



Doctor of Nursing Practice Program and Post-Graduate APRN Certificate Programs Student Handbook

**Adult-Gerontology Acute Care Nurse Practitioner
(AGACNP)**

Family Nurse Practitioner (FNP)

Nurse Anesthesiology (NA)

Nurse Executive (NEX)

Nurse Midwifery (NM)

Neonatal Nurse Practitioner (NNP)

Pediatric Acute Care Nurse Practitioner (PACNP)

Pediatric Primary Care Nurse Practitioner (PPCNP)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

Multiple Certificate Programs



Academic Year 2025 – 2026

Table of Contents

SECTION I: ADMINISTRATIVE GUIDE	1
Introduction.....	2
Welcome From The Dean.....	3
College of Nursing Mission Statement.....	4
To prepare exceptional nurse leaders to meet the health needs of the people of Tennessee, the nation, and beyond through:.....	4
College of Nursing Vision	4
College of Nursing Values.....	4
College of Nursing Philosophy.....	4
Notice of Intent	6
Purpose of DNP and Post-Graduate APRN Certificate Student Handbook	7
Forward.....	8
History.....	8
Accreditation.....	10
DNP Director, Concentration Coordinators, and Staff Contact Information:	11
College of Nursing Administration.....	13
.....	14
C.....	14
SECTION II: STUDENT RIGHTS, RESPONSIBILITIES, AND BENEFITS.....	15
DNP and Post-Graduate APRN Certificate Curriculum and Program Outcomes	16
AACN DNP Essentials (2021).....	16
UTHSC CON DNP and Post-Graduate APRN Certificate (with the exception of the AGACNP-Post MSN Certificate) Program Outcomes.....	18
The Post-Graduate APRN (MSN) AGACNP Certificate Program Outcomes	18
Graduation and Completion Requirements.....	19
Attendance at Graduation	19
Student Rights.....	19
Maintenance of Ethical and Professional Standards of the Health Professions.....	22
Student Conduct.....	22
Dress Code Policy.....	22
Principles of the Student Honor Code	24
Violations of the Honor Code	24

Administration of the Honor Code	27
Honor Code Pledge	28
UTHSC Sexual Harassment Policy	29
Law of Sexual Harassment	29
Guidelines	29
Preventing Sexual Harassment	29
Complaint Procedure	30
Academic Advising.....	30
The Syllabus.....	31
Children in Classes	31
UTHSC Student Identification Badge	31
Evaluation Methods or Grading Plan:.....	31
Academic Counseling Form	32
Withdrawal from Courses and Add/Drop Courses	33
Limits for Withdrawals from a Course	33
Incomplete vs. Withdrawal	34
Grade Dispute	34
Satisfactory Academic Progress	34
Progression Review	34
Progression Review	37
Appeal of Grades	38
Attendance Policy	38
Class, Seminar, and Conference Attendance	38
Sick Leave.....	39
Exposure Report Policy	39
Notification Procedures for Exposed Students	39
Criminal Background Checks for Matriculating Students.....	40
Drug and Alcohol Policy	40
Safety Issues.....	40
Inclement Weather Policy.....	40
UTHSC Campus Police	41
SECTION III: DNP CONCENTRATION POLICIES	42
Student Responsibilities.....	43
Licensure and Certification.....	43

E-mail Messages	43
Cell Phone and other tech (Videoconferencing)	44
Contact for Technical and Administrative Support:	45
Resources for Students at UTHSC.....	45
University Health Services	45
Library.....	45
Librarian Services to Students	45
Student Success Plan for DNP Students	46
Disability Services	47
Educational Coaching/Consultation.....	47
Artificial Intelligence (AI) Tools	56
Reinstatement Policy	61
Progress, Promotion, and Graduation Policy	63
Academic Standing	63
Satisfactory Academic Progress	63
Progression Review	66
Notification of Student Dismissal.....	67
Appeal Process.....	67
Appeal of Grades	68
Student Status During Academic Appeals.....	69
Readmission Following Dismissal or Unapproved Program Withdrawal.....	69
Graduation Requirements	70
Attendance at Graduation	70
Graduating with Honors Designation	70
General Education Competencies	70
CON: A103 Student Learning Outcomes Policy	74
SECTION IV: DNP CLINICAL POLICIES	79
Getting Started	80
Initiation of Clinical Site or Request for Preceptor	81
Contacting the Site/Preceptor	82
Clinical Responsibilities	82
Preparation to Start Clinical.....	82
Validation of Patient Data in the Clinical Database: ProjectConcert	84
Validation of Clinical Hours in the Clinical Database.....	85

SECTION V: APPENDICES.....	87
Student-Preceptor-Faculty Agreement.....	92
Preceptor Responsibilities:.....	92
Nursing Program/Faculty Responsibilities:	93
Agency Responsibilities:.....	93
Student Responsibilities:	93
Confirmation of Student-Preceptor-Faculty Faculty Agreement to Clinical Preceptorship	95
Preceptor/Clinical Agency	95
Site Name:.....	95
University of Tennessee Health Science Center College of Nursing Clinical Faculty	95

SECTION I: ADMINISTRATIVE GUIDE

Introduction

This handbook has been developed as a practical guide to help students become better acquainted with the Doctor of Nursing Practice (DNP) program and the Post-Graduate APRN Certificate Programs at the University of Tennessee Health Science Center (UTHSC). Additionally, students in the Nurse Anesthesiology and Nurse Midwifery concentrations have a handbook tailored to their specific concentrations.

The information included in this handbook is to be used in conjunction with the ***CenterScope***, the handbook for all UTHSC students, and the University Bulletin. The UTHSC Student Handbook is intended to serve as a source of information regarding student-related services, resources, activities, procedures, and policies. All students are responsible for reading, understanding, and adhering to all policies and regulations outlined in the UTHSC Student Handbook. It is published annually by the Office of Academic, Faculty, and Student Affairs and can be accessed online at [CenterScope 2025-2026](#). The College of Nursing can be accessed here: [College of Nursing Bulletin](#)

Welcome From the Dean



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Welcome to The College of Nursing at The University of Tennessee Health Science Center. Our mission is to prepare nurse leaders and to advance science to meet the health needs of the people of Tennessee, the region, and the nation through education, research, clinical care, and service. Our innovative and high-quality programs and knowledgeable faculty prepare individuals for delivering patient care and generating knowledge essential for practice through clinical inquiry and research. Our graduates are prepared to design, manage, and coordinate care across environments at the individual level and within populations.

We are privileged to be preparing you, our next generation of nursing leaders. The Doctor of Nursing Practice (DNP) program graduates are prepared to critically analyze complex clinical situations and practice systems. As you graduate, you will be prepared to meet the complex health needs of the people of Tennessee, the Mid-South, and the nation.

We welcome you to become part of the UTHSC CON family. A family who is dedicated to high-quality programs and initiatives that improve the health of our communities. We are pleased to have you in our high-ranking DNP program.

The uniting framework that transcends all of the College's programs centers around our dedication to the clinical dimension of nursing practice and enhancing the health and well-being of patients served by nurses. We welcome you to our DNP Program and look forward to working with each one of you!

Wendy M. Likes, PhD, DNSc, FAANP, FAAN

Dean and Professor

Ruth Neil Murry Endowed Chair in Nursing

College of Nursing Mission Statement

To prepare exceptional nurse leaders to meet the health needs of the people of Tennessee, the nation, and beyond through:

- Cultivating creativity and passion to improve health care
- Leading scientific innovations and clinical practice
- Using innovative academic approaches
- Serving society
- Building community partnerships

College of Nursing Vision

Nurses leading innovative transformation of health care.

College of Nursing Values

Our values represent who we are, regardless of changes in our environment. We value:

- A culture that creates, supports, and promotes innovation while honoring our traditions;
- A sense of community and teamwork within the college, with our colleagues, and with our strategic partners;
- A community that enhances scholarship and promotes diversity;
- Professional and personal accountability;
- Respectful, open, and transparent communication and collaboration;
- Professional and intellectual integrity;
- Shared respect for faculty and staff contributions.

College of Nursing Philosophy

The philosophy of the College of Nursing is consistent with the goals and mission of UTHSC. The College philosophy focuses upon the nature of the PERSON, ENVIRONMENT, HEALTH, and NURSING. The faculty believes that the PERSON is a unique integrated being that is continuously evolving. Each person has the right to participate in making decisions that affect his/her health and to accept or refuse health care within the context of safety to society.

The faculty views ENVIRONMENT as all conditions influencing the life and development of the person. The health of individuals, families, and communities is affected by these conditions.

HEALTH is viewed as a dynamic state arising from a process of continuous change in the person and environment. The faculty views the promotion, maintenance, and restoration of health as a complex phenomenon involving the shared responsibility of the person, health care providers, and society. Faculty view nursing as stated in the second edition of Nursing's Social Policy Statement (ANA, 2003), "NURSING is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities, and populations" (p.6). Nursing must provide leadership in influencing the organizational, social, economic, legal, and political factors within the healthcare system and society. "These and other

factors affect the cost, access to, and quality of health care and the vitality of the nursing profession” (p.6).

Professional nursing is a science and an art. The science of nursing requires that nurses study, explore, and research nursing and related knowledge areas. From these areas, nurses develop and test nursing theories for the improvement of nursing practice and health care. The art of nursing requires that nurses use knowledge gained from the humanities, arts, and sciences as the foundation for acceptance and appreciation of clients’ values. Nursing care requires sensitivity as well as critical, logical, and analytical thinking to effect changes in clients and the health care system.

EDUCATION for professional nursing practice includes a sound theoretical knowledge base to support experiential learning. The faculty believes that the educational process facilitates continuing personal and professional growth. The educational programs intend to focus on the learner with the active participation of the student in the learning process. Education is a life-long process with the commitment of the learner to establish patterns of continued inquiry.

Notice of Intent

Welcome to the Doctor of Nursing Practice and Post-Graduate APRN Certificate Programs!

This handbook supplements *CenterScope*, the UTHSC Student Handbook, found at [UTHSC CenterScope](#), and the Academic Bulletin (Catalog), [UTHSC Academic Bulletin 2025-2026](#). It has been developed to familiarize Doctor of Nursing Practice (DNP) and Post-Graduate APRN Certificate students with the College of Nursing (CON) DNP and Post-Graduate APRN Certificate program policies. Nurse Anesthesiology and Nurse Midwifery students have an additional student handbook specific to their concentration. Please carefully review all the information available to you in each resource, as it provides valuable information to help you successfully navigate your program.

This handbook is not all-encompassing and is subject to change. The DNP and Post-Graduate APRN Certificate Faculty routinely review policies on an annual basis and as needed. The Faculty reserve the right to change policies during the year as deemed necessary. Concentrations may evolve and change curriculum and/or clinical policy to ensure/improve the Concentration's educational standards. Each student is responsible for knowing and adhering to the policies and procedures outlined in the Handbook, as well as those reported in *CenterScope* and the CON Bulletin (Catalog). Notice of policy revisions to this Handbook that impact the student will be given in writing through your official UTHSC email. Policy revisions between annual reviews supersede the existing policy in the DNP/Certificate Student Handbook and take effect immediately upon distribution.

Materials/policies found in this handbook do not displace, subrogate, or replace any official policies of The University of Tennessee Health Science Center – College of Nursing or The University of Tennessee Health Science Center. Inclusion of error in this text does not alter, in any manner, official University policy or procedures. Any questions regarding the policies contained in this handbook or subsequent revisions should be referred to the Assistant Dean of Graduate Programs or the Executive Associate Dean of Academic Affairs.

The Nursing Academic Calendar [DNP Academic Calendar for live events](#) provides dates and deadlines that may help you to successfully navigate the program. University holidays, registration dates, on-campus dates, and specific progressions dates are listed on the university Academic Calendar located at [Academic Calendars | UTHSC Office of the Registrar | UTHSC](#). Scroll to the bottom of the page and click DNP and Certificates Academic Calendar. For additional questions or clarification of information in this handbook, please contact the DNP Program Coordinator at: 901-448-6099 or the Assistant Dean of Graduate Programs at bbellflo@uthsc.edu.

Reviewed by:

***Bobby Bellflower DNSc, NNP-BC, FAANP, FNAP, FAAN
Professor/Assistant Dean of Graduate Programs***

July 2025

Purpose of DNP and Post-Graduate APRN Certificate Student Handbook

The Purpose of this Handbook is to:

1. Inform students of their responsibilities and rights,
2. Provide guidance for new DNP and Post-Graduate APRN Certificate Program students,
3. Furnish an orientation to the internal affairs of the DNP Program/Post-Graduate APRN Certificate Programs and specific concentrations,
4. Provide an overview of the external affairs of the DNP and Post-Graduate APRN Program,
5. Deliver pertinent information about the University of Tennessee Health Science Center, College of Nursing – DNP and Post-Graduate APRN Programs,
6. List personnel policies as they apply to students, and
7. Supply information regarding due process.

Forward

Welcome to the University of Tennessee Health Science Center College of Nursing – DNP and Post-Graduate APRN Certificate Programs. We hope your time with us will be educational, rewarding, and fulfilling.

This handbook has been prepared to acquaint you with all the services, regulations, and policies of the UTHSC College of Nursing – DNP and Post-Graduate APRN Certificate Programs in relation to doctoral education.

As a graduate student in Advanced Nursing Practice (ANP), whether in the realm of Advanced Practice Registered Nurse (APRN), Nurse Executive, or pursuing a Post-Graduate APRN Certificate, you will engage in a thorough analysis of the principles and challenges associated with problem-solving. You will receive guidance in exploring and comprehending the implications of various issues. Additionally, you will acquire knowledge of the problem-solving principles through the systematic collection of data aimed at developing optimal solutions, followed by the implementation and evaluation of these solutions. This methodology is applicable to various situations encountered throughout life and is instrumental in achieving your educational objectives.

Teaching and learning are interactive processes. The faculty and learner must be open to ideas, concepts, and insights. Teaching as a reflective or problem-solving approach is encouraged to stimulate students in the investigation and understanding of all the ramifications of the problem. The student is provided the freedom to learn while still maintaining close supervision. Evaluation is a critical component of this process, with the **teacher and learner providing feedback** regarding their respective performance.

The interactive learning process evolves throughout life. The DNP and Post-Graduate Certificate Programs build on individual nursing education and experience to provide sound APN education. Graduates will possess the knowledge and skills necessary for entry into advanced nursing practice, with a foundation established for lifelong learning.

History

The University of Tennessee (UT) is the land-grant University for the State of Tennessee. UT is committed to the development of individuals and society as a whole through the cultivation and enrichment of the human mind and spirit. The mission of the University is accomplished through teaching, scholarship, artistic creation, public service, and professional practice.

The University of Tennessee Health Science Center College of Nursing began admitting advanced practice nursing students in 1972. In 1999, the program became one of the first Doctor of Nursing Science (DNSc) programs in the country. In 2005, the DNSc was replaced with the Doctor of Nursing Practice following a nationwide movement for consistency in the practice doctorate.

Upon successful completion of the DNP curriculum, the graduate is awarded a Doctorate of Nursing Practice degree and is eligible to take national certification examinations offered by the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), the Council on Certification of Nurse Anesthetists' National

Certification Examination (COA), the National Certification Corporations (NCC), the Pediatric Nursing Certification Board (PNCB) or the American Midwifery Certification Board (AMCB).

Upon successful completion of the Post-Graduate APRN Certificate curriculum, the completer is awarded a certificate and is eligible to take national certification examinations offered by the American Nurses Credentialing Center, the American Association of Nurse Practitioners, or the Pediatric Nursing Certification Board.

Accreditation

The Doctor of Nursing Practice (DNP) program at The University of Tennessee Health Science Center is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791, <http://www.ccneaccreditation.org>, through December 31, 2034, and approved by the Tennessee Board of Nursing. The University of Tennessee Health Science Center is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The accreditation information is found at: [Accreditation | College of Nursing | UTHSC](#).

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A complete list of faculty and staff can be found on the College of Nursing website:

[UTHSC: CON Faculty & Staff](#)

College of Nursing Administration

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Colege of Nursing Organizational Chart

COLLEGE OF NURSING

Dean
Dr. Wendy Likes
Administrative Coordinator
Jackie Trice

Internal Leadership Committees
Executive Committee
Advancement Team

C

Communications & Marketing Manager
Leigh Ann Roman
Grant Strategist & Research Coordinator
Patti Smith

External Advisory Committees
Alumni Board of Directors
Nursing Advisory Council

Nursing Center for Community & Global Partnerships (CCGP)
Assistant Dean
Dr. Sara Day

Director of CCGP/
NCPD Coordinator
Dr. Lisa Beasley

Director of
Advanced Practice
Dr. Beth Paton

Director of
Clinical Affairs
Dr. Diana Dedmon

Community
Outreach (ULPS)
Administrator
Jayne McKinnie

CON
Administrative
Associate
Katie Mason

Research and Scholarship
Associate Dean of Research
Dr. Ansley Stanfill

Research & Scholarship
Director of Scholarship & Special Projects
Stephanie Breuer
Editor/Technical Writer
Curtis Roby
Assistant Professor/Statistician
Dr. Shawn (Xueyuan) Cao

PhD Program
Chair
Dr. Wendy Likes
Director
Dr. Carolyn Graff

Dean, College of
Graduate Health Sciences
Dr. Don Thomason

Margaret Newman Nursing Theory Center
Director
Dr. Marie Gill

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Assistant Dean of Finance & Administration
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Nursing Admissions Pipeline Coordinator
TBD
Nursing Admissions Counselor
Joaquin Gant

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Administrative Aide
Linda Fornett

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Melody Selph
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TBA

DNP Program

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DNP Program Coordinator
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Clinical Coordinator
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Dr. Donna Lynch-Smith
FNP Concentration Coordinator
Dr. Laura Reed
ACPNP Concentration Coordinator
Dr. Michelle Rickard
NNP Concentration Coordinator
Dr. Tosha Harris
PPCNP Concentration Coordinator
Dr. Sally Humphrey
PMHNP Concentration Coordinator
Dr. Jackie Sharp
Midwifery Concentration Coordinator
Dr. Kate Fouquier
Nurse Anesthesia Concentration Coordinator
Dr. Dwayne Accardo
CRNA Administrative Assistant
Ashley Jones

BSN Program

Director
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BSN Program Coordinator
Ramona Jackson
Clinical Coordinator
John Mitchell
TBSN Concentration Coordinator
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ABSBN Concentration Coordinator
Dr. Trina Barrett
DEU Coordinator
Dr. Trina Barrett

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Chair
Dr. Mona Wicks

Admin Services Assistant
Emily Cooley

Faculty

Acute & Tertiary Care Department
Chair
Dr. Sherry Webb

Senior Admin Assistant
Florine Jones

Faculty

Department of Community and Population Health
Chair
Sarah Rhoads

Admin Services Assistant
Lisa Bronte

Faculty

Last Revised May 2024

SECTION II: STUDENT RIGHTS, RESPONSIBILITIES, AND BENEFITS

DNP and Post-Graduate APRN Certificate Curriculum and Program Outcomes

The *Essentials* are the foundational outcome competencies deemed essential for all nursing program graduates, regardless of specialty or focus. Specialty competencies/content prepare the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The original Essentials were composed in 2006. In April 2021, new essentials of core competencies were developed and approved with input from many organizations, nurses, educators, and communities of interest. Colleges of nursing will implement the new core competencies over the next two to three years. We will fully implement the new core competencies in 2024-2026.

