of the certification verification process.

ACADEMIC RECORDS

Students may have access to their academic records maintained in the College of Nursing Student Services and Academic Programs Office. Students may request access to their file by making an appointment with their Program Director or their

graduate academic advisor.

CERTIFICATE COMPLETION

Students who successfully complete their program of study and culminating projects are eligible to receive their certificate of completion. When approaching completion of the program of study, students should discuss graduation deadlines and the necessary forms with the academic advisor in the College of Nursing Student Services Office.

THE LIMIT

All work for the certificate should be completed within three (3) years of acceptance into the program.

ACADEMIC POLICIES AND GUIDELINES

This Policy and Progression manual is specific to programs in the College of Nursing. The information has been prepared to assist you while pursuing your certificate in Gerontology at the University of Utah. In addition to becoming familiar with this manual, you should also consult additional sources of information and resources available to students at the University of Utah to help make your experience successful. Each specialty program may have its own manual for you to reference as well.

Other Useful Sources Include:
General Catalog
Academic Calendar
Student Code

ACADEMIC INTEGRITY

The College of Nursing and Gerontology Interdisciplinary Program believes that:

- Faculty and students are individually and mutually responsible for maintaining academic integrity to support a foundation of professional integrity.
- A professional code of conduct is an inherent component of academic integrity.
- Faculty members have a responsibility to model professional teaching and mentoring behaviors.
- Faculty and students are mutually accountable and responsible for maintaining a positive learning environment.
- Faculty and students have a reciprocal commitment and responsibility to identify and report behavior that is not consistent with academic integrity. Examples of reportable behaviors include, but are not limited to plagiarism, unprofessional behavior, cheating, unethical conduct of nursing research, and disruptive behavior.
- These beliefs about academic integrity apply in each and every learning environment, encompassing clinical, didactic, scholarly and research activities

PROFESSIONAL BEHAVIOR

Professional behavior is an integral part of each student's education. Student integrity, trustworthiness and honesty are important factors in the field of Gerontology. A faculty member may refuse to have a student continue in their course, and the college may dismiss a student from the program, if the student's character does not uphold the professionalism required. This is a serious matter for both the College and the student.

Students in the College of Nursing are expected to maintain professional behavior in both the course and practicum settings. This professional behavior includes, but is not limited to:

- Attending orientations, classes and practicum placements;
- Taking exams as scheduled;
- Arriving and leaving class and practicum placements as scheduled and on time;
- Accepting responsibility for your own actions;
- Giving prior notification in writing or in a meeting to the faculty when you are unable to meet commitments and detailing how and when you will make up requirements;
- Dealing with others (peers, faculty, staff, patients and clients) in a respectful, sensitive and nonjudgmental manner.

The College of Nursing identifies unprofessional behavior as cause for an academic dismissal. An academic action may be overturned on appeal only if the academic action was arbitrary or capricious. (See the section on the Student Code in this manual.)

The faculty acknowledges that emergencies do exist and will work with students in these situations. Emergencies do NOT include:

- Scheduling work or vacation during class, clinical, or final exam, i.e. missing class in order to work is not an excused absence;
- Non-emergency doctor or dental appointments;
- Being fatigued due to your own actions;
- Planning “special” events that interfere with class or clinical time.

PROFESSIONAL STANDARDS AND EXPECTATIONS

The following are professional standards and expectations for classroom and practicum behaviors for students, faculty and staff:

- Respecting others’ space and quiet time, i.e., no pagers or cell phones in practicum placements unless related to specific practicum task;
- Professional appearance and image, including adhering to the approved practicum site dress code;
- Accountability for preparation for class and practicum;
- Constructive verbal and non-verbal behavior;
- Care for others in an empathetic manner;
- Honest, open, assertive communication;
- Confidentiality of all patient information;
- Teamwork and helping behavior for colleagues;
- Honesty and integrity;
- Personal and professional ethics;
- Respecting all individuals’ differences (i.e., culture, ethnicity, religion, work experience, gender, age, sexual orientation, etc.).