AACN (2021). *The Essentials: Core Competencies of Professional Nursing Education*. [AACN Essentials Resources](#). To go directly to the new Essentials, click here: [2021 Essentials for Core Nursing Competencies](#). Reading *The Essentials: Core Competencies of Professional Nursing Education* will enhance your knowledge and understanding of the education required to advance your education!

AACN DNP Essentials (2021)

The Essentials: Core Competencies of Professional Nursing Education.

The DNP program prepares the graduate to meet:

A. The four (4) spheres of care

- 1) **Disease prevention/promotion of health and well-being**, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients;
- 2) **Chronic disease care**, which includes management of chronic diseases and prevention of negative sequelae;
- 3) **Regenerative or restorative care**, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and
- 4) **Hospice/ palliative/supportive care**, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care.

B. Ten (10) domains:

Domain 1: Knowledge for Nursing Practice Descriptor: 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. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: 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. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health Descriptor: 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 from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

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

Domain 5: Quality and Safety Descriptor: 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 Descriptor: 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 Descriptor: 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 Descriptor: 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. Informatics processes and technologies are

used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Descriptor: 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 Descriptor: 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.

C. Forty-five (45) competencies

- a. AACN (2021). *The Essentials: Core Competencies of Professional Nursing Education*, pp 27-54. [2021 Essentials for Core Nursing Competencies](#)

D. Over 200 sub-competencies

- a. AACN (2021). *The Essentials: Core Competencies of Professional Nursing Education*, pp 27-54. [2021 Essentials for Core Nursing Competencies](#)

UTHSC CON DNP and Post-Graduate APRN Certificate (with the exception of the AGACNP-Post MSN Certificate) Program Outcomes

1. Demonstrate proficient clinical reasoning in advanced nursing practice.
2. Lead within health care systems to deliver safe, quality care for diverse populations.
3. Disseminate findings from evidence-based practice and research for optimal healthcare outcomes.
4. Integrate health information and patient care technologies to transform health care outcomes across the lifespan.
5. Advocate for social justice and equity through strategic initiatives to influence public policy.
6. Lead interprofessional teams to improve patient and population health outcomes.
7. Integrate concepts of social determinants of health, epidemiology and ethics to improve population health.
8. Design, implement and evaluate quality care based on science to facilitate optimal patient outcomes.

The Post-Graduate APRN (MSN) AGACNP Certificate Program Outcomes

1. Synthesize nursing and other scientific knowledge, with contemporary clinical knowledge, for the assessment and management of health and illness states of adult-gerontology patients.

2. Demonstrate advanced levels of nursing practice including health promotion, health protection, disease prevention, treatment, and referrals for the acute, critical, and chronically ill or injured patient.
3. Engage in advocacy, modeling and teaching to advance health outcomes of complex acute, critical, or chronically ill patients.
4. Develop collaborative professional relationships.
5. Provides leadership for the delivery of clinical services within an integrated system of health care.
6. Analyzes practice outcomes to foster quality healthcare practices and improve patient outcomes.
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Graduation and Completion Requirements

To be recommended for a degree or certificate in any of the programs offered by the College of Nursing, a candidate must comply with the following conditions:

1. The candidate must complete all required courses of the prescribed curriculum with a minimum grade point average stipulated by the specific degree program (BSN Program, grade point average of 2.0 or above; DNP Program, grade point average of **3.0 or above**; AG-ACNP, PCPNP, PACNP, PMHNP, and FNP Post-Graduate APRN Certificate programs, grade point average of **3.0 or above**) and, in the case of clinical education or practice, demonstrate a level of competency that is satisfactory to departmental faculty.
2. The candidate must demonstrate professionalism expected of a student in the specific discipline acceptable to faculty and consistent with professional standards.
3. The candidate must discharge all financial obligations to the University and affiliated organizations.
4. The candidate must meet the technical and performance standards for the college and the respective program.

Attendance at Graduation

Attendance at graduation is mandatory for students completing their degrees. Those students unable to attend graduation must file a written request with their respective dean to receive a degree *in absentia*. The Dean must grant permission to receive a degree in absentia.

Student Rights

You are regarded as a valued partner in your educational journey. As a student enrolled in the DNP and Post-Graduate APRN Certificate Programs at the University of Tennessee Health Science Center's College of Nursing, you possess both rights and responsibilities pertaining to your education. Your active participation is crucial, as is your openness in communicating any concerns and needs you may have.

As an adult learner with significant professional experience and life knowledge, you contribute valuable insights, commitment, professional competence, and maturity to this academic pursuit. It is within this framework that your educational path will be meticulously designed, and your future career will be developed.

As a student, you have the right to expect:

- The freedom to pursue your educational goals. The DNP and Post-Graduate APRN Certificate programs will offer a highly specialized graduate curriculum grounded in professionalism, progressive didactic instruction, and a personally designed, mentored clinical experience. Students' performance will be evaluated on established grading criteria outlined in each course syllabus.
- Fair and accurate evaluations of your progress in the educational program and the right to be kept informed of the status of that progress.
- The right to freedom of expression, inquiry, and assembly, subject to reasonable and nondiscriminatory rules and regulations regarding time, place, and manner.
- The right to inquire about and propose improvements in policies, regulations, and procedures affecting the welfare of students with the Concentration Coordinator, Program Director, and Executive Associate Dean of Academic Affairs.
- The right to privately confer with faculty concerning a personal grievance. If the outcome is not satisfactory, you may proceed to the next person on the organizational chain. If you feel that you have been subject to irresponsible treatment, arbitrary decisions, discrimination, or differential treatment that has resulted in dismissal from the program, you have the right to appeal through due process. Students shall have access to the accrediting agency after all grievance procedures at the local institution relative to student appeals have been exhausted.
- Confidentiality regarding exam grades, clinical experiences, and status in the program.
- The right to review your school record and to request nondisclosure of certain information. The University of Tennessee Health Science Center abides by the requirements of the Family Educational Rights and Privacy Act (FERPA).
- A complete and accurate certified transcript of your educational experiences and supporting documentation, as required, will be forwarded to the Certifying Agency in sufficient time for eligibility determination for the qualifying examination within two months of graduation.

Students will be accountable for:

- Reading the DNP and Post-Graduate APRN Certificate Student Handbook; reviewing the UTHSC ***CenterScope*** and University Bulletin (CON Catalog); and knowing, understanding, and acting within DNP and Certificate programs regulations, policies, and procedures.
- Completing all academic and clinical obligations in the DNP and Post-Graduate APRN Certificate Programs and the University of Tennessee Health Science Center.
- Communicating any course issues with the Faculty member teaching the course or academic issues with their Faculty Advisor and/or Concentration Coordinator.

- Maintaining personal, physical, and emotional health and notifying the DNP/ Post-Graduate APRN Certificate specific Concentration Coordinator if you are under the care of a healthcare provider for any serious or chronic illness.
- Respecting and guarding the confidentiality of all client/patient information including, but not limited to, the electronic database used for documenting clinical assignments for CON clinical experiences.
- Maintaining professional demeanor and conduct at all times.
- Maintaining communication with the DNP Clinical Coordinator and Concentration Coordinator regarding current licensure, certifications, physical address, e-mail address, and telephone number.
- Fulfilling financial obligations (i.e., payment of tuition, repayment of loans, etc.)

Problems or Issues that May Arise in Your Course:

If problems arise within the course, the student is expected to discuss the issue with the faculty member teaching the course. Every effort will be made to resolve the issue at the student-faculty level. If the issue is not resolved between the faculty and the student, the student should then contact the Concentration Coordinator and, if needed, the Assistant Dean of Graduate Programs. For complaints that are not resolved at this level, students will be directed, as appropriate, to the Executive Associate Dean of Academic Affairs. See below for the process for a formal complaint.

Formal Complaint in the College of Nursing

A formal complaint concerning the College of Nursing is a written student complaint utilizing the College of Nursing Student Complaint Form and addressing matters not otherwise covered under UTHSC's published Student Policies and Guidelines in university documents such as the Centerscope, [Student Rights & Responsibilities](#), and/or statements from the Office of Equity and Diversity. Thus, the purpose of a formal complaint is to provide a defined mechanism for the resolution of a student problem that is not otherwise addressed in stated college or university policies and procedures. The process for a complaint is as follows: Student concerns or questions are first directed to the appropriate faculty member. If the issue remains unresolved, the Concentration Coordinator, the Executive Associate Dean of Academic Affairs, and the college Dean are consulted in a progressive fashion. If unresolved at the Program Director level, a complaint is regarded as a formal complaint, and the College of Nursing Student Complaint Form is submitted to the Executive Associate Dean of Academic Affairs. The formal complaint must include the following: 1) the complainant's name, title, and phone number; 2) a detailed description of the complaint, including date and circumstances, if applicable; 3) the names of all persons involved in the complaint; and 4) any proposed/recommended solutions to the issue. The complaint must be submitted via official UT email; the form can be found under the current student page on the College of Nursing website: [Current Student](#). The Form and process documents are located in the lower left column. Formal complaints concerning the CON are sent to the Executive Associate Dean of Academic Affairs. After a complaint is filed, the Executive Associate Dean of Academic Affairs reviews the complaint and charts a course of action. The complainant may or may not be asked to appear in person to discuss the matter further but

will be informed in writing of subsequent actions taken by the Executive Associate Dean of Academic Affairs. The Executive Associate Dean of Academic Affairs will provide a copy of the complaint submitted by the student to any individuals named in a formal complaint. The Dean receives copies of all formal complaints. If a formal complaint is not resolved at the Executive Associate Academic Dean level, the complaint will be turned over to the Dean for resolution. All formal complaints will be retained in the Office of Academic Affairs.

As members of the profession of Advanced Nursing Practice and the University of Tennessee, students are held to the ethical standards of the American Nurses Association (ANA) and the University. Among these standards are honesty and integrity. These standards serve as the foundation for representing the profession and the DNP and Post-Graduate APRN Certificate Program. This attitude should be conveyed to patients, faculty, and healthcare providers. Students must read and become familiar with the section of the **CenterScope** that explains student rights and responsibilities. The **CenterScope** can be accessed here: [Centerscope 2025-2026](#)

Maintenance of Ethical and Professional Standards of the Health Professions

Student Conduct

Failure to maintain the high ethical and professional standards of the various disciplines of the health professions may subject a student to suspension or other appropriate remedial action by the University. Students are directed to the UTHSC **CenterScope** Student Handbook [CenterScope Ethical and Professional Conduct](#) for types of conduct for which students may be disciplined and all policies related to student conduct.

Use of Social Media

Students should be aware of the Social Media Guidelines in the UTHSC **Centerscope** [UTHSC internet and computer resources-social media guidelines 2025-2026](#). When using social media sites, avoid postings that may compromise the privacy of patients (Health Information Portability Accountability Act: HIPAA) and students (Family Educational Rights and Privacy Act: FERPA). Postings that adversely affect another student may be a violation of the Honor Code. Personal postings should be considered within the context of the Student Code of Conduct.

Dress Code Policy

All students are required to maintain a professional appearance at all times during their participation in activities sponsored by the College. This includes clinical experiences, direct patient or resident interactions, as well as academic and instructional environments utilized by the College of Nursing, such as laboratories, health fairs, on-campus events, and simulation activities.

Furthermore, students must adhere to the dress code established by the facility where their clinical rotation is assigned. It is important to note that dress codes may differ from one site to another; therefore, students are expected to ascertain the specific dress code requirements for each facility from their preceptor or the appropriate personnel, and to comply with these guidelines without exception.

****Policy on Attire and Appearance in Clinical and Direct Patient/Resident Areas****

This policy extends to on-campus laboratory environments and professional academic or teaching areas in relation to all College of Nursing (CON) activities, including health fairs and other on-campus engagements.

1. Casual attire such as jeans, T-shirts, jogging shorts, casual shorts, and sweatpants or shirts is deemed inappropriate for clinical assignments, professional activities on campus, or any CON-related functions. Faculty will provide guidance regarding any specific events that may necessitate attire outside of professional standards, such as children's camps or health fairs.
2. Students are required to wear a short white lab coat bearing the UTHSC CON patch on the left upper sleeve while in the clinical setting, as appropriate. It is essential that the lab coat is freshly laundered and well-pressed. Please be aware that certain clinical areas, such as Neonatal Intensive Care Units, prohibit the wearing of lab coats.
3. UTHSC identification badges must be displayed prominently, ensuring that the photograph is visible at all times during any UTHSC-sponsored activity or within clinical areas.
4. Hair must be maintained in a neat and well-groomed manner. Long hair should be secured away from the face and must not impede patient care. Some clinical sites may implement more stringent policies regarding hairstyles.
5. Cosmetic use should be limited to moderation. The application of perfume or fragrances is strictly prohibited in clinical areas and laboratories.
6. While many individuals have tattoos that may possess culturally significant meanings, it is requested that tattoos be covered at all times while engaged in patient care or within professional academic and teaching settings. Given that some tattoos may be challenging to conceal with clothing, students should consult with their Faculty Advisor or clinical advisor/preceptor regarding appropriate measures.
7. Jewelry should be minimized, with no visible body piercings (such as those on the nose, lip, cheek, tongue, or eyebrow), other than a singular small stud in the earlobes.
8. Fingernails must be kept trimmed. Light or clear polish without chips is permissible, subject to the policies of the clinical site.
9. In accordance with Occupational Safety and Health Administration (OSHA) regulations, closed-toed and closed-heel footwear is required in all clinical and

laboratory areas. Low-heeled leather shoes or clean athletic shoes are preferred for clinical site attendance.

Principles of the Student Honor Code

- A. Students who have accepted admission into an academic program at UTHSC are expected to behave in a professional manner, adhering to high moral and ethical standards in the classroom, in laboratories, and in patient care settings. All UTHSC students are bound by this Honor Code and pledge to act in accordance with its principles. Any knowledge of a violation shall be reported in accordance with the provisions and procedures of the Honor Code. A complete description of the Student Honor Code can be found in the UTHSC *CenterScope* Student Handbook [Student Honor Code 2025-2026](#)
- B. SafeAssign
Faculty have the option of using text-matching software integrated into the online course delivery system (Blackboard) to analyze student papers and other written work. SafeAssign is text-matching software that may be installed as part of the UTHSC Blackboard system. The software is designed to check paper submissions against other submitted papers at UTHSC, as well as papers that are located on the Internet and in published journals, newspapers, and magazine articles (ProQuest/ABI Inform), to screen written work for plagiarism. **Using work verbatim you have completed in other classes is considered plagiarism.**

Violations of the Honor Code

UTHSC students must exhibit personal integrity and responsibility and conduct themselves in a professional and ethical manner with respect to:

The classroom, including without limitation:

1. Tests and examinations;
 2. Oral, written, and practical reports and assignments in a student's academic or research program;
 3. The use of electronic technology/artificial intelligence (AI); and
 4. Classroom requirements set by UTHSC, a college within UTHSC ("College"), or a UTHSC faculty member.
- b. Laboratory work, including without limitation:
1. Completing individual and group assignments;
 2. Reporting laboratory results;
 3. Acknowledging contributions from other individuals and sources; and
 4. Laboratory requirements set by UTHSC, a College, or a faculty member.
- c. Clinical work, including without limitation:
1. Attendance and participation in clinical teams;
 2. Use of patient records;
 3. Timely completion of reports;
 4. Patient care; and
 5. Clinical work requirements set by UTHSC, a College, or a faculty member.

2. Section .02(1) shall be referred to as the “Honor Code.” [Honor Code](#)

Violations of the Honor Code include, without limitation:

- a. Using, receiving, or providing unauthorized assistance or possessing unauthorized information or materials: during tests, examinations, academic assignments, or scholarship; in the preparation of oral, written, or practical reports; or in clinical or laboratory work in the student’s academic or research program.
- b. Recording or reporting fraudulent data relating to patient care, willfully neglecting clinical responsibilities, or otherwise compromising patient treatment through a lack of professional integrity.
- c. Plagiarizing (presenting another person’s ideas, words, projects, creations, or work as the student’s own).
- d. Falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with academic assignments or clinical, field, or laboratory records.
- e. Substituting for another student or have another student substituting for oneself to take an exam or perform an academic, laboratory, clinical, or field assignment.
- f. Collaborating with others in assigned out-of-class activities, laboratory work, field work, scholarship, or other academic assignment when the instructions require individual effort.
- g. Altering grades, answers, marks, or documents in an effort to change academic records, the earned grade, or credit.
- h. Submitting without authorization the same assignment for credit in more than one course.
- i. Forging a signature or allowing forgery on any class- or university-related document, such as a class roll or drop/add sheet. Such forgeries could involve false identification by electronic, paper, or other means.
- j. Failing to follow a faculty member’s instructions about the integrity of an exam or academic assignment.
- k. Engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material or manipulating a grading system.
- l. Maliciously and falsely accusing another student of violating the Honor Code.
- m. Assisting another student in violating the Honor Code.

- n. Failing to report to UTHSC in a timely manner one's reasonable belief that another person has violated the Honor Code.
- o. Discussing or revealing confidential information or materials relating to allegations, investigations, charges, or hearings of a College Honor Council or the University Honor Court.
- p. Engaging in unauthorized or inappropriate distribution or use of course materials (e.g., podcasts/lecture recordings), including without limitation:
 - 1. Sharing materials with individuals not enrolled in the UTHSC course;
 - 2. Posting lectures or portions of lectures to external sites;
 - 3. Creating clips for online video repositories; and
 - 4. Posting recordings of patient encounters in simulated or actual clinical settings.
- q. Engaging in other similar acts of academic dishonesty.