CONSEQUENCES OF UNPROFESSIONAL BEHAVIOR

When problem behaviors are identified, the involved faculty or staff member will:

1. Counsel the student on the unacceptable behavior and indicate what type of behavioral change is expected and within what time frame. The student’s unacceptable behavior and the specific counseling will be documented by the faculty or staff member in the student’s file. In addition, the faculty or staff member will notify the appropriate academic directors and committees. For graduate students, the Executive Director for Graduate Programs and the relevant Specialty Program Directors and the Gerontology Interdisciplinary Program Committee will be informed. In all cases the Director of Graduate Student Services and Academic Programs will be informed. The student will be given a copy of the documentation submitted to his/her file.

If the behavior is a major infraction, the student will be counseled, referred to the Director of Graduate Student Services and Academic Programs and the appropriate Program Directors and committees (see above); documentation will be placed in the student's file. The appropriate committee will ultimately evaluate the student's situation. Dismissal is a possibility.

If the student violates the Code of Student Rights and Responsibilities (Student Code), he/she will be counseled and documentation will be placed in the student's file. The appropriate academic directors and committees (see above) and the Director of Graduate Student Services and Academic Programs will be notified. (See the section on the Student Code in this manual.)

2. If the behavior from the minor infraction does not change within the given time frame, the faculty member will document the incidents and the attempted interventions. The documentation will be reviewed with the appropriate academic directors and committees as noted above and the Director of Graduate Student Services and Academic Programs. The documentation will be placed in the student's permanent file in the College of Nursing.
3. If the behavior occurs a third time, the faculty has the right to fail the student with further documentation being completed and placed in the student's file. The appropriate committee will ultimately evaluate the student's situation. Dismissal is also a possibility.

Students are held responsible for content presented in class or practicum settings. Students whose behavior is unprofessional will receive sanctions, which may include: class or practicum grade being lowered, failing a course, probation, suspension or dismissal from the class or program.

Any violation of academic or professional conduct may be entered into a secure database kept by the College, as a means of identifying repeated infractions. This database is in addition to any University policies regarding academic or professional misconduct. Serious violations of the Student Code and University policies on Academic and Professional Misconduct may result in dismissal.

If the student believes that the action taken against him/her was arbitrary or capricious, the student may appeal following the policies and procedures set forth in the Student Code. (See the section on the Student Code in this manual.)

GUIDELINES FOR USE OF SOCIAL MEDIA

Use of social media is prevalent among students. Students should be aware that unwise or inappropriate use of social media can negatively impact educational and career opportunities. To avoid these negative impacts, students should consider the following:

Post content that reflects positively on you and the University. Be aware not only of the content that you post, but of any content that you host (e.g., comments posted by others on your site). Content you host can have the same effect as content you post.

Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.

Employers and others may use social media to evaluate applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities.

Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.

If you post content concerning the University, make it clear that you do not represent the University and that the content you are posting does not represent the views of the University.

Make sure the content you post is in harmony with the ethical or other codes of your program and field. In certain circumstances, your program may have made these codes binding on you, and violations may result in action against you.

If you are in a program that involves confidential information, do not disclose this information. The University may take action against you for disclosures of confidential information. Realize that you may be subject to action by the University for posting or promoting content that substantially disrupts or materially interferes with University activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with University activities. This action may be taken based on behavioral misconduct, academic performance, academic misconduct, or professional misconduct, and may range from a reprimand or failing grade to dismissal from a program of the University.

STUDENT CODE

The Code of Student Rights and Responsibilities (Student Code) has seven parts: General Provisions and Definitions, Student Bill of Rights, Student Behavior, Student Academic Performance, Student Academic Conduct, Student Professional and Ethical Conduct, and Student Records.

The purposes of the Student Code are to set forth the specific authority and responsibility of the University to maintain social discipline, establish guidelines that facilitate a just and civil campus community, and outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution.

The Student Code can be found at: <http://www.regulations.utah.edu/academics/guides/students/studentRights.html>

INFORMATION SECURITY POLICY

Under normal circumstances students will not keep private health information on their personal computers or USB thumb drives. However, if it becomes necessary to do so, students must abide by the University of Utah's Information Technology Resource Security Policy and only keep Private Health Information on encrypted laptops or USB thumb drives (Policy 4-004 <http://www.regulations.utah.edu/it/4-004.html>).

Violation of the policy may result in disciplinary action in accordance with University policies. If you have any questions or concerns, you should contact the Office of Information Technology, IT_policy@utah.edu.

UNIVERSITY COMMUNICATION (UMAIL)

The University email system will be the official communication venue for the University, College of Nursing and Specialty Programs. Faculty, staff, and students have an email account (UNID@utah.edu) on the University's centralized mail server. Web access to e-mail is available. Email sent to our central server can also be redirected to any other existing email accounts on or off campus. To get connected with step-by-step instructions go online to: www.it.utah.edu and follow the appropriate links.

The University email system is the University & College's official form of communication, make sure your account is active and check it frequently.

CONSEQUENCES OF FAILURE TO PROGRESS

PROBATION

To remain in good standing in the certificate program, students must maintain a cumulative grade point average (CGPA) of 3.0 or better in all courses applied to the certificate.

Students will automatically be placed on probation if their certificate GPA falls below 3.0 or if they have two core course grades that fall below a C. In the event of probation, an individualized plan of progression may be developed, or at the discretion of the program director (after meeting with the Gerontology Interdisciplinary Program Committee), the student may be recommended for dismissal.

More information about probation and dismissal can be found in the Student Code:

<http://www.regulations.utah.edu/academics/guides/students/studentRights.html>

DISMISSAL

Reasons for dismissal from the program include but are not limited to: failure to meet grade requirements or progress in the program of study and academic or professional misconduct.

APPEALS

The Academic Misconduct and Appeals Committee of the University of Utah, College of Nursing provides students and faculty with a vehicle for the making of decisions relative to student-contested academic actions, academic sanctions for misconduct, and dismissals from participating in class. The committee functions in accordance with the directives outlined in the Student Code found at: <http://www.regulations.utah.edu/academics/6-400.html>

GRADING POLICIES

Incomplete Grades

A grade of Incomplete (I) may be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and has completed at least 80% of the work required for the course. Arrangements must be made between the student and the faculty concerning completion of the work. If incomplete work has not been finished and a grade has not been reported within the calendar year after the incomplete (I) grade was given, the incomplete (I) grade is changed to a failing (E) grade by the Registrar's Office. Students on a Leave of Absence still must adhere to this timeline. Project seminar credit hours may receive grades of T (work-in-progress) until the final project is completed.

OTHER COLLEGE OR UNIVERSITY REQUIREMENTS

The College of Nursing reserves the right to require students to meet additional College or University requirements that are mandated.

ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Students are encouraged to become members of the following organizations.

GERONTOLOGICAL SOCIETY OF AMERICA (GSA)

From the [GSA website](#):

The Mission of the Gerontological Society of America is:

1. To promote the conduct of multi- and interdisciplinary research in aging by expanding the quantity of gerontological research and by increasing its funding resources;
2. To disseminate gerontological research knowledge to researchers, to practitioners, and to decision and opinion makers; and
3. To promote, support, and advocate for aging education, and education and training in higher education.

The objectives of this mission are:

- To promote scientific study of aging in both the biomedical and behavioral/social sciences;
- To stimulate communications among scholarly disciplines, and among professionals including researchers, teachers, administrators, and others;
- To disseminate research findings by means of its publications;
- To expand education in aging, including the promotion of educational programs in gerontology;
- To foster application of research in the development of public policy;
- To develop the qualifications of gerontologists by setting high standards of professional ethics, conduct education, and achievement.

SIGMA PHI OMEGA (SPO)

From the [SPO website](#):

Sigma Phi Omega (SPO), the national academic honor and professional society in gerontology, was established in 1980 to recognize *excellence* of those who study gerontology and aging and the *outstanding service* of professionals who work with or on behalf of older persons. The formation of a society provides a much needed link between educators, practitioners, and administrators in various settings where older persons are served.