The Honor Code Pledge.

1. All UTHSC students must sign the following pledge ("Honor Code Pledge") within two weeks of the start of classes:

I have read carefully the provisions of the Honor Code of the University of Tennessee Health Science Center and fully understand its meaning and significance, and I agree to abide by the Honor Code while a student enrolled at this institution and agree to accept all of its implications without reservation.
2. A student's signature under Section .03(1) indicates the student's pledge of personal integrity and responsibility and professional and ethical conduct and obligates the student to comply with the UTHSC Honor Code and the UTHSC Honor System.
 - A. Students, faculty, staff, and/or test administrators must report observed violations to a member of the college Honor Council in accordance with Honor Code procedures. Any alleged violation under shall be immediately reported by the President of the Honor Council, or Faculty Advisor, to the principal clinician or investigator after the alleged violation is received.
 - B. Suspicious Activity: If someone witnesses suspicious behavior but is uncertain of a Honor Code violation, the person may informally report the behavior to a college Honor Council member. The Honor Council member will counsel with the suspected student and advise the student that such actions are suspicious and, if continued, may lead to a formal complaint. An Honor Council member receiving a report of suspicious behavior must notify the Honor Council President before counseling the student.

Administration of the Honor Code

Participants

1. **STUDENTS:** The Honor Code pledge is signed by all students enrolled at UT Health Science Center. This signed pledge is a student's pledge of honesty and integrity. The pledge obligates the student to support the ethics and provisions of the UT Health Science Center Honor Code and to participate in its procedures and actions.
2. **FACULTY AND STAFF:** The faculty and staff participate in the Honor Code by endorsing and supporting the principles of the Code and by applying its rules and procedures.
3. **ADMINISTRATION:** Offices relating to student affairs are responsible for providing advice to students regarding Honor Code procedures.
4. **HONOR COUNCILS OF THE COLLEGES:** Each college has an Honor Council that functions under the rules delineated in the Honor Code. Alleged violations of the Honor Code are processed by the Honor Council of the college in which the alleged violation occurred.

College of Nursing-Honor Council

1. **Composition:** The Honor Council of the College of Nursing consists of a chairperson and three (3) representatives from each of the programs (BSN and DNP). The Honor Council chairperson presides over all regular meetings and Honor Council hearings.
2. **Election of Members:** The Honor Council president must be a current student of the BSN or DNP Programs and is appointed by the president of the College of Nursing SGA. BSN and DNP Concentration representatives are elected by each class during the fall election period.
3. **Vacancy:** In the event of a vacancy occurring in the Honor Council, a class election is held within four (4) weeks of the vacancy to elect a new representative. In the event of a vacancy of the Honor Council president, a new president is reappointed by the president of the College of Nursing SGA.
4. **Faculty Advisor:** The Executive Associate Dean of Academic Affairs shall be the College of Nursing Honor Council faculty advisor. The faculty advisor shall be permitted to attend all proceedings of the Honor Council with voice but not vote.
5. **Quorum:** At least five of the active voting members of the Honor Council shall constitute a quorum. Honor Court decisions are decided by a majority vote of Hearing Court. A quorum may be established regardless of a class distribution or alternate status.

Honor Code Pledge

Each UT Health Science Center student, before matriculation, or during the new student orientation period, is required to sign the following pledge:

"I have read carefully the Honor Code of The University of Tennessee Health Science Center and fully understand its meaning, significance and application. I agree to abide by this Honor Code while a student in this institution and agree to accept all of its implications without reservation."

Signature Date

UTHSC Student Identification

Number

College

UTHSC Sexual Harassment Policy

The University of Tennessee Health Science Center recognizes that harassment on the basis of sex is a violation of the law. The University of Tennessee is committed to an environment free from explicit and/or implicit coercive sexual behavior used to affect the well-being of members of this academic community. Sexual harassment is unacceptable and grounds for disciplinary action. Students, including residents who wish to file a complaint alleging Sexual Harassment should do so by contacting the Office of Equity and Diversity, 920 Madison Ave, Suite 420, Memphis, TN 38163. Persons observing sexual harassment should report the matter to the Office of Equity and Diversity. Students are directed to the UTHSC *CenterScope*, Student Handbook for all policies related to UTHSC Sexual Harassment--[UTHSC Sexual Harassment](#) **Note:** The University of Tennessee Board of Trustees adopted a new *Sexual Misconduct and Relationship Violence Policy* in June 2015 and updated in 2020. Please review the policy at [Sexual Misconduct and Relationship Violence Policy](#)

Law of Sexual Harassment

Sexual advances toward a student, which become a condition of employment or affect the academic relationship constitute unlawful practices. Unwelcome physical or verbal behavior of a sexual nature, which has the purpose or effect of creating an atmosphere of intimidation, violates the law. In the work environment, sexual harassment is a violation of **Title VII** of the Civil Rights Acts of 1964. In a classroom setting, it is a violation of **Title IX** of the Education Amendments of 1972. In addition, sexual harassment may also violate Tennessee state law. Sexual harassment is defined as “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or educational environment.”

Guidelines

The question of whether or not a particular action or incident establishes a purely personal, nonacademic-related relationship requires a factual determination. In making such a determination, the case record as a whole, as well as the totality of the circumstances such as the nature of the sexual advances and the context in which the alleged incidents occurred, will be examined. The determination of the legality of a particular action will be made from the facts, on a case-by-case basis, because the same behavior may constitute sexual harassment in one context but not in another.

Preventing Sexual Harassment

1. Be informed about the aspects of sexual harassment.
2. Trust your instincts about possible danger.
3. Communicate clearly to the offender how you feel about offensive behavior.

4. Report inappropriate conduct immediately.

Complaint Procedure

Employees, students, applicants for admission or employment, or other participants in UTHSC programs or activities who believe that they have been subjected to sexual harassment or to discrimination on the basis of race, color, sex, religion, national origin, age, disability or veteran status, are entitled to seek relief through the following procedure:

Students should contact the University's Title IX Coordinator, Dr. Michael Alston, Office of Inclusion, Equity, and Diversity, (OIED), Phone: 901-448-2112, Email: mialston@uthsc.edu

University policy prohibits retaliatory action being taken against any complainant or any person assisting in the investigation of a complaint who is acting in good faith. Persons who knowingly bring false allegations may be subjected to immediate disciplinary action.

Students who are subject to retaliation should contact the University's Title IX Coordinator, Dr. Michael Alston, OIED, 901-448-2112, , E-mail: mialston@uthsc.edu

A complaint may be submitted directly to the Office of Equity and Diversity without confronting the offender. Complaints must be submitted within 300 days of the alleged discriminatory action (including sexual harassment). In certain circumstances and at the discretion of the Office of Inclusion, Equity, and Diversity, complaints that are not reduced to writing or that fall outside of the specified time limit may be investigated.

Information regarding the University's procedure for investigating complaints of harassment is available from the Office of Inclusion, Equity and Diversity: (901) 448-2112 or TDD (901) 448-7382.

Please read the Centerscope carefully for sexual harassment information: [Sexual Harrassment Policies and Guidelines](#)

Education Policies

Academic Advising

Upon admission to the DNP and Post-Graduate APRN Certificate program, each student is assigned to a Faculty Academic Advisor within their Concentration. Students are encouraged to schedule an appointment to meet with their Advisor during Orientation and/or as needed to discuss program planning, academic issues with courses, clinical experiences, or to discuss their progress through the program. This may be in-person or via videoconferencing.

Changes in Plans of Study

Requests for changes to another DNP concentration, changes from Dual concentrations to a single concentration, or to transition from a full-time to a part-time plan of study must be discussed with the advisor, concentration coordinator, and the Assistant Dean of Graduate Programs. The change in plan of study must be approved by the Assistant Dean of Graduate Programs and the Executive Associate Dean of Academic Affairs. The Assistant Dean of Graduate Programs is available to meet with students to discuss program needs, interests, goals, and program policies. Students are allowed **two (2)** changes in a Plan of Study unless approved by the Dean of the College of Nursing. Please see the official policy in Section III.

The Syllabus

The syllabus is an important source of information about your course. It is the agreement between the student and the faculty about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are turned in timely and meet the specified requirements as explained in the syllabus. Each course syllabus indicates a date by which the student must complete a syllabus quiz, indicating that it has been read. The syllabus notes that submitting a late assignment will result in a 5% deduction/day. Any assignment not submitted within seven (7) calendar days will receive a zero (0) on the assignment. **Students who are experiencing a crisis/need that will cause a delay in submitting the assignment should discuss the issue with faculty prior to/or at the time the assignment is due to discuss any special consideration for submission.**

Children in Classes

It is not possible to provide an environment conducive to learning with children present in the classroom or mandatory conferences/events, such as but not limited to Distinguished Visiting Professors conferences or on-campus workshops. Students are expected to make childcare arrangements in advance.

UTHSC Student Identification Badge

Students are required to wear the UTHSC identification badge when on campus or while representing the College of Nursing in activities off campus (i.e., clinical rotations, health fairs, etc.). The UTHSC identification badge will be received during orientation. This badge is to be worn in a visible fashion and must be presented to UTHSC Campus Police officers, administration, or faculty upon request. If a student's UTHSC identification badge is lost or misplaced, a new one must be obtained from the Campus Police office for a fee. Student IDs must be returned upon withdrawal or graduation. A fee will be levied upon failure to return the ID. Transcripts will be withheld until the fee is paid.

Evaluation Methods or Grading Plan:

The faculty evaluates the academic achievement, acquisition of skills, and attitudes of nursing students and uses the marks of A, B, C, D, F, WP, WF, and I in all official reports. P (pass) or F (fail) is used for some clinical courses.

Course grades are not based on the curve. The University of Tennessee Health Science Center College of Nursing Grading Scale is as follows:

92 – 100	A
83 – 91	B
75 – 82	C
70 – 74	D
0 – 69	F

The letters “**WP**” or “**WF**” are recorded to indicate pass or failure in those instances in which a student withdraws from a course before completion and is either passing or failing, respectively. The letter grade of “**W**” will be recorded when a student withdraws from a course before an evaluation has been conducted to determine whether they are passing or failing. If withdrawal occurs before the midpoint of a course, the grade for the dropped course is recorded as a ‘**W**’ on the official transcript. If withdrawal occurs after the midpoint, but before the course is 70% completed, the grade for the dropped course is recorded as either ‘**WP**’ (withdrawn passing) or ‘**WF**’ (withdrawn failing), depending on the student’s grade point average in the course at the time of withdrawal. Once a course is more than 70% complete, a withdrawal is not permitted except under extenuating circumstances. Any student who fails to complete the course will receive zero(s) for any uncompleted assignments and tests, and the final course grade will incorporate those zero(s) into the grade calculation.

The designation of “**I**” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR and/or the Concentration Coordinator. In such cases, arrangements will be made by the coordinator for the student to complete the course requirements, and the grade of “**I**” will then be replaced by whatever grade the faculty of record for the course considers the student to have earned. It is the responsibility of the student to work with the Concentration Coordinator/faculty of record in determining under what circumstances the “**I**” grade can be changed; however, the student must remove the “**I**” by the end of the following term. Failure to remove the “**I**” within the allowed time will result in a grade of “**F**” being recorded as the permanent grade.

Exam Proctoring

Exams that count 10 percent or more of the course grade will be proctored via Zoom by the course faculty or their designee. The faculty of record will schedule exams for specific days and times. The dates and times of exams will be in the syllabus.

Academic Counseling Form

Any student who scores less than 75% on any examination or assignment, or is in jeopardy of academic failure, will receive an “Academic Counseling Form” from the Course Faculty via ProjectConcert. The course faculty will contact the student to discuss the academic issue related to the non-passing grade and, with the student, discuss a plan of action. The student will complete the plan of action section of the Form within 5 business days, sign and date the form, and return

it to the course faculty member via email. The next exam cannot be opened for the student until they have completed the Academic Counseling Form. The form is forwarded to the student's Faculty Advisor. The Faculty Advisor reviews the student's plan of action and will determine if additional consultation is needed. The Faculty Advisor signs and dates the form and forwards it to the Concentration Coordinator and DNP Director. If a student fails to respond to the Academic Counseling Form from the Course Faculty within 10 business days, the student is referred to the Assistant Dean of Academic Affairs/Executive Associate Dean of Academic Affairs for further follow-up, including referral to the Progressions Committee.

Withdrawal from Courses and Add/Drop Courses

Students who desire to add or drop a course should consult with their academic advisor and the Concentration Coordinator. Students may only add or drop a course within the first ten (10) days of the Fall and Spring semesters.

When students withdraw from a course, faculty members record the withdrawal in Banner, along with the last date of student attendance. Faculty notify the Assistant Dean of Graduate Programs, the Executive Associate Dean of Academic Affairs, and the student's advisor regarding the course change. The Concentration Coordinator, Assistant Dean of Graduate Programs, and the student develop a new plan of study, sign it, and forward it to the Assistant Dean of Graduate Programs and the DNP Program Coordinator for documentation in the student tracking system. Courses in the College of Nursing are typically offered once per year. Individuals who withdraw from a course may not be able to progress to the next set of courses, resulting in a delay of 6 to 12 months in their progression. **See Section III for Official Policy**

Limits for Withdrawals from a Course

1. If withdrawal occurs before the specific date on the academic calendar for each semester (usually close to the midpoint of the course), the grade for the dropped course is recorded as a 'W' on the official transcript.
2. If withdrawal occurs after the withdrawal date but before the course is 70% completed, the grade for the dropped course is recorded as either 'WP' (withdrawn passing) or 'WF' (withdrawn failing), depending on the student's grade in the course at the time of withdrawal.
3. Once a course is > 70% completed, a withdrawal is not permitted except under extenuating circumstances. Any student who fails to complete the course will receive zero(s) for any uncompleted assignments and tests, and the final course grade will incorporate those zeros into the grade calculation.
4. Documentation of extenuating circumstances must be provided by the student, and approval will be considered and must be given by the course faculty member, Assistant Dean of Graduate Programs, and Executive Associate Dean of Academic Affairs in order to withdraw once a course is >70% completed.

Incomplete vs. Withdrawal

If an instance arises when a student is unable to complete a course at the scheduled time due to extenuating circumstances, the student may request an “incomplete” for the course from the course faculty, the DNP Director, and the Executive Associate Dean of Academic Affairs. Documentation of the extenuating circumstance must be provided. If approved by the Executive Associate Dean of Academic Affairs, the student will receive an “incomplete” in the course, and the grade for that course will be recorded as “I” on the student's transcript. The student must complete all remaining course requirements by the end of the term following that in which the “Incomplete” was received. Otherwise, the “I” will be changed to an “F” for the permanent record. For example, if a student has an incomplete in a Fall term course, the incomplete must be removed by the end of the spring term.

Grade Dispute

If a student has an assignment or examination grade to dispute, they must notify the course lead faculty within three (3) working days (Monday through Friday) after grades are posted.

Students may appeal their final course grade if they believe it was assigned inappropriately and not in accordance with the grading policy outlined in the course syllabus. The appeal must be made in writing within 5 days of the final grade being posted and directed to the course director, who will then forward it to the DNP Program Chair. If resolution of the issue is not made at the program level, then the appeal is made in writing to the Progression Committee (through the Executive Associate Dean of Academic Affairs). The Progression Committee will review the written documents and make a recommendation to the Dean within 5 days of the grade appeal. See Section III for the official policy.

Satisfactory Academic Progress

Students must achieve satisfactory academic progress in order to receive federal financial aid. The Office of Financial Aid’s satisfactory academic progress standards mirror the academic progress policies of each individual college. A student who is found not to be making academic progress by their college is not eligible for federal financial aid. This rule may also apply to state, institutional, and private funds. For more information, please refer to *CenterScope*--[Student Academic Progress](#)

Progression Review

1. Satisfactory Academic Progress

- a. **For the BSN program:** Students must attain a minimum grade point average (GPA) of 2.0 in a given term and maintain a cumulative GPA of 2.0 to progress to the subsequent term or to graduate. Students are expected to complete all courses with a grade of “C” or higher.
- b. **For the BSN Program:** Federal Financial Aid laws state a bachelor’s degree should be completed within 150% of the total credit hours for the degree. The BSN degree is 120 credits; therefore any student that, during their completion of their BSN degree, exceeds 180 credit hours will be notified of the need to verify their academic progress with financial aid. The SAP form can be located at <https://uthsc.edu/financial-aid/satisfactory-academic-progress.php>.

Students who are notified of this progression approval form should complete the first page and send this to the BSN Program Director or designee to complete the second page. Once this is complete, the form will be signed and submitted to the financial aid office.

- c. **For DNP and certificate programs:** Students must attain a minimum grade point average (GPA) of 3.0 in a given term and maintain a cumulative GPA of 3.0 to progress to the subsequent term or to graduate. Students are expected to complete all courses with a grade of “B” or higher.
- d. **For all programs:**
 - i. The grade point average is calculated based on required courses completed at UTHSC. Grades earned in courses that are repeated are included in the calculation of the student’s UTHSC GPA. Grades that are transferred into the program are not included in the UTHSC grade point average.
 - ii. Students must complete required clinical hours and meet clinical outcomes for courses to progress in the program. If a student changes their state of residency, the College of Nursing may not be able to arrange appropriate clinical experiences. A delay in progression may result and could necessitate students to withdraw from the program if clinical experiences cannot be arranged.
 - iii. Students must meet the College and program technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration to continue in the various curricula and graduate. Copies of these standards are provided to students by their respective programs and are included in this bulletin.
 - iv. Registered nurses must maintain an unencumbered Tennessee RN license or have unencumbered authority to practice as an RN via the multi-state privilege for the duration of the program.
 - v. Individuals who are admitted into either a certificate program or the DNP program based on licensure as an advanced practice nurse must maintain this license during the program.
 - vi. The grade scale for the College of Nursing is as follows: A (92-100) Excellent, B (83-91.99) Good, C (75-82.99) Satisfactory, D (70-74.99) Poor, F (0-69.99) Failure, WF (Withdraw Failure), W (Withdraw), WP (Withdraw Passing), I (Incomplete).

2. Academic Performance Leading to Probation

- a. **For all Programs:** Students who do not meet the criteria for academic performance leading to dismissal (see section 3 below), but who have not maintained satisfactory academic performance, are placed on probation and do not go through the Progression Committee. The criterion for academic performance leading to probation is as follows:
 - i. **For the BSN program:** Any student who earns a single grade of “WF” or “D” in a single semester will be placed on probation for the

following term and remain on probation until they are in good academic standing.