The **goals** of SPO are achieved primarily through activities of local chapters, and secondarily through efforts of the national office and officers. Local chapters serve as links within their respective communities to promote interaction between gerontology educators, students, alumni, and local professionals. The chapters provide opportunities for personal and professional interaction, sharing of concerns, discussion of issues, and service activities.

SPO seeks to promote scholarship, professionalism, friendship, and services to older persons, and to recognize exemplary attainment in gerontology/aging studies and related fields.

SPO welcomes you to meet our leaders, join a local chapter, recommend awards, and share news reflecting *excellence* and *outstanding service* within our gerontology profession.

[Read about the Benefits of Becoming a Member!](#)

AMERICAN SOCIETY ON AGING (ASA)

From the [ASA website](#):

Founded in 1954 as the Western Gerontological Society, the American Society on Aging is an association of diverse individuals bound by a common goal: to support the commitment and enhance the knowledge and skills of those who seek to improve the quality of life of older adults and their families. The membership of ASA is multidisciplinary and inclusive of professionals who are concerned with the physical, emotional, social, economic and spiritual aspects of aging.

UTAH GERIATRICS SOCIETY (UGS)

From the [UGS website](#):

The purpose of the Utah Geriatrics Society is to carry out the mission of AGS, to improve the health, independence and quality of life of all older people, in the State of Utah. There are currently [25 AGS affiliates](#) and other states are preparing to add to that number. The purpose of state affiliates as defined by AGS is threefold:

1. to recruit local leaders who can promote clinical geriatrics
2. to establish a local presence for AGS across the country
3. to identify future national leaders

We believe that Utah's affiliate of AGS will help meet our clinical, educational, and advocacy goals to help us improve the quality of life for the older adults we care for. Visit our [About Us](#) and [Why Join](#) pages for more information.

UTAH AGING ALLIANCE (UAA)

From the [UAA website](#):

The Mission of UAA:

- To promote the exchange of ideas and information among academics and professionals serving the aging community;
- To facilitate collegial relationships among its members through formal and informal forums;
- To promote the knowledge of aging through research and its use in areas of practice and in the development of public policy;
- To promote a concern for ethics and a standard of excellence to guide the activities of professionals in the field of aging;
- To advance knowledge of aging among the general public and advocate on issues of interest to older adults; and
- To maintain a vital and viable membership organization.

INVOLVEMENT OPPORTUNITIES

COLLEGE OF NURSING AND GERONTOLOGY INTERDISCIPLINARY COMMITTEES

When students are needed for College of Nursing and Gerontology Interdisciplinary committees, they will be selected in accordance with the *Student Selection Process for CoN Committee Service* as approved by College Council. In general, students may vote on policy and/or curricular issues. However, depending on the specific committee, certain restrictions may be imposed concerning the types of issues on which students may vote. Under no circumstances may students participate or vote on confidential issues regarding other students or potential students (e.g., admissions, re-admissions, scholarly integrity, etc.), except as stipulated when serving on the Academic Misconduct and Appeals Committee.

Terms of service on committees shall begin and end in August of each year, unless determined otherwise in the College of Nursing Charter and College Council Committee Structure. Information about opportunities to serve on a College of Nursing and/or Gerontology Interdisciplinary committee will be sent to students via Virtual Advisor in Canvas.

APPENDIX

APPEAL OF GRADES AND OTHER ACADEMIC ACTIONS

If you wish to appeal a grade and believe that the faculty member was 'arbitrary and capricious' in his/her assignment of your grade, please refer to Appendix A: Process for Grade Appeal.

Appeal of Grades and Other Academic Actions University of Utah College of Nursing (CON)

The student who is appealing a grade or other academic actions should first review the Student Handbook, University of Utah (<http://registrar.utah.edu/handbook/>)

A student who believes that an academic action is arbitrary or capricious should first discuss the action with the involved faculty member and attempt to resolve the disagreement. The student should notify the faculty within twenty (20) days of the occurrence.

The faculty has ten (10) business days to respond. If the student and faculty member are unable to resolve the disagreement, the student will take the appeal to the appropriate Assistant Dean (Undergraduate, Master's & DNP Programs, or PhD) for resolution. Students in the Gerontology Interdisciplinary Program (GIP) will take the appeal to GIP Program Director.