- ii. **For DNP and certificate programs:** Any student who earns a grade of “WF” or “C” in a single semester will be placed on probation for the following semester and will remain on probation until they are in good academic standing.

3. Academic Performance Leading to Dismissal

- a. **For the BSN Program:** An automatic dismissal from the CON Dean will result when a student earns a grade of “F” or “WF” two times throughout the program of study, fails a majority of their courses in any given semester, or achieves any combination of 3 or more grades of “WF”, “F”, and “D” in a single semester. Students meeting the criteria for automatic dismissal outlined in this section retain their right to appeal as described in the Appeal Process section of this policy.
- b. **For the BSN Program:** A recommendation for dismissal from the program by the Executive Associate Dean of Academic Affairs will result when a student earns two grades of “D” or a single “F” throughout the course of study. Students meeting the criteria for recommendation for dismissal in this section retain their right to appeal as described in the Appeal Process section of this policy.
- c. **For the DNP Program:** An automatic dismissal from the CON Dean will result when there is a “D” or “F” in any single course or two grades of “WF” throughout the course of study. Students meeting the criteria for automatic dismissal outlined in this section retain their right to appeal as described in the Appeal Process section of this policy.
- d. **For all Programs:** Students who meet the following criteria for each program will be recommended for dismissal by the Executive Associate Dean of Academic Affairs. Students meeting the criteria for recommendation for dismissal in this section retain their right to appeal as described in the Appeal Process section of this policy.. The criterion for academic performance leading to dismissal recommendation is as follows:
 - i. **For all Programs:** A student failing to meet the minimum grade point average requirement as stipulated by the specific degree program;
 - ii. **For all Programs:** A student failing to meet the requirements of a course(s) as stipulated in the course syllabus;
 - iii. **For all Programs:** A student failing to meet technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration;
 - iv. **For all Programs:** A student failing to meet stipulated conditions for removal of academic probation within the designated time period prescribed in their official notification.

Progression Review

The following guidelines pertain to full-time as well as part-time students. Promotion is the process by which a student progresses through an academic program and graduates. The progress of all students is reviewed three times per year (end of fall term, end of summer term, and end of spring term). However, student progress may be reviewed more frequently if needed. The Progression Committee can act any time a student is dismissed for making inadequate progress toward degree objectives or technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration. Committee recommendations regarding a particular student are based upon input by the student, each faculty member, or the course director who has teaching responsibility for that student during a given instructional period. Students who wish to appeal dismissal will have the opportunity to submit documents and a statement supporting their appeal request in accordance with the Appeal Process outlined below. **Progression Committee actions:** For any student meeting the criteria for a recommendation of dismissal outlined in 3b or 3d (i through iv), the following actions may be recommended by the Progression Committee to the Dean:

a. **Not Upholding Dismissal**

- i. **For All Programs:** The Progression Committee, after considering the appeal as submitted by the student, may recommend not upholding the dismissal recommendation for the student. The Progression Committee may make recommendations to the Dean intended to facilitate the student's academic success.

b. **Probation**

- i. **For All Programs:** The Progression Committee may recommend probation for any student failing to meet stated objectives associated with technical and performance standards. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met.
- ii. **For All Programs:** The Progression Committee may recommend probation for students who received a recommendation for dismissal from any program upon consideration of all statements and evidence presented to the Progression Committee on appeal. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met. The Progression Committee may make recommendations intended to facilitate the students' academic success.
- iii. **For the Accelerated BSN Program:** The Progression Committee may recommend probation and transfer to the Traditional BSN program in lieu of a dismissal recommendation. Committee recommendations must include delineation of specific conditions that must be met for removal

of the student from academic probation, and the time by which such conditions must be met.

c. **Upholding Dismissal**

- i. **For All Programs:** The Progression Committee, after considering the appeal as submitted by the student, may recommend upholding the recommended dismissal of the student.

d. **Repeating Curriculum:** Recommendations that a student repeat all or part of the curriculum may be made if either of the following conditions are present:

- i. **Nonacademic circumstances:** The presence of specific nonacademic circumstance(s) judged by the committee as having an adverse effect on the student's academic performance, and there is committee judgment that resolution of the identified circumstance will subsequently result in satisfactory performance by the student;
- ii. **Academic performance or leave of absence resulting in a delay in progression:** Students may be required to repeat or audit courses previously taken when in the committee's judgment, the time between course completion and re-entry into the program could jeopardize student progression or success on licensing or certification exams.
- iii. **Grades for Repeated Courses:** When a course is repeated, the grades for both the original and the repeated courses are included in the grade point average.

Appeal of Grades

Students may appeal their final course grade if they believe it was assigned inappropriately and not in accordance with the grading policy outlined in the course syllabus. The appeal is made in writing *within 5 days of the final grade being emailed* and directed to the course director and then to the Program Director. If resolution of the issue is not made at the program level, then the appeal is made in writing to the Progression Committee (through the Executive Associate Dean of Academic Affairs). The Progression Committee will review the written documents and make a recommendation to the Dean within 5 days of the grade appeal

Attendance Policy

Students are required to attend all scheduled classes and clinical experiences as assigned.

Class, Seminar, and Conference Attendance

1. All students are to take responsibility to coordinate and participate in class requirements, clinical attendance, and participation during on-campus meetings.
2. There will be no unexcused absence from classes, seminars, or conferences with the exception of sick time. This includes on-campus time.
3. Students are expected to notify faculty in advance of any absence from the course.
4. It is expected that you log into the course site at **least two different days each week and review the announcements and other assignments.**

5. Failure to respond to faculty e-mail **within 2 business days** will constitute an unexcused absence from the course. Two unexcused absences from the course may result in failure of the course.
6. Due to tight time restraints and heavy clinical loads, an absence of contact with faculty from the Discussion Board or other established points of contact (such as assignment submissions, clinical documentation, communication with preceptor [may include other points of contact]) within the course for more than 7 business days will constitute an unexcused absence from the course and may result in failure of the course.
7. Assignments are to be completed by the due date and time. All times reflect Central Time. Students may want to access the Fixed World Clock at <http://www.timeanddate.com/worldclock/converter.html> to check on the specific time that the assignment would be due in their time zone.
8. **It is the student's obligation to keep faculty aware of all matters that may affect the student's obligation to a course.**

Sick Leave

1. Class, clinical, seminar, simulation, and conference attendance:
 - a. Two or more consecutive sick days will require documentation from a healthcare provider or from the Student Health Center prior to returning to clinical.
 - b. If a student is sick on an exam date, the student must submit documentation from a healthcare provider or from the Student Health Center in order to be allowed to make up the exam. Failure to provide documentation will result in a zero for the exam.
2. In order to receive University credit for the course as each clinical course is assigned University credit, the clinical student must fulfill all time commitments associated with the course.

Exposure Report Policy

Policy about exposure to blood or hazardous body fluids at The University of Tennessee Health Science Center requires that ALL exposure incidents be reported to University Health Services. Procedures are for University of Tennessee Health Science Center's students, residents, and employees who sustain an exposure to blood or hazardous body fluids.

Students are directed to the UTHSC **CenterScope** Student Handbook for all policies related to the exposure [TB Exposure](#) and [Student Needlestick Injuries](#).

Notification Procedures for Exposed Students

After immediate treatment is complete, the exposed healthcare students and residents should immediately call 901.448.5630 to speak with a person who will counsel the student and refer for appropriate care.

Here are the steps you should take:

1. Take appropriate first aid measures (clean wound with soap and water; flush mucous membranes with water/saline for 15 minutes).
2. Get the name, medical record number and location of exposure source.

3. Notify your supervisor/preceptor/faculty so they can complete the Online Incident Report form within 48 hours [Online incident report](#)
4. If possible, report, in person, to University Health Services ® 910 Madison Ave, Suite 922.
5. If the exposure happens after hours, on weekends or holidays, report to the facility's Employee Health Office, an urgent care or the Emergency Department. If the exposure occurs at a hospital, go to the Emergency Department at that hospital. If it occurs on campus at times when UHS is closed, go to the nearest hospital or urgent care.
6. Follow up care can be scheduled at UHS. The facility providing care will file all charges to your insurance. The UTHSC campus-sponsored plan has coverage for injuries and exposures.
7. For students outside of the Memphis area, please report to the outside facility's Employee Health Office or Emergency Department. This facility will inform you of the follow-up process.
8. Please contact University Health Services at 901.448.5630 if you encounter any problems with the exposure and follow-up process.
9. **Care following exposures should be sought as soon as possible.**
10. **You are responsible for any bills incurred.**

Criminal Background Checks for Matriculating Students

In order to ensure that admitted students can successfully pursue careers as healthcare professionals and to conform to requirements at clinical training sites, UTHSC requires all entering students to undergo a criminal background check (CBC) prior to matriculation. Once accepted for admission, students must satisfactorily complete the CBC. Annual background checks are required for many clinical sites. For further information, please see the [EM102 - Criminal Background Checks for Matriculating Students - UT System Policies](#) or [Annual Background Check](#)

Drug and Alcohol Policy

It is the policy of the University of Tennessee to maintain a safe and healthy environment for its students and employees. Therefore, the University prohibits being under the influence of, or the unlawful use, manufacture, possession, distribution or dispensing of drugs ("controlled substances" as defined in the Controlled Substances Act, 21, U.S.C. 812) and alcohol on university property or during university activities. Violation of this policy is grounds for disciplinary action – up to and including permanent dismissal. For further information, see the *CenterScope*, [Alcohol, Drugs, and Firearms policy](#).

Safety Issues

Inclement Weather Policy

The inclement weather policy shall be applied when the University of Tennessee Health Science Center implements its inclement Weather Policy.

If inclement weather occurs, Health Science Center students, faculty, and staff may stay informed of the campus' status by:

1. Paying attention to phone alerts sent out to students, faculty, and staff about campus status
2. Visiting the UT Health Science Center website at <http://www.uthsc.edu>;
3. Call 8-8423 (8-8ice) from a campus phone for inclement weather closing information. From a non-university phone, dial 901.448.8423.
4. Observing local television and radio station reports.

Students are adult learners and expected to demonstrate appropriate judgment regarding travel to and from clinical sites. Students assume the risk associated with transportation and inclement weather. Students may be required to perform additional clinical days to compensate for time missed due to inclement weather.

UTHSC Campus Police

The Campus Police Department offers safety escort services on campus and within the immediate area from dusk to dawn and issues identification cards and keys to students and other authorized personnel. Please notify Campus Police at 448-4444 if you need an after-hours safety escort.

To provide additional security, several “Blue Light” emergency telephones are strategically located around campus. You are strongly encouraged to note the locations of these phones and are invited to make a test call. Please inform the dispatcher at the onset that your call is a “test”.

In the event of an accident, crime, or another emergency, dial extension 8-4444 if on campus. If not using a UTHSC phone, dial 901.448.4444. Officers will respond and contact the appropriate personnel. Students are encouraged to contact campus police whenever they observe unusual or suspicious behavior.

For more information, check out the following tips for safety tips on campus check the Campus Safety Section under Campus Police: [Campus Safety](#) | [Campus Police](#) | [UTHSC](#).

UTHSC Parking

Students receive their UT ID and parking hang-tag during new student orientation. To get a replacement parking hang-tag, contact the Parking Services Office located at the UTHSC Campus Police Office at, 3 N. Dunlap Memphis, TN 38163. The phone number is 901.448.5549. For more information, visit the UTHSC main website (<http://www.uthsc.edu/>) or the Campus Police website at [Parking and Access](#) | [Campus Police](#) | [UTHSC](#) .

SECTION III: DNP CONCENTRATION POLICIES

Student Responsibilities

Licensure and Certification

1. Clinical affiliations require all students to maintain necessary RN licensure, ACLS, BCLS, NRP, or PALS certification, immunizations, TB tests, etc. to practice within clinical sites.
2. It is the responsibility of the student to maintain the necessary credentials to complete clinical rotations and to upload current documents into the clinical database and provide required information to Verified Credentials and University Health **PRIOR** to expiration.
3. Notification will be sent to the student by the DNP Clinical Coordinator through UTHSC email via ProjectConcert several times prior to expiration.
4. Failure to upload the document by the expiration date will result in immediate removal from the clinical site by the Concentration Coordinator.
5. Failure to submit the documents within 14 business days may result in failure of the clinical course.
6. Failure to update data in a timely manner a second time within the DNP program could result in dismissal from the program.

E-mail Messages

The official method of communication between students and their respective course faculty, concentrations, and the dean's office is through the UTHSC email system.

- Students must check their email at least once each day to avoid missing vital information.
- **Emails from faculty should be responded to within two (2) business days, or the student's absence will be considered "unexcused." Two unexcused absences may result in failure of the course.**
- No communication from a student to an email from faculty within 7 business days will be considered a lack of participation in the course. Unless documentation is presented to justify extreme circumstances for lack of participation, it may result in failure of the course, and an "F" will be entered in the course.

Email is a professional communication. When communicating to faculty and others within the CON or professionally, it should be treated as a formal letter requiring a salutation, correct grammar and spelling, and a signature.

When sending email messages to faculty or staff, the following procedure should be followed:

1. Use the UT email address (yourname@uthsc.edu email address), as faculty will only respond to emails sent from the UT email system.
2. Start the subject line of the email with the course ID, followed by a colon and then a few words about the substance of the email. Example: ABC###: Requesting a private meeting
3. Add a signature line at the bottom of the email. Sign all email messages with your first and last name, Concentration, year of expected graduation, and a phone number where you can be reached. Email addresses (your NetID) have only 8 characters, and it is not always possible to tell who the sender is.

Example: Jane Doe, BSN, RN
UTHSC, DNP Student, FNP Concentration, 2024
Jdoe12345@uthsc.edu
901-123-4567

In online communication (emails, discussion boards, etc.), people cannot see the writer's face, they cannot hear the tone or voice inflection, and body language cannot be observed. When responding to another student or faculty email or on discussion board—or when creating one—it is very important to write one's thoughts and reflect carefully for a few minutes. Then, re-read what was written and make sure it answers the question(s) and is worded in a way that is not likely to offend others.

- It is okay to disagree - but do so in a manner that is constructive rather than destructive and encouraging rather than denigrating.
- Use of emoticons and "non-verbal, verbal" communication should not be used in professional communications. Abbreviations one might use when texting friends is also not acceptable.
- Take the time to review what you type. This is one of the benefits of online communication—you have the ability to wait and rethink what you will say before you say it.
- USING ALL CAPITAL LETTERS IS THE SAME as shouting! Use capital letters only to emphasize a point; do not type full posts in capital letters.
- Respect others' opinions, as you would have yours respected.
- Start your email with an appropriate professional salutation and close with your signature line.

Cell Phone and other tech (Videoconferencing)

The University strives to provide a positive learning environment for all students. Cell phones may disrupt classes and quiet places of study.

1. Cell phones should be turned off in the classroom, clinical, simulation, conference, or Zoom.
2. Remove phone conversations from quiet places (e.g., library, conference rooms, and computer labs)
3. Cell phones should be turned off while in the clinical area.
4. **Many classes, student meetings, and conferences will be conducted by videoconferencing technology, usually Zoom or MS Teams.**
 - a. There are videoconferencing etiquette points:
 - i. Conduct your video webconference in a quiet area free of distractions.
 - ii. Turn on your camera and ensure your name is at the bottom of your picture.
 - iii. Be aware of your background or use a professional background from the UTHSC website site.
 - iv. Dress appropriately—professional or business wear is appropriate.
 - v. Children and pets are not part of your meeting.

Contact for Technical and Administrative Support:

For non-Blackboard-related technical support for your computer hardware and software, NetID, and UT email account, contact the following: **UTHSC TechConnect**

TechConnect's Service Desk– 7:30am-5:30 pm CT Monday through Friday:

1. 901.448.2222, 800.413.7830 or email at [UTHSC Techconnect](mailto:uthsc_techconnect@uthsc.edu)

For Blackboard-related support, contact the following:

1. For course access and content issues (e.g., cannot access course, cannot find syllabus, locked out of test), contact your course faculty or Continental US toll-free 800-733-2498 (UTHSC, College of Nursing).
2. For basic Blackboard technical issues (e.g., how to change or reset your Bb password), consult the help page at [Getting Started | Blackboard Help](#).
2. For overall system access and Blackboard-related technical issues (e.g., cannot log in to system, etc.), contact the service desk at 901-448-2222 or email the service desk [TechConnect](mailto:uthsc_techconnect@uthsc.edu)

Resources for Students at UTHSC

There are many services for students at UTHSC. You may find a list with links, at: <http://www.uthsc.edu/students/>. Listed below are resources that students find helpful.

University Health Services

University Health Services offer a wide array of health care services. These include, but are not limited to:

- Primary Care
- Mental Health Care
- Nutritional Counseling
- Management of student injury/exposures

For more information, visit their webpage at: <http://www.uthsc.edu/univheal/>.

Library

Each College has identified liaisons available for any questions or problems. We encourage you to call your liaison if you would like to receive instruction on using certain databases or to discuss any other way the library can be of use during your program. Annabelle Holt is our library liaison and can be reached at annabelle@uthsc.edu or 901.448.9426. Her library guide page may be helpful: <https://libguides.uthsc.edu/subject/nursing>.

Librarian Services to Students

Providing students with classroom (per professor's request) and one-on-one instruction on a variety of topics including:

- Finding Information to complete assignments
- Evidence-based Practice
- Searching Nursing (and other) Databases: PubMed, CINAHL, Stat!REF
- Information Evaluation: Google vs Library Databases
- APA Citation Style: general format, internal/parenthetical citations, and References page

- AMA Citation Style
- EndNote Citation Management System: downloading, setting up, and using software that does the hard work of citing for you!
- Mobile Apps Every Nurse Should Have!

Student Success Plan for DNP Students

The College of Nursing has a Student Success and Community Engagement Director to assist students in finding resources to help achieve success in the DNP Program. We encourage you to contact her proactively as she has many resources, such as helping you develop a time management plan or providing apps that might help you increase your reading rate and comprehension. These are resources that are available to you. Don't wait until you have academic challenges. She can also refer you to the UTHSC Student Academic Success Department for counseling sessions or in-depth study sessions. [Academic Success | Student Success | UTHSC](#)

The Student Success Plan for DNP and Post-Graduate APRN Certificate students employs the Student Success Director to assist DNP students in enhancing their learning or guide students who may have academic challenges. The Student Success Director is easily accessible via online or in-person and can provide online education to help students boost their current abilities.