If the student and Assistant Dean / Program Director are unable to resolve the disagreement, the student shall appeal the academic action in writing to, and consult with, the CON Associate Dean of Academic Programs within forty (40) working days of notification of the academic action.

Within fifteen (15) working days of consultation with the student, the Associate Dean of Academic Programs shall notify the student and faculty member, in writing, of his/her determination whether the academic action was arbitrary or capricious and the basis for that decision. If the Associate Dean determines that the academic action was arbitrary or capricious, the Associate Dean will take appropriate action to implement his/her decision unless the faculty member appeals the decision.

If either party disagrees with the Associate Dean's decision, the party may appeal to the CON's Academic Appeals Committee within fifteen (15) working days of notification of the Associate Dean's decision. **When the Academic Appeals Committee is initiated, this constitutes a formal complaint.** If the Committee chair determines that a hearing is required, the chair shall schedule a hearing date and notify the parties in writing of the date of the hearing, the names of the Committee members, and the procedures as outlined in the University regulations (see "Student Code" - Policy 6-400 - Section IV) by at least fifteen (15) business days prior to the hearing. The chair of the Committee will work within a reasonable amount of time to organize the hearing such that the scheduling of a hearing is coordinated with all committee members (faculty and students, relevant staff, and committee advisors). Once the Chair of the Academic Appeals receives a written appeal by the student, the faculty member(s) involved can respond to the written appeal within five (5) business days after the written appeal is received.



To overturn the original academic action, the Academic Appeals Committee must find that the academic action was arbitrary or capricious. The committee chair shall prepare a written report of the committee's findings and recommendations and present it to the Dean of the CON within ten (10) business days after the conclusion of the hearing.



The Dean of the College considers the documentation submitted and will, within ten (10) business days, take one of the following actions: a) accept the committee's findings; b) return the report to the Committee chair, requesting the committee reconvene to reconsider or clarify; or c) reject all or parts of the committee's finding. The Dean's decision is final within the CON. The student has a final option to appeal the Dean's decision to the Senior Vice President for Health Sciences within ten (10) business days after receipt of the decision.