To contact Mellody Selph, email mselph@uthsc.edu

Please see the Student Success Plan for DNP and Post-Graduate APRN Certificate Students below:

Student Success Plan

If a student scores less than 75% on a course-specific evaluation or exam, the instructor of record (IOR) will contact the student to discuss the academic issue related to the non-passing grade and, with the student, discuss a plan of action that may include referral to the Student Success Director (SSD). Methods of communication include Zoom meeting, in-person meeting (when available), or email. An Academic Counseling Form will be initiated by the IOR. The student will complete the plan of action section of the Form within 5 business days, sign and date the form, and return it to the course faculty member. The next exam cannot be opened for the student until the student completes the Academic Counseling form. The form is forwarded to the student's Faculty Advisor. The Faculty Advisor reviews the student's plan of action and will determine if additional consultation is needed. The Faculty Advisor signs and dates the form and forwards it to the Concentration Coordinator and DNP Director. The signed form is placed in an electronic file by the Assistant Dean of Graduate Programs.

If the student is identified by the Advisor or the Assistant Dean of Graduate Programs as not performing well in more than one course, he/she will contact the student to set up a meeting via phone, Zoom, in person, or email. The student will be referred to the SSD for ongoing support. Additionally, if a student has a subsequent score of less than 75% in the same course, the IOR will meet with the student and refer the student to the SSD for ongoing support.

If the student withdraws from a course due to grades, the student must schedule a meeting with the Concentration Coordinator to create and sign an individualized revised Plan of Study (POS). If the POS is the third or more, the Dean will need to approve the new POS.

Faculty Role

1. Meet with each student who scores less than 75% on an exam or other assessment.
2. Identify the student's perception regarding why he/she earned a low score. Assess for barriers to success. Guide student on how to improve for the next exam.
3. Complete the Academic Counseling Form (online).
4. Encourage student to make an appointment with the SSD.
5. If a subsequent score of less than 75% is achieved on an assessment in the course, in addition to steps 1-3, refer the student to the SSD and the Assistant Dean of Graduate Programs.

Disability Services

The Teaching and Learning Center (TLC) provides accommodations to qualified students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Reasonable accommodations are provided to students disclosing a diagnosed disability with evidence of a functional limitation that impacts the individual in the academic setting. Students with disabilities in the College of Nursing at UTHSC must register and officially request accommodations through the Disability Coordinator in the TLC office. Regardless of a student's geographic location, all requests for accommodations must be submitted with supporting documentation and reviewed for reasonableness by the Disability Coordinator. Students should refer to [Requesting Accommodations | TLC | UTHSC](#). Students may contact the Disability Associate Director, [Keri Snyder](#), for help in requesting accommodations. All conversations regarding a student's request for accommodations are confidential.

Student Academic Success

Educational Coaching/Consultation

Student Academic Success (SAS) has a primary goal of promoting student progress in the various programs offered by UTHSC. They provide a variety of services and resources to help enhance learning and student performance. SAS services are available to all UTHSC students free of charge. The College of Nursing recommends that students utilize SAS services as an additional resource throughout the program.

Students can meet individually or in a group with a SAS Educational Specialist to develop personalized learning strategies and discern areas of strengths and weaknesses to enhance success.

Areas of consultation include, but are not limited to:

- Organization for Learning
- Error Analysis/Tests
- Time Management
- Reading Rate/Comprehension

- Board Review Preparation
- Test Taking and test anxiety
- Memorization/Note Taking

For more information concerning this and other offerings at Student Academic Services, see [Academic Success | Student Success | UTHSC](#). The website has student resources, care team information, support resources, and wellness/prevention resources.

Counseling Services



Counselors are available to provide individual, group, and crisis counseling for students, residents and fellows. To schedule an appointment either call 901.448.5056 or email coun@uthsc.edu. Walk-In appointments are available for those in crisis during typical work hours. UCS is currently located in BB9 of the GEB.

After Hours Phone - Trained therapists can be reached at 901.690.2273 any evening and on weekends for mental health emergencies.

Important College of Nursing Policies

Professionalism Policy



	Resp. Office: Academic & Student Affairs Approval Body: CON Executive Committee	Effective Date: 07/01/2024
Category: College of Nursing/ASA	Last Review: N/A	Next Review: 07/01/2026
Contact: Charleen McNeill, PhD, RN Executive Associate Dean of Academic Affairs	 901-448-4833	 cmcneil8@uthsc.edu
Related Policy: CON Admission & Selection Technical & Performance Standards	Program: Nursing	

UT Health Science Center: College of Nursing CON: ASA-100 - Professionalism Policy

POLICY

It is the policy of the University of Tennessee Health Science Center (UTHSC) College of Nursing (CON) to foster the development of professional behavior in students and to have procedures in place to monitor and report concerns in this regard.

RATIONALE AND PROCEDURE

1. As students in a healthcare professional school, nursing students have the responsibility to conduct themselves in a manner consistent with this status and are expected to adhere to the standards of personal diligence and integrity applicable to their future profession. These standards are embodied in the [American Nurses' Association Code of Ethics for Nurses](#) (2015). Additional requirements, both general and specific, are provided in the materials on professionalism presented at orientation, in class, and conveyed during clinical training.
2. Concerns regarding professionalism will be assessed by a Professionalism Committee consisting of three faculty members primarily teaching in the BSN program and three faculty members primarily teaching in the Doctorate of Nursing Practice (DNP) program, for a total of six faculty members either self-nominated or nominated by their peers and duly elected by a majority vote of the faculty in the CON. Members will serve two years with DNP faculty terms running on odd-year cycles and BSN faculty terms running on even-year cycles. A chair will be elected by the six appointed faculty members. The chair will serve as a non-voting member except in instances of a tie vote. In addition, the Professionalism Committee will include one student from the BSN program and one student from the DNP Program, selected by the Program Directors, to serve on the committee; these students will have voting rights. However, the student whose conduct is at issue may elect not to have student

representatives present during the proceedings for any reason, including a perceived conflict of interest. The request must be provided to the Chair in writing within five calendar days following notification that a hearing will take place. It is incumbent upon all members of the Professionalism Committee, whether student or faculty, to disclose any potential conflicts of interest and recuse themselves when the nature of the proceedings and student whose conduct is at issue is disclosed.

3. The Executive Associate Dean of Academic and Student Affairs serves on the Professionalism Committee as a non-voting member.
4. Any concerns regarding a student's professionalism may be reported to a faculty member serving on the Professionalism Committee or the Executive Associate Dean of Academic Affairs using a designated form (Appendix 1). Methods of submission are described below in this section.

Professionalism concerns shall not be reported directly to students serving on the Professionalism Committee. Stakeholders, faculty, staff, and students can report professionalism concerns.

- a) For all professionalism concerns, students may submit a Professionalism Form anonymously via [Maxient](#), the system used by the UTHSC Office of Student Conduct and Community Standards to manage student conduct records.
 - b) Professionalism Forms (Appendix 1) may be submitted directly to a Professionalism Committee member or Chair or to the Executive Associate Dean of Academic Affairs who will forward them to the Professionalism Committee. Regardless of the recipient of the concern, the Executive Associate Dean of Academic Affairs must receive a copy. An anonymous submission of a concern via [Maxient](#) is emailed to the Executive Associate Dean of Academic Affairs automatically.
 - c) All reported concerns should include information, if known, on the seriousness of the alleged conduct and, if applicable, whether a pattern of conduct is involved.
 - d) All concerns, whether submitted by form or anonymously and whether they were submitted to the Chair of the Professionalism Committee or a member of the committee, will be submitted and stored in [Maxient](#) by the Executive Associate Dean of Academic Affairs.
5. Upon receipt of a Professionalism Form, the actions of the Professionalism Committee will proceed as follows:
- a) The Professionalism Committee Chair will review the concern to determine if it fits within the scope of Professionalism. If the concern fits within another UTHSC process, then the concern will be forwarded by the Chair to the appropriate administrator (i.e., Student Conduct Office, Honors Council, etc.).
 - b) If the concern fits within the scope of Professionalism, the Professionalism Committee Chair will appoint a committee member to review and perform fact-finding inquiry into the allegation of a violation of the Professionalism Policy. The assigned committee member must be one of the faculty on the Professionalism Committee. That committee member will perform a fact-finding inquiry into the context of the alleged violation(s) and provide all relevant information electronically to the chair of the Professionalism Committee. The assigned committee member may speak to any witnesses, including the student whose conduct is at issue, and obtain all relevant information pertaining to the allegation(s).
 - c) Once the fact-finding inquiry is complete, the assigned committee member will provide their recommendation as to whether there is enough evidence to support conducting a formal Professionalism Committee Hearing.
 - i. If the assigned committee member reports there is a preponderance of evidence to move forward to a hearing, the Chair will convene the Professionalism Committee to consider the matter, review the relevant information, and consider five recommendations: no further action; warning; remediation; probation; or in the most egregious instances, dismissal, which will be decided by the CON Dean as the ultimate decision-maker. At least five business days prior to the hearing, all committee members and the student whose conduct is at issue will receive a file from the Office of Academic and Student Affairs, containing all relevant evidence

- collected by the assigned committee member for review prior to the hearing.
- ii. The Chair will provide the student an opportunity to provide a written response to the concern and to submit any relevant information they would like considered five days prior to the Professionalism Committee meeting. The student will have the opportunity to attend the hearing in-person and provide information relevant to the concerns. An attorney may not be present.
 - d) A simple majority vote of the committee is required to reach a recommendation. At least six members of the Professionalism Committee must be present for the vote; however, the assigned committee member who reviewed the concern may not vote.
 - e) The findings and recommendations of the Professionalism Committee will be reduced to writing and forwarded within 5 business days of the hearing to the student and to the Executive Associate Dean of Academic Affairs.
 - f) If no further action is deemed necessary, the vote will be recorded, and the form will be stored in [Maxient](#). The reported concern will not impact the student's evaluation unless a subsequent Professionalism concern is considered by a future committee that suggests a pattern of unprofessional behavior by the student. If the new concern and the previous concern are related to the same unprofessional behavior, the previous concern may be considered along with the new allegations to determine if there is a pattern of behavior. The process outlined herein will be followed for inquiry into the new allegations. While an alleged pattern of behavior can be considered, a future committee cannot substitute the decision of the committee that originally considered the previous concern that resulted in a finding of no further action.
 - g) If the Professionalism Committee recommends dismissal and the CON Dean upholds that recommendation, the student has a right to appeal the decision in writing to the Chancellor via email within five (5) business days of notification from the Dean.

APPROVAL HISTORY

Effective: 07/01/2024

Appendix 1

Guidelines for Professional Behavior

Nursing students are expected to act in a professional manner at all times during their nursing school training, both on and off campus. The following statements provide general and specific guidelines for professional behavior in the categories of work ethic, teamwork, commitment to excellence and lifelong learning, standards for informed consent, confidentiality, social media and institutional representation and personal integrity.

Work ethic

Strive to learn from every class and clinical experience by being prepared.

Arrive on time for all education experiences (classroom, clinicals, labs, conferences, virtual meetings, small group sessions).

Demonstrate reliability, dependability, and accountability to patients, society, and the profession that supersedes self-interest by:

- Following policies regarding dress code;
- Following up on tasks, labs, studies, etc.;
- Taking responsibility for quality patient care;
- Completing all notes/documentation thoroughly and in a timely manner;
- Documenting findings, assessments, clinical reasoning, and plans accurately, clearly, and concisely.

Fulfill all requirements in a timely manner by:

- Maintaining personal health status: Immunizations, Tb skin test, Mask fit, drug test, etc.;
- Completing educational needs: registration, graduation requirements, paying fees on time, honoring all deadlines, etc.;
- Completing clinical needs: On-boarding duties, facility paperwork, etc.;
- Answering emails in a timely manner.

Teamwork

Be a team player and find ways to contribute meaningfully to the team.

Ask questions in a professional manner.

Be honest and forthcoming in presenting work done, and in interactions with patients, faculty, and staff.

Communicate any new information or concerns about a patient to the team (e.g., information disclosed to only you by a patient).

Let the clinical faculty know at least 24 hours prior regarding any issues that might arise in your ability to report to clinical sites on time, except in emergent incidents such as hospitalizations, accidents, etc. In such cases, please let the faculty know as soon as you are able. Repeated absences and “no call-no shows” may be considered a violation of the Professionalism Policy.

Treat others with dignity and respect. Ensure professional conduct in communicating with all members on the education or health care team. This includes:

- team members – faculty and fellow students;
- ancillary staff - administrative staff, nurses, therapists, social workers, case managers, dietitians, pharmacists, maintenance/EVS staff, nutrition management staff, techs;
- course/faculty, preceptors or nursing supervisors and coordinators;

- diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation;
- patients and families.

Commitment to excellence and lifelong learning

Appraise scientific evidence from multiple sources continually. Appropriately implement new knowledge, standards, technologies, and services to manage the health problems of patients, populations, and communities and to improve outcomes.

Assess quality improvement needs and potential corrective actions systematically with a goal of implementing change to improve practice.

Participate in the education of patients, families, peers, and other health professionals.

Model behavior that upholds professional standards and prioritizes optimal patient care.

Understand the importance of a commitment to excellence through the continuation of one's own professional education and growth, acceptance of feedback by peers and others, and dealing openly and honestly with professional mistakes.

Recognize ethical issues relating to a nurse's responsibilities and obligations to patients, colleagues, and society (e.g., end-of-life issues).

Recognize the changing nature of health care and its inherent ambiguities and utilize appropriate strategies to manage uncertainty and adapt to change.

Employ self-awareness, self-care mechanisms, and appropriate help-seeking behaviors to manage stress and to balance personal and professional responsibilities.

Understand the potential for personal mental health issues that may result from the high-stress environment of the practice of nursing and recognize the availability of support resources. Seek out help when needed, and do not practice in a state of crisis.

Standards for informed consent

Do not obtain informed consent from patients on your own. Nursing students may pre-review the salient features of the consent with a preceptor or faculty and be present for the discussion. The consent form may only be signed by a physician at the time it was obtained.

Confidentiality

Do not violate confidentiality requirements by accessing or sharing patient information in a manner that is not necessary for patient care or learning within a course or clinical experience.

Do not post any UTHSC patient or clinical partner information (including but not limited to PHI (protected health information), pictures, or images) to social media sites or personal sites. This is prohibited even if the patient has provided authorization. Social media creates a potential risk of disclosing (inadvertently or otherwise) privileged or confidential information, including the identities of current or former patients. Alert your faculty, supervisor and/or contact the [UTHSC HIPAA Privacy Officer](#) if you see information posted by others that is confidential.

Social media and institutional representation

Recognize that as a student, you are personally responsible for your social media posts. These posts do not express the opinion or position of the University. UTHSC workforce members engaged in personal social media communications that reference UTHSC-related content should do so in a manner consistent with applicable UTHSC policies and procedures.

Personal integrity

Do not engage or attempt to engage in prohibited relationships with patients, patients' families, or their supervising or supervised team members. Prohibited relationships include romantic or sexual relationships, exploitative financial relationships, or relationships that take advantage of real or perceived authority in any other way.

Appendix 1

UT Health Science Center College of Nursing Professionalism Concern

Student Name _____ **Date of Report** _____

Completed By _____ (Circle One: Clinical Instructor Course Instructor Staff Support Faculty Peer)

Information provided by: _____ **Date Received** _____

The student has demonstrated a lapse in professional behavior in the domain(s) indicated below:

- Honesty and Integrity
- Representation of clinical information, activities, and attendance
- Professional relationships with patients and families
 - Demonstration of empathy and respect
 - Acting in patient's best interest
 - Maintaining professional boundaries in patient and faculty relationships
- Fulfillment of responsibilities
 - Completing required paperwork and assignments
 - Performing patient-related tasks in daily activities
 - Keeping faculty informed
- Professional relationships with team members and colleagues
 - Demonstration of respect for and willingness to help others in daily activities
 - Reliability in responsibilities to colleagues
 - Demonstration of respect for peers, faculty, and staff
- Timeliness and attendance
 - Promptness for and engagement in classroom, clinical, and lab activities
- Self-improvement
 - Acceptance of and response to constructive feedback
 - Evidence of self-education outside of required activities

Other (please specify) _____

Comments, which may be derived from formal evaluation forms or from personal observations or conversations with peers or supervisors, are required and should be written in the space provided here. Please specify the context (e.g., preclinical, clinical, class, email, or other type of setting) and date(s) when behavior(s) occurred (cont. on back if needed). If this is a pattern of behavior that has been noted before, please discuss/describe this behavior and the dates reported or noted.

The section below is to be completed by the CON



Date discussed with the student: _____ **Describe plan for remediation (if required) (cont. on back if needed):**

Student Signature _____ **Faculty Signature** _____ **Date** _____

Signatures on this document are not an admission of responsibility

Artificial Intelligence Policy



No./Title: CON ASA-101 – Artificial Intelligence (AI) Tools	Resp. Office: Academic & Student Affairs Approval Body: CON Curriculum Committee	Effective Date: 07/01/2024
Category: College of Nursing/ASA	Last Review: N/A	Next Review: 07/01/2025
Contact: Charleen McNeill, PhD, RN Executive Associate Dean of Academic & Student Affairs	 901-448-4833	 cmcneil8@uthsc.edu
Related Policy: UTHSC CGS Artificial Intelligence (AI) Tools	Program: Nursing	

POLICY PURPOSE

This policy addresses the use (or lack thereof) of AI tools such as ChatGPT in courses, dissertations, or other work required for any degree from the College of Nursing. Additional guidance may be forthcoming as these technologies evolve.

POLICY DETAILS

Irresponsible or impermissible use of generative AI tools (ChatGPT being one of many) in fulfilling curricular requirements will be considered a violation of the Honor Code and adjudicated by the Honor Council. Irresponsible use of generative AI tools includes but is not limited to failure to critically evaluate the accuracy of the generated content (whether text, video, or audio). Impermissible use of generative AI tools includes but is not limited to inappropriate citation of generated content and the use of generated content in violation of course instructions. Irresponsible use of generative AI tools may result in the spread of misinformation, whereas impermissible use may constitute plagiarism or cheating. Generative AI tools do have the potential to both assist the student in the learning process and enhance their work. However, achieving these benefits requires the student to use generative AI tools in an appropriate and responsible manner.

The ultimate decision for the use of AI tools in any course lies with the instructor(s). The instructor should be clear and transparent about which tools are allowed and which ones are not. The instructor must clearly state in the course syllabus to what degree students may use AI tools or if the use of such tools is prohibited.

A student's advisor, in consultation with the student's faculty/dissertation committee, will decide on the use of AI tools in dissertations or scholarly projects. The student must be informed in writing by the advisor of the extent to which AI tools may or may not be used. Such information must be given to the student as soon as possible but no later than the student's inaugural dissertation or scholarly project committee meeting.

POLICY SCOPE

Applies to students enrolled in the College of Nursing.

DEFINITIONS

Artificial Intelligence – Any tool that appears to be able to accomplish activities that could be attributed to natural intelligence.

ChatGPT – A generative AI tool.

Honor Code – The University of Tennessee Health Science Center Student Honor Code.

PROCEDURES



1. All instructors will clearly state course AI policies in course syllabi.
2. For DNP or PhD students, their research advisor will discuss with the student their expectations regarding the use of AI tools.
3. For DNP or PhD students, the student's Faculty/Dissertation Committee will determine the extent to which AI tools may be used in the preparation of the scholarly project, candidacy exam, or dissertation.

APPROVAL HISTORY

Effective: 07/01/2024

Withdrawal and Reinstatement Policy



No./Title: CON S104 – Withdrawal Policy	Resp. Office: Academic & Student Affairs	Effective Date: March 2013
Category: CON/Students	Approval Body: CON Curriculum Committee	Last Review: June 2023
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: UTHSC EM104 - Withdrawal Policy		Next Review: November 2026

POLICY

Students who experience an interruption due to unforeseen or extenuating circumstances and choose to leave the institution must withdraw or be withdrawn by the college from UTHSC College of Nursing. Additionally, students who elect to withdraw to complete another program within the institution or through another institution must withdraw or be withdrawn by the college from their program and/or the institution (UTHSC) through the process described in this policy. The CON will follow the procedures in implementing the relevant UTHSC policy ([EM104 - Withdrawal Policy](#)).

Introduction

In order to comply with university policy on the timely reporting of changes in student status for any student reporting to the Office of the Registrar, the College of Nursing (CON) follows the UTHSC Withdrawal Procedure for reporting and notifications of student withdrawals.

Policy

Students who experience an interruption due to unforeseen or extenuating circumstances and choose to leave the institution must withdraw or be withdrawn by the college from CON. Additionally, students who elect to withdraw to complete another program within the institution or through another institution must withdraw or be withdrawn by the college from their program and/or the institution (UTHSC) through the process described in this policy. The CON will follow the procedures in implementing the relevant [UTHSC EM104 - Withdrawal Policy](#).

Procedure

Repeating Courses

A recommendation that a student repeats all or part of the curriculum may be made only if all of the following conditions are present:

1. the presence of specific nonacademic circumstance(s) judged by the progress and promotion committee as having an adverse effect on the student's academic performance;
2. progress and promotion committee judgment that the identified specific circumstance(s) show probability of resolution within a reasonable period of time; and
3. the progress and promotion committee judgment that resolution of the identified circumstance(s) will subsequently result in satisfactory performance by the student.

Withdrawal from courses impacts student grades. Please reference the CON and UTHSC Withdrawal Policies for information about that process.

Withdrawal Based on Student-Requested Change in Status

A student enrolled in any of the programs in the CON may officially withdraw from the program at any time by submitting a written request to the chair or program director. Programs determine whether students are allowed to withdraw from individual courses in a program.

A student who withdraws may request that he/she be allowed to return to the program if the withdrawal is for a compelling, nonacademic reason. In such a case, the Progression Committee will make a recommendation to the Dean of the COHP regarding the request. The Dean may approve or deny the recommendation. Refer to the UTHSC Catalog, College of Nursing section, for details.

Attendance

Attendance is required for all CON programs. Specific information about the attendance expectations is provided at the program level.

Withdrawal due to Non-Attendance

A student who ceases to attend classes without formal approval from his/her program will be considered to have withdrawn. Colleges must notify the Registrar's Office as soon as such students are identified and initiate a 'student status change form' that triggers notification of all supporting offices. The grade point average for the student will be reported as zero during this period of enrollment. The date recorded for the change in status will be used to determine whether the student is eligible for repayment of a portion of their refunds in tuition and fees. It is the responsibility of the student to repay all loans in accordance with his/her loan agreements.

For online courses, a student will be withdrawn if there has been no contact between student and instructor for 21 calendar days.

For weekend courses (Friday, Saturday, Sunday), a student will be withdrawn for non-attendance when they have missed one-third of the course contact hours.

Students participating in clinical/fieldwork education will be withdrawn if the student is absent for 3 consecutive days without contact with the site or the program.



Time Limits for Withdrawals

Recording the withdrawal will be in accordance with the following:

- For those courses in which < 50% of the total points have been completed, the student will receive a “W.”
- For those courses in which 51 – 70% of the total points have been completed, the student will receive either “WP” or “WF” depending on his/her standing in the course at the time of withdrawal.
- For those courses in which >70% of the total points have been completed, the student (if no compelling extenuating circumstances exist) will receive zero credit for those assignments that the student fails to complete, and the zero credit will be incorporated into the final grade calculation.
- Students with compelling extenuating circumstances may appeal to the Program Progress and Promotions committee for an exception to this policy. Cases will be considered on an individual basis.

Students who receive financial aid and are considering withdrawing from UTHSC must immediately consult with the Financial Aid Office. Depending on the date of withdrawal, all or a portion of the financial aid may have to be repaid immediately.

UT Health Science Center: College of Nursing
CON: S105 – Reinstatement Policy

No./Title: CON S105 – Reinstatement Policy	Resp. Office: Academic & Student Affairs	Effective Date: October 2019
Category: CON/Students	Approval Body: CON Curriculum Committee	Last Review: June 2023
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: <u>UTHSC EM105 - Reinstatement Policy</u>		Next Review: January 2026

Policy

UTHSC students may apply for reinstatement within one year of the last date of enrollment and six weeks prior to the start of their appropriate semester.

It is the policy of the University of Tennessee Health Science Center (UTHSC) and the College of Nursing (CON) that UTHSC students may apply for reinstatement within one calendar year of the last date of enrollment but at least six weeks prior to the start of the next semester. Reinstatement may be considered for students who have withdrawn from the CON either voluntarily (for personal or medical reasons) or involuntarily (for medical reasons), per University policy.

Rationale and Procedure

Each reinstatement case is unique and, thus, reviewed individually by the CON's Executive Associate Dean of Academic Affairs (EADAA). The EADAA will approve or decline the application based on individual circumstances and academic history. In some cases, specific requirements for reinstatement may be recommended based on the circumstances of the student's departure.

Academic Withdrawals

Students who have left the university while on probation will resume their probationary status upon their return. Students who have left the university with pending Progression proceedings, Student Conduct, Honor Code, Professionalism, or other charges, must be reinstated before the pending proceedings or charges can be adjudicated.

Health-Related Withdrawals

For all health-related withdrawals, any conditions or requirements for reinstatement will be based on the recommendations and evidence of the treating healthcare provider described in the [UTHSC EM105 - Reinstatement Policy](#) and not limited to a healthcare examination required by the CON.

Military Withdrawals

Students who withdrew from the university due to military deployment, mobilizations, or duty changes are entitled to reinstatement following an absence of one year following an end-of-duty date.

In all cases of reinstatement, the applicant must be able to demonstrate that they meet all CON program technical and performance standards.

Procedures

An application for Reinstatement must be submitted at least six weeks before the start of the next term for which the student wishes to restart their study plan. The following describes the steps taken by the student, the Program Director, the CON's Executive Associate Dean of Academic Affairs (EADAA), and the UTHSC Office of Admissions during the reinstatement process:

1. Student contacts the Assistant Dean of Graduate Programs and the Executive Associate Dean of Academic Affairs (EADAA) to request reinstatement no later than six weeks prior to the start of the semester.
2. The Program Director and EADAA review the student's record and any correspondence that resulted in the student withdrawing from the program.
 - a. If there are pending charges from Student Conduct, Honor Council, Professionalism, or other charges, undisputed information surrounding those charges may be presented to the EADAA.
3. If the student is approved for reinstatement, the EADAA requests the Office of Enrollment Management to send a link for the application to the student and provides the student's name, identification number, and UTHSC email address.
4. The Office of Enrollment Management will send a link with the reinstatement application form to the student and copy the EADAA and Program Director.
5. The student will complete the electronic application within five (5) business days for reinstatement by following the instructions provided by the Office of Enrollment Management.
6. Once approved, the student will receive an email indicating that they have been reinstated.

To be cleared for registration, students must submit all required reinstatement documentation to the UTHSC Office of Enrollment Management. Required documentation may include a criminal background check, immunization updates, transcripts from institutions attended while separated from UTHSC, or documents related to the student's ability to return to their program.

Upon notification of reinstatement, the EADAA may block-enroll the student in the appropriate courses or provide the student with instructions for enrolling in courses, clinicals, and/or other required courses.

This Reinstatement Policy is not applicable to former students who have been dismissed due to academic, Honor Code, or student conduct reasons, nor is it an alternative path for reconsideration of academic, Honor Code, or student conduct decisions. Students who have been withdrawn from the CON for greater than one (1) calendar year since the last date of enrollment must apply as a new student and complete the admissions process.

Progression, Promotion, and Graduation Policy



UT Health Science Center: College of Nursing **CON: S106 – Progress, Promotion and Graduation Policy**

No./Title: CON S106 – Progress, Promotion, and Graduation Policy	Resp. Office: Academic & Student Affairs	Effective Date: October 2019
Category: CON/Students	Approval Body: CON Curriculum Committee	Last Review: June 2024
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: <u>UTHSC EM112 - Student Status During Academic Appeals Policy</u>		Next Review: June 2026

Policy

A student may appeal decisions regarding academic matters (including a grade, probation, dismissal, etc.) at the University of Tennessee Health Science Center (UTHSC) in accordance with each college's process. Each college must have a process to enable students to pursue (an) academic appeal(s). UTHSC also recognizes the merit of permitting a dismissed student to attend classes while college-level progress/promotion processes or appeals are under review.

Academic Standing

Academic Standing will be assigned at the end of each term of a student's enrollment. There are three Academic Standing classifications at the University of Tennessee Health Science Center (UTHSC): Academic Good Standing, Academic Probation, and Academic Dismissal. Academic Standing is determined by the College of Nursing. Satisfactory Academic Progress (SAP) is determined by The Office of Financial Aid at UTHSC. While very similar in their review of a student's academic progression, Academic Standing determines a student's academic eligibility for continued enrollment. Satisfactory Academic Progress determines a student's eligibility for Federal and State financial aid. To maintain eligibility for financial aid, a student must meet SAP requirements regardless of their Academic Standing.

Satisfactory Academic Progress

Students must achieve SAP to receive federal financial aid. The Office of Financial Aid's SAP standards mirror the academic progress policies of each individual college. A student who is found

to not be making academic progress by their college is not eligible for federal financial aid. This rule may also apply to state, institutional, and private funds. For more information, refer to *CenterScope*, Satisfactory Academic Progress.

4. Satisfactory Academic Progress

- a. **For the BSN program:** Students must attain a minimum grade point average (GPA) of 2.0 in a given term and maintain a cumulative GPA of 2.0 to progress to the subsequent term or to graduate. Students are expected to complete all courses with a grade of “C” or higher.
- b. **For the BSN Program:** Federal Financial Aid laws state a bachelor’s degree should be completed within 150% of the total credit hours for the degree. The BSN degree is 120 credits; therefore any student that, during their completion of their BSN degree, exceeds 180 credit hours will be notified of the need to verify their academic progress with financial aid. The SAP form can be located at <https://uthsc.edu/financial-aid/satisfactory-academic-progress.php>. Students that are notified of this progression approval form should complete the first page and send this to the BSN Program Director or designee to complete the second page. Once this is complete, the form will be signed and submitted to the financial aid office.
- c. **For DNP and certificate programs:** Students must attain a minimum grade point average (GPA) of 3.0 in a given term and maintain a cumulative GPA of 3.0 to progress to the subsequent term or to graduate. Students are expected to complete all courses with a grade of “B” or higher.
- d. **For all programs:**
 - i. The grade point average is calculated based on required courses completed at UTHSC. Grades earned in courses that are repeated are included in the calculation of the student’s UTHSC GPA. Grades that are transferred into the program are not included in the UTHSC grade point average.
 - ii. Students must complete required clinical hours and meet clinical outcomes for courses to progress in the program. If a student changes their state of residency, the College of Nursing may not be able to arrange appropriate clinical experiences. Delay of progression may result and could necessitate students to take a leave of absence or withdrawal from the program if clinical experiences cannot be arranged.
 - iii. Students must meet the College and program technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration to continue in the various curricula and graduate. Copies of these standards are provided to students by their respective programs and are included in this bulletin.
 - iv. Registered nurses must maintain an unencumbered Tennessee RN license or have unencumbered authority to practice as an RN via the multi-state privilege for the duration of the program.
 - v. Individuals who are admitted into either a certificate program or the DNP program based on licensure as an advanced practice nurse must maintain this license during the program.

- vi. The grade scale for the College of Nursing is as follows: A (92-100) Excellent, B (83-91.99) Good, C (75-82.99) Satisfactory, D (70-74.99) Poor, F (0-69.99) Failure, WF (Withdraw Failure), W (Withdraw), WP (Withdraw Passing), I (Incomplete).

5. Academic Performance Leading to Probation

- a. **For all Programs:** Students that do not meet the criteria for academic performance leading to dismissal (see section 3 below), but who have not maintained satisfactory academic performance are placed on probation and do not go through the Progression Committee. The criterion for academic performance leading to probation is as follows:
 - i. **For the BSN program:** Any student who earns a single grade of “WF” or “D” in a single semester will be placed on probation for the following term and remain on probation until they are in good academic standing.
 - ii. **For DNP and certificate programs:** Any student who earns a grade of “WF” or “C” in a single semester will be placed on probation for the following semester and will remain on probation until they are in good academic standing.

6. Academic Performance Leading to Dismissal

- a. **For the BSN Program:** An automatic dismissal from the CON Dean will result when a student earns a grade of “F” or “WF” two times throughout the program of study, fails a majority of their courses in any given semester, or achieves any combination of 3 or more grades of “WF”, “F”, and “D” in a single semester. Students meeting the criteria for automatic dismissal outlined in this section retain their right to appeal as described in the Appeal Process section of this policy.
- b. **For the BSN Program:** A recommendation for dismissal from the program by the Executive Associate Dean of Academic Affairs will result when a student earns two grades of “D” or a single “F” throughout the course of study. Students meeting the criteria for recommendation for dismissal in this section retain their right to appeal as described in the Appeal Process section of this policy.
- c. **For the DNP Program:** An automatic dismissal from the CON Dean will result when there is a “D” or “F” in any single course or two grades of “WF” throughout the course of study. Students meeting the criteria for automatic dismissal outlined in this section retain their right to appeal as described in the Appeal Process section of this policy.
- d. **For all Programs:** Students that meet the following criteria for each program will be recommended for dismissal by the Executive Associate Dean of Academic Affairs. Students meeting the criteria for recommendation for dismissal in this section retain their right to appeal as described in the Appeal Process section of this policy.. The criterion for academic performance leading to dismissal recommendation is as follows:
 - i. **For all Programs:** A student failing to meet the minimum grade point average requirement as stipulated by the specific degree program;
 - ii. **For all Programs:** A student failing to meet the requirements of a course(s) as stipulated in the course syllabus;

- iii. **For all Programs:** A student failing to meet technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration;
- iv. **For all Programs:** A student failing to meet stipulated conditions for removal of academic probation within the designated time period prescribed in their official notification.

Progression Review

The following guidelines pertain to full-time as well as part-time students. Promotion is the process by which a student progresses through an academic program and graduates. The progress of all students is reviewed three times per year (end of fall term, end of summer term, and end of spring term). However, student progress may be reviewed more frequently if needed. The Progression Committee can act any time a student is dismissed for making inadequate progress toward degree objectives or technical and performance standards as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration. Committee recommendations regarding a particular student are based upon input by the student, each faculty member, or the course director who has teaching responsibility for that student during a given instructional period. Students who wish to appeal dismissal will have the opportunity to submit documents and a statement supporting their appeal request in accordance with the Appeal Process outlined below. **Progression Committee actions:** For any student meeting the criteria for a recommendation of dismissal outlined in 3b or 3d (i through iv), the following actions may be recommended by the Progression Committee to the Dean:

e. Not Upholding Dismissal

- i. **For All Programs:** The Progression Committee, after considering the appeal as submitted by the student, may recommend not upholding the dismissal recommendation for the student. The Progression Committee may make recommendations to the Dean intended to facilitate the student's academic success.

f. Probation

- i. **For All Programs:** The Progression Committee may recommend probation for any student failing to meet stated objectives associated with technical and performance standards. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met.
- ii. **For All Programs:** The Progression Committee may recommend probation for students who received a recommendation for dismissal from any program upon consideration of all statements and evidence presented to the Progression Committee on appeal. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met. The Progression Committee may make recommendations intended to facilitate the students' academic success.
- iii. **For the Accelerated BSN Program:** The Progression Committee may recommend probation and transfer to the Traditional BSN program in lieu of

- a dismissal recommendation. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met.
- g. **Upholding Dismissal**
 - i. **For All Programs:** The Progression Committee, after considering the appeal as submitted by the student, may recommend upholding the recommended dismissal of the student.
- h. **Repeating Curriculum:** Recommendations that a student repeat all or part of the curriculum may be made if either of the following conditions are present:
 - i. **Nonacademic circumstances:** The presence of specific nonacademic circumstance(s) judged by the committee as having an adverse effect on the student's academic performance and there is committee judgment that resolution of the identified circumstance will subsequently result in satisfactory performance by the student;
 - ii. **Academic performance or leave of absence resulting in a delay in progression:** Students may be required to repeat or audit courses previously taken when in the committee's judgment, the time between course completion and re-entry into the program could jeopardize student progression or success on licensing or certification exams.
 - iii. **Grades for Repeated Courses:** When a course is repeated, the grades for both the original and the repeated courses are included in the grade point average.

Time to Completion

A maximum amount of time is set in which all degree requirements must be completed as follows:

- a. For the BSN program: All degree requirements must be completed within 2 times the expected duration of the curriculum plan the student matriculates into.
- b. For the DNP program: All degree requirements must be completed within 8 years of matriculating into the program.
- c. For all programs: Any waiver requests to these requirements must be approved by the Dean and the Vice Chancellor for Academic, Faculty and Student Affairs.