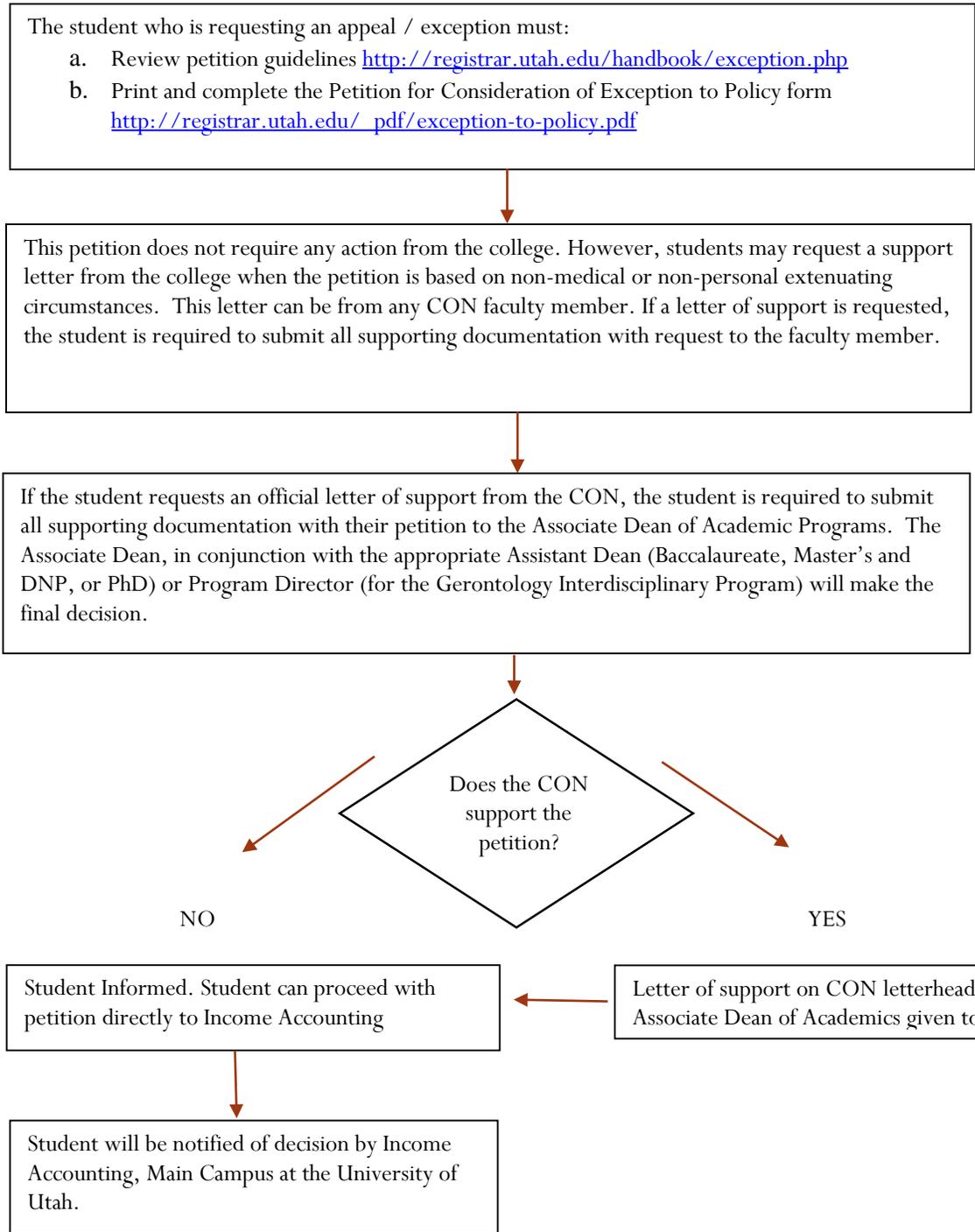


If the student wishes to appeal the decision, within ten (10) business days of receipt of the Dean's decision, the student must file a written notice of appeal with the Senior Vice President for Health Sciences.



The Vice President for Health Sciences will consider the appeal and response to the appeal, and will make a final determination. The decision of the Senior Vice President for Health Sciences is final. The student will be notified of the decision.

Appeal Process: Income Accounting Petition to Exception Policy
University of Utah College of Nursing (CON)



Appeal Process: Registrar – Past Term Petitions or Deleting a Withdrawal
(Retroactive withdrawal, W delete (current or past term), Section change / Cross references courses)
University of Utah College of Nursing (CON)

The student who is requesting an appeal / exception must:

- c. Visit <http://registrar.utah.edu/handbook/exception.php> to download a “Petition for Consideration of Exception to Policy” form.
- d. Print and complete the Petition for Consideration of Exception to Policy form
<http://registrar.utah.edu/pdf/exception-to-policy.pdf>

Deleting a Withdrawal (W) on a past term is not allowed unless student provides documentation that demonstrates administrative actions on the part of the university are the cause of the withdrawal. The student must prepare a typed or hand written statement describing how administrative actions on behalf of the university were the cause for the withdrawal; and attach all supporting letters or documents to the request. Students are encouraged to make copies for their personal files.

A student may obtain letters of support from whomever s/he wants; however letters from CON faculty, program directors, or instructors do not constitute support from the CON. Students are encouraged to make copies for their personal files. To obtain formal CON approval, undergraduate nursing students must obtain a letter of support from the Asst. Dean for the Baccalaureate Program. Master’s and DNP students must obtain a letter of support from the Asst. Dean for Master’s and DNP Programs; and PhD students must obtain a letter of support from the Asst. Dean for the PhD Program. Students in Gerontology Interdisciplinary Program (GIP) must obtain a letter of support from the Program Director. Students will provide all required and/or supporting documentation. The final decision will be made by the Associate Dean of Academic Programs and the Assist. Deans or Director of the perspective program.