Notification of Student Dismissal

Any student who does not meet progression criteria is notified of academic probation or pending dismissal **recommendation** by email and a certified letter from the Executive Associate Dean of Academic Affairs. A student placed on academic probation is given a written statement of conditions that must be met for removal of academic probation and the time period allowed.

Any student who meets the criteria for automatic dismissal will be notified by email and a certified letter from the Dean of the College of Nursing.

Appeal Process

Appeal of automatic dismissals: If a student meeting the criteria outlined in 3a or 3c of this policy wishes to appeal, the student has the right to appeal to the Chancellor for readmission to the program

if the student believes there were inherent flaws or biases in the process leading up to dismissal. Students wishing to petition for readmission must send a letter of appeal to the Office of the Chancellor within two (2) business days after receipt of the academic dismissal notice from the Dean. **This appeal must focus on perceived flaws/biases in the process leading up to academic dismissal rather than on the grades awarded.**

Appeal of dismissal recommendation: A student who has received notification of a dismissal recommendation based on criteria outlined in section 3b or 3d (i through iv) has the right to appeal the dismissal recommendation to the Progression Committee. A request to appeal the dismissal recommendation must be made in writing via official university email to the Executive Associate Dean of Academic Affairs within two (2) business days after receipt of notification of the intended action of dismissal recommendation. The student must provide a written summary and copies of source documents relevant to the appeal to the Assistant Dean of Student Affairs two (2) business days prior to the Progression Committee meeting. The student may include written documentation from another individual (excluding legal counsel) who can directly contribute information regarding the dismissal. Progression Committee meeting dates are designated on the Academic Calendar and are included in the notification to the student of the failure to progress. This date is non-negotiable.

After the Progression Committee meets to review and discuss all materials presented regarding each student receiving a recommendation of dismissal from the Executive Associate Dean of Academic Affairs, the committee will vote whether to uphold or not uphold the dismissal recommendation via a simple majority. The composition of the Progression Committee includes four (4) elected regular faculty members with voting privileges with a minimum of one (1) from each of the following Departments: Health Promotion and Disease Prevention; Acute and Tertiary Care; and Community and Population Health, none of whom hold an administrative position defined as CON Chair or above in the College of Nursing; at least three (3) alternative regular faculty members, with one (1) from each department with voting privileges who will be elected to serve in the event that a standing committee member is unable to attend; Program Directors also attend as non-voting members; the Executive Associate Dean of Academic Affairs shall attend meetings as a non-voting member; and the Assistant Dean of Student Affairs who shall serve as Chairperson without a vote except in the case of a tie. The Executive Associate Dean of Academic Affairs sends the Progression Committee's recommendation to uphold or not uphold (with remediation) the dismissal along with supporting documentation to the Dean. The Dean will take the recommendation of the Committee into consideration, review the student's file, and make the College of Nursing's final determination. The decision of the Dean is final in such cases; however, in the case where a student is dismissed, the student has the right to appeal to the Chancellor for readmission to the program if the student believes there were inherent flaws or biases in the process leading up to dismissal. **Students with complaints related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the [Office of Access and Compliance](#).**

Appeal of Grades

Students may appeal their final course grade if they believe that the grade was assigned inappropriately or capriciously and not in accordance with the grading policy provided in the course syllabus. The appeal must be made in writing *within five (5) business days of the final grade being posted* and emailed to the course director and the program director. If a resolution of the issue is not made at the program level, then the appeal is made in writing to the Progression Committee (through

the Executive Associate Dean of Academic Affairs) within two (2) business days of the student receiving notice from the course director and program director that a resolution cannot be made at the program level. The student must submit evidence that they took the issue to the course director and program director in their appeal materials. The Progression Committee will review the written documents at a Progression Committee hearing and make a recommendation to the Dean within 5 days of the grade appeal. The decision of the Dean is final. Students with complaints related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the [Office of Access and Compliance](#).

Student Status During Academic Appeals

A dismissed student may seek permission from the Dean of the College of Nursing or the Dean's designee to attend classes while the progress/promotion process or appeal process within the college is still pending. Students who are granted permission to attend classes from the Dean of the College of Nursing or the Dean's designee during the appeal process will incur tuition and fee obligations only if the appeal is overturned. If the student's academic appeal is denied or the academic dismissal is the final outcome, the Dean of the College of Nursing or the Dean's designee will provide written notice to the student that he/she is academically dismissed, will be withdrawn from the institution, and is no longer permitted to attend classes, even during subsequent appeals. The Dean of the College of Nursing or the Dean's designee will notify the Registrar, who will process the academic action and withdraw the student. In such instances, the effective date of the student's withdrawal for reporting purposes is the last date of attendance.

Readmission Following Dismissal or Unapproved Program Withdrawal

Students who withdraw from the program without permission to return or who are dismissed from the College for nonacademic reasons may request readmission. Requests for readmission must be in writing and should be addressed to the Dean of the College of Nursing. Request for re-admission is acted upon by the Dean in consultation with appropriate administrators and faculty committees. If readmission is granted, the placement in the program and remaining requirements will be specified by the Executive Associate Dean of Academic Affairs and the Program Director.

Students who are dismissed from the program for academic reasons are generally not considered competitive. Students who chose to reapply to the program following an academic dismissal should provide documentation of extenuating circumstances that contributed to the inability to progress in the program, resolution of the extenuating circumstances, and their plan to be successful academically if readmitted to the program.

Graduation Requirements

To be recommended for a degree in any of the programs offered by the College of Nursing, a candidate must comply with the following conditions:

1. The candidate must complete all required courses of the prescribed curriculum with a minimum grade point average stipulated by the specific degree program (BSN Program, grade point average of 2.0 or above; DNP Program, grade point average of 3.0 or above; certificate programs, grade point average of 3.0 or above) and in the case of clinical education or practice demonstrate a level of proficiency that is satisfactory to departmental faculty.
2. The candidate must discharge all financial obligations to the University and affiliated organizations.
3. The candidate must meet the technical and performance standards for the college and respective program as outlined in the Minimum Performance Standards for [BSN applicants](#) and the Technical and Performance Standards for [DNP Students](#) listed within each concentration.

Attendance at Graduation

Attendance at graduation is mandatory for students completing their degrees. Those students unable to attend graduation must file a written request with their respective dean to receive a degree *in absentia*. Permission for receiving a degree *in absentia* must be granted by the Dean.

Graduating with Honors Designation

Honors graduates of the undergraduate entry-level programs in the College are so designated in recognition of academic distinction achieved in their respective professional curricula. Honors designations receive special mention in the graduation program, and are based on the following cumulative grade point averages for the **BSN program**:

- 3.50 - 3.69 Graduation With Honors
- 3.70 - 3.84 Graduation With High Honors
- 3.85 - 4.00 Graduation With Highest Honors

No honors designations are awarded to graduates of the DNP program.

General Education Competencies

General education courses are completed prior to admission to the UTHSC. Students enrolling in the BSN program who have previously completed a bachelor's degree in a non-nursing field must also complete prerequisite courses in human anatomy and physiology (8 credits), microbiology (4 credits), and American History (6 credits if not taken in high school). Individuals who have not yet completed a bachelor's degree at the time of application to the BSN program must have completed 60 credits of non-nursing college courses. These general education courses must include math (statistics is preferred; 3 credits), science (Human Anatomy and Physiology and Microbiology; 12 credits), English (6 credits), behavioral/social sciences (6 or more credits), humanities/fine arts (6 or more credits), and American History (6 credits if not taken in high school). All students enrolled in the BSN program must demonstrate general education competencies.

General education competencies for all UTHSC baccalaureate degrees are:

Critical Thinking

Students will demonstrate their ability to solve problems, construct and present cogent arguments in support of their views and understand and evaluate arguments presented by others.

Communication

Students will demonstrate appropriate skills in planning, preparing, and presenting effective oral and written presentations.

Interprofessionalism

Students will be able to explain interprofessional practice to patients, clients, families, and/or other professionals; describe the areas of practice of other health professions; and express professional opinions competently, confidently, and respectfully while avoiding discipline-specific language.



General education competencies will be measured through tools and strategies such as student performance on oral presentations, written critiques of research papers, and papers written in capstone courses.

CCM/BB/RJ/CG/SH/SM/KF/LAW/CM/WL 6/06/2024

Curricular Changes Related to Academic Programs Policy



CON A102 – Curricular Changes Related to Academic Programs

No./Title: CON A102 – Curricular Changes Related to Academic Programs	Resp. Office: Academic & Student Affairs	Effective Date: May 2016
Category: CON/Academic	Approval Body: CON Curriculum Committee	Last Review: June 2023
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: UTHSC AA107-H Curricular Changes Relating to Academic Programs - Academic Affairs		Next Review: July 2026
Related Forms: THEC: Program Approval and Academic Policies - Academic Policies, Checklists, and Forms Form AA-1: Pre-Proposal Form Form AA-2: New Program Approval Form Form AA-3: THEC Financial Projections Form Form AA-4: Academic Program Notification Form Form AA-5: Academic Program Modification Form		

Introduction

Higher Education curriculum is a composite of teaching and learning experiences designed to lead to well-articulated student learning outcomes (SLOs). The academic programs at the College of Nursing (CON) at The University of Tennessee Health Science Center (UTHSC) has the responsibility to design, administer, and deliver a rigorous and coherent curriculum to equip its diverse student population with the capability to become productive citizens who continuously contribute to a global and rapidly changing society. Curriculum review facilitates curriculum development and approval; ensures alignment between the designed, delivered, and assessed curriculum; and evaluates the effectiveness of the curriculum.

Purpose

Curriculum approval is a collaborative process with faculty and academic administration designed to ensure that all courses and programs are based upon fields of study appropriate to higher education, aligned with college and university mission and strategic goals, consistent with institutional standards of quality, and in compliance with institutional and programs' accreditation standards.

The policy establishes standards and procedures for proposing and approving changes in the curriculum of an academic program. The main purpose is to ensure and facilitate the continuous improvement of academic programs, to maintain and enhance the quality of the program

curriculum, and to affect the results and findings of the Student Learning Outcomes (SLOs) and the Master Evaluation Plan (MEP) in the continuous improvement of the programs.

Master Evaluation Plan (MEP)

The MEP is used as a guide for systematically reviewing Program Quality, Institutional Commitment and Resources, Curriculum and Teaching-Learning Practices, and Program Effectiveness throughout the academic year and across multiple years. The MEP was designed to help build a culture of quality assurance through self-evaluation, further engage various individuals and committees in the continuous evaluation and improvement of academic policies and programs, promote informed change, develop and implement effective continuous improvement plans, and evaluate the impact of implementation.

The CON Evaluation Committee periodically reviews the MEP and revises it as appropriate. Annually, in the spring, the MEP is reviewed and updated by the Executive Associate Dean of Academic Affairs and approved by the Executive Team for inclusion in the *CON Faculty and Staff Manual*.

CON Curriculum Committee

The Curriculum Committee is a diverse group of CON faculty, staff, and students that oversees the curriculum development and management of the College of Nursing Academic Programs.

The purpose of the College of Nursing Curriculum Committee is to develop, review, and make recommendations for educational offerings in accordance with the mission, goals, and expected outcomes of the College of Nursing. These offerings reflect established, national professional nursing standards, guidelines, and aspirations, as well as the needs and expectations of the community of interest. The Committee maintains the College of Nursing's curricula for the program's integrity.

The functions of the CON Curriculum Committee are to develop, review, and make recommendations for major changes in its academic programs, including but not limited to program proposals, program revisions, curriculum proposals, curriculum revisions, course proposals, substantive course changes, and other matters relative to the educational programs.



The Curriculum Committee reviews evaluation data, assesses professional and educational trends and their relevance for curricula, ensures curricula reflect the philosophy, purpose, and preferred outcomes of the CON and UTHSC, and forwards recommendations for change to the Faculty Organization for approval.

The CON will follow the procedures in implementing the relevant [UTHSC AA107-H Curricular Changes Relating to Academic Programs - Academic Affairs](#) policy and CON By-Laws.

Student Learning Outcomes Policy



CON: A103 Student Learning Outcomes Policy

No./Title: CON A103 – Student Learning Outcomes Policy	Resp. Office: Academic & Student Affairs	Effective Date: July 2014
Category: CON/Institutional Effectiveness	Approval Body: CON Curriculum Committee	Last Review: June 2023
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: UTHSC IE100 - Student Learning Outcomes		Next Review: June 2026
Related Form: CON Master Evaluation Plan		

Policy Statement

The College of Nursing recognizes the importance of ongoing evaluation to improve student outcomes. The Master Evaluation Plan includes collection and evaluation of student learning outcomes as part of the college's continuous quality improvement initiative. Formal review of student learning outcomes occurs at least annually.

Rationale and Procedures

Assessment of student learning outcomes provides a framework for assessing students' mastery of skills, knowledge, professional ethics, and attitudes needed to become successful clinical practitioners. The assessment of student learning is expected to stimulate, as appropriate, discussions among faculty about program learning goals, program curriculum, and pedagogy as a means to improve learning.

Program assessment is the responsibility of all academic programs. Each academic program, in conjunction with the Executive Associate Dean of Academic Affairs, determines the specific student learning outcomes to be measured, the instruments and procedures used for assessing student learning outcomes, and the procedure for sharing the data with stakeholders. Both process (how assessment is performed) and outcomes (achieved results) are important. Outcomes may include the percentile of students achieving the outcome (i.e., 90% passing the certification exam) or benchmarking against others (i.e., at or above the national average for comparable schools). Assessment measures and outcomes are revised as needed. Student learning outcome data are collected and analyzed annually. Faculty use the evaluation data in their quality improvement processes to improve student learning outcomes. Within the College of Nursing, procedures include:


- **Publication of student learning outcomes** – The College of Nursing provides clear statements of what students are expected to know and be able to do upon completion of the program to students. These statements are posted on the website, academic bulletin, and in program-specific student manuals.

- **Ongoing review of outcomes** – Student learning outcomes are reviewed periodically by program faculty. Assessments are based on multiple direct and indirect measures, and assessment activities are designed to identify both strengths and challenges. Assessment measures used to evaluate achievement of student learning outcomes may include faculty-graded measures (i.e., specific course assignments, faculty evaluation of student's clinical performance); student performance on standardized exams, licensing exams, or certifications pass rates (i.e., NCLEX-RN; ATI comprehensive exam; NNP certification); students' evaluations of their achievement of student learning outcomes (i.e., American Association of Colleges of Nursing/Evaluation Benchmarking Institute (SKYFACTOR BENCHMARKS) graduate exit; portfolio reflections); and other manner of assessments as deemed appropriate. Both assessment measures and outcomes are reviewed and revised as needed. Students and faculty course evaluations also provide data for program assessment and student achievement of learning outcomes. Faculty use the evaluation data in their quality improvement processes to improve student learning outcomes. Efforts to correct deficiencies to improve outcomes are recorded in minutes and in the annual Student Learning Outcome Report.
- **Assessment Plan** – The College of Nursing's Master Evaluation Plan addresses CCNE standards for program evaluation, including student learning outcomes and indicators. The Master Evaluation Plan includes regular and ongoing cycles for collecting and analyzing assessment results, discussing curricular and programmatic changes, and implementing those changes. A detailed plan includes a regular and ongoing cycle for collecting and analyzing assessment results, discussing curricular and programmatic changes, and for implementing those changes.
- **Reports of assessment activities** – An annual summary report on student learning outcomes and program assessments, as well as an action plan, are developed by program faculty and the Executive Associate Dean of Academic and Student Affairs and shared with administration in the College of Nursing and the UTHSC Office of Institutional Effectiveness.
- **Provide regular feedback to program faculty** on assessment activities and conclusions reached as a result of the assessment.
- **Promote the "conversation among faculty/staff"** of the implications of academic assessment for program improvement.
- **Share assessment information** with constituencies, including students and program stakeholders.
- **Role of the Office of Institutional Effectiveness** –The Office of Institutional Effectiveness develops and coordinates assessment processes for the institution and provides guidance for the use of outcome data for program improvement. The Office of Institutional Effectiveness reviews all College of Nursing assessment reports and provides feedback to the college.

DNP Program Concentration and Effort Changes



CON A104 - DNP Concentration and Effort Changes

No./Title: CON A104 - DNP Concentration Effort Changes	Resp. Office: Academic & Student Affairs	Effective Date: March 2020
Category: CON/Academic	Approval Body: CON Curriculum Committee	Last Review: June 2023
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	✉cmcneil8@uthsc.edu
Related Policies: UTHSC AA106-H - Credit for Prior Learning Policy - Academic Affairs UTHSC AA118-H - Transfer Credit Policy - Student Procedure		Next Review: June 2026
Related Form: Course Transfer Requests Plan of Study Revision Non-Degree Seeking Application		
Related Form: Course Transfer Requests Plan of Study Revision Non-Degree Seeking Application		

DNP Concentration Change

Policy

Students must request concentration change and effort (FT/PT) changes at least 4 weeks prior to the end of the semester. Approved changes will go into effect at the beginning of the subsequent term.



Process and Procedures

1. Student submits request for change to his/her faculty advisor and the current Concentration Coordinator.
2. Upon approval of the change(s), the current Concentration Coordinator contacts the prospective Concentration Coordinator.
3. The prospective (future) Concentration Coordinator schedules an appointment with the student to determine feasibility/fit for the requested change in concentration.
4. Upon approval, the prospective (future) Concentration Coordinator develops a new plan of study for the student and sends it to the Assistant Dean of Graduate Programs, the DNP Program Coordinator, the Executive Associate Dean of Academic Affairs, and the Academic and Evaluation Coordinator.
5. The DNP Program Coordinator places the program changes in ProjectConcert..
6. The Executive Associate Dean of Academic Affairs or designee processes the change through the Registrar's Office.

Revised Plans of Study



A105 - Revisions in Student Admitted Plan of Study

No./Title: CON A105 - Revisions in Student Admitted Plan of Study	Resp. Office: Academic & Student Affairs	Effective Date: March 2020
Category: CON/Academic	Approval Body: CON Curriculum Committee	Last Review: March 2024
Contact: Dr. Charleen McNeill Exec. Associate Dean Academic Affairs	 901.448.4833	 cmcneil8@uthsc.edu
Related Policies: UTHSC AA106-H - Credit for Prior Learning Policy - Academic Affairs UTHSC AA118-H - Transfer Credit Policy - Student Procedure CON A104 - DNP Concentration Effort Changes CON Policy for Student Transfer from the Accelerated BSN (ABSN) Concentration to the Traditional BSN (TBSN) Concentration		Next Review: March 2027
Related Form: Course Transfer Requests Plan of Study Revision		

Introduction

All students in the CON should have an admitted Plan of Study signed by the Concentration Coordinator (if applicable). If a student needs to revise their Plan of Study, the revised Plan of Study must ensure that courses being offered in the Plan of Study coincide with the College of Nursing Course Offerings Schedule. If they do not, the revised Plan of Study will not be approved.

Process

1. For the DNP and Post Graduate APRN Certificate Programs, the faculty Advisor will work with the student and the Concentration Coordinator and/or Program Director to develop an appropriate Revised Plan of Study. All courses must coincide with the College of Nursing Course Offerings Schedule.
2. For the BSN Program, the Program Director and Concentration Coordinators serve as advisors to all students and create all revised plans of study, aligning them with course offerings.
3. The Revised Plan of Study must be placed in Project Concert (PC) along with a statement on the rationale for the change in the plan of study.
3. The Revised Plan of Study must be acknowledged in PC by the student, the Concentration Coordinator, the Program Director, and the Executive Associate Dean of Academic Affairs.
4. The Revised Plan of Study must be submitted to the Program Coordinator who will review the acknowledgements and update the course enrollment tracking database in PC to reflect the Revised Plan of Study.

5. Students may revise their Plan of Study two times during the program. Any further changed needed for extenuating circumstances must be approved by the Dean.

Curriculum Committee 3.18.2024

SECTION IV: DNP CLINICAL POLICIES

Nurse Anesthesiology (NA) students should refer to the NA Student Handbook for any clinical policies or requirements.

Nurse Midwifery (NM) students should refer to the NM Student Handbook for specific clinical policies and requirements.

Advanced Health Assessment students will follow instructions by Faculty within the course

Introduction

During each clinical practicum, students develop advanced practice clinical skills and competencies under the guidance of College of Nursing (CON) clinical faculty and the direction and supervision of experienced/expert clinical preceptors. Preceptors are volunteers for the CON who provide their time and expertise to the college and students in addition to the demands of their clinical practice. Precepting APRN students is a significant commitment for preceptors, and we are so grateful for their time and the incredible gift they provide in teaching advanced practice registered nursing students. Students should be considerate in all interactions with preceptors and their staff. Agreed upon clinical times should not be altered without prior approval of the preceptor and communication with clinical faculty. Conveying your appreciation with a thank-you note to the preceptor and the practice site at the end of your clinical experience would recognize their dedicated efforts to your education.

Getting Started

1. Each Concentration has specific requirements for all clinical settings. Clinical sites are assigned or reviewed to ensure quality learning experiences and to meet eligibility requirements for certification.
 - a. Clinical placement may be done solely by faculty within each Concentration or on the recommendation of the student.
 - b. Students living outside the Memphis area may be expected to help obtain their clinical site/preceptor as you are familiar with the medical facilities in your area. Faculty will offer assistance with lists of clinical sites/preceptors that have been credentialed in the student's area.
 - c. The designated faculty within each Concentration must approve any site or preceptor requests for the clinical assignment prior to the initiation of contractual arrangements by The University of Tennessee Health Science Center.
2. All clinical sites must have a duly executed contract with The University of Tennessee Health Science Center prior to starting clinical experiences in the site. These contracts are program-specific within a college.
 - a. Students will be assigned clinical preceptors and sites. You will receive instructions from the DNP Clinical Coordinator on how to initiate your clinical courses in ProjectConcert (our clinical tracking system for nurse practitioner students; NA students use Typhon).
 - b. If you are initiating a new clinical site/preceptor, **start the process at least 3, but preferably 6 months prior to the date you want to start your clinical experiences.**
 - c. Do not assume that previous sites listed in ProjectConcert have current contracts. Affiliation agreements change frequently as practices are bought by larger institutions or change hands. If you find a site or preceptor who you would like to recommend for clinical, contact your faculty, who will contact the Clinical Coordinator (901-448-9509 or basbill@uthsc.edu) to verify that the CON has a current, valid contract with that site.

3. If a student is requesting placement at a new clinical site that does not have a current contract, a contract must be initiated **at least 3 - 6 months prior to the semester start date.**
 - a. Contracts often take a minimum of 3-6 months to negotiate.

Initiation of Clinical Site or Request for Preceptor

If a student wants to initiate obtaining a clinical site or preceptor, the following must be sent to the **designated faculty in the appropriate Concentration:**

- a. In the subject line of the email enter: [Course Semester_contract request_student name] (example: PMH 803 Fall_contract request_sue smith)
- b. Tell your faculty that you have identified a possible new clinical site or preceptor and you have entered that information in ProjectConcert. **All requests for new clinical sites and preceptors will be completed electronically via ProjectConcert. You will receive specific directions from ProjectConcert on how to complete the requests. Contact the Clinical Coordinator, Brandi Asbill basbill@uthsc.edu with any questions.**
- c. The Faculty will approve the clinical site/preceptor as appropriate for Student/Course, and the Clinical Coordinator will enter data into ProjecConcert. The Clinical Coordinator will also initiate the contracting process or preceptor approval process as necessary.
- d. Many clinics, hospitals, and health care systems require extensive orientation and training prior to starting clinical. **TCPS (Tennessee Clinical Placement System)** is one of the major placement agencies for several large health systems. Each clinic, hospital or health system has specific requirements and paperwork to complete before clinical placement can be completed! Please return all paperwork you receive from the Clinical Coordinator as rapidly as possible. Some health care systems require an updated list of immunizations with specific dates, proof of annual TB skin test (some require a 2-step TB), seasonal verification of flu vaccinations, and some may require proof of COVID vaccination. A urine drug screen may be required at the beginning of each semester, depending on the health care system or clinic. An annual background check is required by all clinical sites.
- e. Preceptors may request appointments as a Preceptor or as a Volunteer Faculty:
 - i) **Preceptor status.** To be accepted as a preceptor, verification of licensure and certification are required along with curriculum vitae (or résumé).
 - ii) Note: If a preceptor does not have a CV or résumé, and only want preceptor status, they can complete the Preceptor Curriculum Vitae Form instead (Refer to Appendix C).
 - iii) **Volunteer Faculty.** The Volunteer Faculty appointment is similar to the employment process for full-time Faculty and will require completion of a personal data sheet, submission of 2 letters of reference, verification of current licensure and certification, submission of a curriculum vitae (or résumé), and the satisfactory completion of a background check. Volunteer Faculty appointments allow the preceptor to obtain a Net ID granting access to the UTHSC library. This is especially beneficial because the preceptor has access to all books, periodicals, and journals on

the library web site, including UptoDate. Appointments are made for the duration of three academic years.

Contacting the Site/Preceptor

1. After the clinical placement is assigned by your Faculty or approved by the Faculty and Clinical Coordinator, students should contact their preceptors and either introduce themselves by phone or set up appointments to meet them.
2. If not already done, provide preceptors with the following:
 - a. Course Syllabus
 - b. Your CV/résumé
 - c. An introduction letter (Refer to Appendix A; you can update this template to fit your needs).
 - d. Student-Preceptor-Faculty Agreement Form. (Refer to Appendix D).
 - This form is to be signed by the student and the preceptor and submitted in ProjectConcert ***prior to starting your clinical rotation.***
 - **Note: If you are using multiple sites in a semester, this form should be completed for each site/preceptor.**
 - e. Preceptor guide. Download this guide from your concentration website, printout and take it to your preceptor. They may rather read it online. This guide is available on your specific concentration website on the right side under program documents. Example: For the Family Nurse Practitioner go to <https://www.uthsc.edu/nursing/dnp/fnp.php>
 - f. Plan for Clinical Course Completion. (Refer to Appendix D). This should be reviewed with the Preceptor ***prior to starting clinical.*** Determine projected dates and times you will be with them for your clinical placement during the semester.
 - Enter the information into ProjectConcert in the Schedule tab. If your dates or times change, update ProjectConcert immediately and let your faculty and preceptor know.

Clinical Responsibilities

To satisfactorily complete your clinical course, complete the following processes for each clinical site/preceptor:

1. Submit Student-Preceptor-Faculty Agreement in ProjectConcert before starting Clinicals.
2. Submit Plan for Clinical Course Completion before starting Clinicals (if required).
3. Obtain email from Clinical Faculty stating you are **“Clear to Start Clinicals.”**
4. Submit Clinical Data into ProjectConcert weekly.
5. Submit signed validation of clinical hours into ProjectConcert weekly.
6. Complete course specific requirements identified in Syllabus/Blackboard.
7. Maintain current compliance documents in ProjectConcert and Verified Credentials as required (i.e., License, BLS, ACLS, NRP, PALS, immunizations, etc.).

Preparation to Start Clinical

Clinical rotations are often started at varied schedules at the start of the semester. However, before any student can begin a clinical rotation, the following process must be followed. The

college wants to ensure that students have an excellent learning experience and that the university and the clinical site comply with all standards to ensure there are no liability issues.

- a. The Clinical Coordinator will establish an Assignment Dropbox for every Clinical Course every term in ProjectConcert.
- b. Once you have your Student-Preceptor-Faculty Agreement form signed and your Plan for Clinical Course Completion (Refer to Appendix E) completed (if required by your faculty), upload both documents into the appropriate Document area in ProjectConcert.
- c. Notify the Clinical Coordinator and your Course Faculty by email that you have uploaded the documents into ProjectConcert.
- d. The Student-Preceptor-Faculty Agreement will be reviewed to ensure your site contract and Preceptor have been approved.
- e. Once the documents have been reviewed and approved, your Clinical Faculty and Ms. George will send you an email notifying you that “You are clear to begin clinical.”
- f. After you receive your email, you can start your clinical rotation.
- g. **Please note: This could take a few days, so plan the submission of your documents to allow an appropriate amount of time for a response from your Clinical Faculty. Students may not start clinical until they receive this email with Approval from Clinical Faculty.**

Clinical Onboarding

For most students, the faculty will assign you to a clinical site and preceptor. For students out of the mid-south area, the faculty may ask for your help in identifying an appropriate clinical site and preceptor in your area.

1. Clinical site and preceptor identified by faculty.
2. Faculty check ProjectConcert to ensure we have a current contract. If it is not in ProjectConcert, the faculty will request that the Clinical Placement Coordinator verify the presence of a current contract.
3. The faculty contacts the preceptor to discuss whether they can take a student for the specific semester.
4. If you have a specific request for a clinical site and preceptor, we are happy to consider it.
 - a. You must send in the CV, license, and certification of the preceptor to the Faculty and the Clinical Placement Coordinator.
 - b. The Clinical Placement Coordinator will check for a current contract.
 - c. If there is no current contract with the facility, it may take 6 to 12 months to establish one.
5. If we have a current contract and the preceptor agrees, the faculty will notify the Clinical Placement Coordinator, who will start the onboarding process for each student.
 - a. Every clinical site has a different onboarding process.

- b. Methodist and Regional One (inpatient and outpatient) require that you complete an onboarding process through TCPS (Total Clinical Placement System). TCPS consists of specific onboarding documents, documentation of immunizations, BLS, PALS, ACLS, NRP, etc., and processes specific to each clinical site. Each site has multiple and different requirements. The student must complete their specific requirements, and the Clinical Placement Coordinator will complete the remainder.
 - c. Other clinical sites use different systems or their in-house onboarding system. Each one is different.
 - d. While this is a lot of work for students and the Clinical Placement Coordinator, there is no other way.
- 6. When all requirements are met, and the clinical site approves your placement, they will notify the Clinical Placement Coordinator via an automated system. This process may take from 1-6 weeks (sometimes longer).
 - a. The Clinical Placement Coordinator will notify the student and faculty that all requirements are complete and that they must have an email from the faculty stating they can start clinical rotations.
 - b. **Students must have two emails to start the clinical rotation:**
 - i. **An email from the Clinical Placement Coordinator stating that they are cleared from the clinical site and the college**
 - ii. **An email from the Faculty stating that the student may start clinical.**
 - iii. If a student does not have both emails, they are not cleared for clinical and **may be out of compliance with our clinical site contracts.**
- 7. Once in the clinical site, please notify the Clinical Placement Coordinator, faculty, or the Program Director if there are problems, such as your badge not working.
 - a. **Please do not call or email the facility clinical placement coordinator.**
 - b. **If you do not hear back within 48 hours from your initial email to the Clinical Placement Coordinator, faculty, or Program Director, please email or call/text again with the problem.**
 - c. We will contact the facility and work with them to resolve the issue.
 - d. Please remember that many of our community partners have 100s of students to place (some have 1000s) and that you will have to wait your turn.
 - e. Demonstrating patience and professionalism is an important part of your education.

We are grateful to our community partners for providing UTHSC students with numerous opportunities to gain clinical experiences and expertise. Without our relationships and contracts with the community partners, you would not have access to world-class experiences!

Validation of Patient Data in the Clinical Database: ProjectConcert

Students will validate their patient data by entering them into the ProjectConcert Database in a timely manner. Students will receive an email from ProjectConcert with information on

how to set up an account with embedded videos on every tab to guide clinical documentation, notes, journals, codes, etc.

By Monday at 11:55 PM one week after the end of the clinical week (or as designated by the Concentration Coordinator), patient data as required by the concentration will be entered into the database.

1. The Database will be checked by faculty on a weekly basis to ensure the data has been submitted by students on a timely basis. Faculty will also validate that the number of patient encounters are appropriate for the hours that the student is at the clinical site.
2. Students who have not entered the data for the previous week will be notified by email on Tuesday that they cannot return to clinic until the data has been entered into the system.
3. **Please note: Failure to enter data on a timely basis two times during the course may result in major consequences including failure of the course.**

Validation of Clinical Hours in the Clinical Database

Students will validate the clinical hours spent at their clinical site by having the Preceptor sign and date a weekly time log and uploading the signed log weekly into the ProjectConcert Database. This log must be completed for each clinical site you use during the semester. It may be signed electronically or by hand.

By the end of the clinical week, students will enter the hours into the time log area of ProjectConcert, run a report of the time log, and have the preceptor sign the log. It is suggested that students use their smart phone or a computer at the clinical site to log time on their last day in clinic for the week, so you can get the log signed prior to leaving.

1. Note: Additional Instructions are available in the ProjectConcert.
 - a. The Preceptor must sign the time log each week.
 - b. The Student will ascertain that the signed time log in ProjectConcert by Monday at 11:55 PM following the end of the clinical week.
 - c. Faculty will validate that the student is attending clinical, submitting the time log on a timely basis, and that the Preceptor is validating the hours of the student's attendance.
 - d. A Student Clinical Checklist has been created as a reference tool for students (Refer to Appendix E).

Please Note: Failure to enter data on a timely basis two times during the course or failure to have the Preceptor validate the time log two times may result in failure of the course.

APPENDIX F. Clinical Reference Form to help you stay organized.

APPENDIX G. Campus map.

We are glad you chose UTHSC to start your journey to be a Nurse Practitioner or a CRNA or a Nurse Midwife. Please let your faculty or the Assistant Dean of Graduate Programs know if you have any questions, comments, or concerns.

SECTION V: APPENDICES

APPENDIX A—Preceptor Form



Date _____

Hello ____ (name of preceptor) _____,

My name is _____, and I am a _____ (Concentration) _____ student at the University of Tennessee Health Science Center in Memphis, TN. I live in _____. I hold a Bachelor of Science in Nursing from _____ (Program) _____ in _____ (City, State) _____. I am currently working as a _____ (nursing position) _____ in _____ (site) _____. I also have experience working as a _____. I have also cared for ____ (any special populations?) _____. I am excited about broadening my scope of practice from _____ to that involved in the _____ setting.

UTHSC has been educating Advance Practice Nurses since the early 1970's and was a national leader in the establishment of the Doctor of Nursing Practice (DNP) degree. The DNP in Family Nursing is designed to prepare the registered nurse as an Advanced Practice Nurse with specialized knowledge and skills to provide primary care for patients. As a primary care provider, the Family Nurse Practitioner's (FNP) focus includes comprehensive health assessment, follow-up care for health problems, and health promotion or disease management activities. Coursework assists students to develop an expertise in primary care across the life span through the use of case studies, practicum experiences, and clinical learning opportunities with experienced clinicians.

The purpose of this message is to locate a preceptor in the _____ area for my required clinical hours. I am currently in my _____ (term) _____ of course work. My projected date to begin my clinical rotation is _____ and the end date is _____. For my current course work UTHSC requires _____ clinical hours in _____ (family practice, substance abuse, pediatrics, intensive care, etc.) _____. In this packet you will also find a course description and contact information for faculty within my Concentration at UTHSC.

I hope you will consider being a preceptor for me (or thank you for agreeing to be a preceptor for me.). I look forward to hearing from you. I may be contacted at _____ (phone number) _____. My email address is _____. Thank you for your time.

Sincerely,

_____, BSN, UTHSC DNP Student

Cell: _____

**APPENDIX B—Doctor of Nursing Practice and Post-Graduate APRN Certificate
Program Preceptor CV Form**



Doctor of Nursing Practice and Post-Graduate APRN Certificate Program

PRECEPTOR CURRICULUM VITAE

Date:	
First Name:	Last Name:
Email:	Phone:

PROFESSIONAL PRACTICE (Last Three Years)			
<u>Dates</u>	<u>Activity</u>	<u>Location</u>	<u>Institution and Affiliation</u>
From: To:			
From: To:			
From: To:			

POSTSECONDARY EDUCATION				
<u>Dates</u>	<u>Degree</u>	<u>Date</u>	<u>Institution</u>	<u>Field/Specialty</u>
From: To:				
From: To:				
From: To:				

LICENSURE		
<u>State Issuing License</u>	<u>Type of License</u>	<u>Expiration Date</u>

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CERTIFICATIONS		
<u>Certifying Body</u>	<u>Type of Certification</u>	<u>Expiration Date</u>

Please include all certifications: Specialty, BLS, ACLS, PALS, etc.

ACADEMIC APPOINTMENTS			
<u>Dates</u>	<u>Title</u>	<u>Status</u>	<u>Institution and City/State</u>
From: To:			
From: To:			
From: To:			

PROFESSIONAL AND SCIENTIFIC MEMBERSHIPS		
<u>Dates</u>	<u>Organization</u>	<u>Position</u>
From: To:		
From: To:		
From: To:		

ACADEMIC AND PROFESSIONAL HONORS		
<u>Date</u>	<u>Honor</u>	<u>Conferring Organization/Agency</u>
Date:		
Date:		

MOST RECENT PUBLICATIONS AND CONTINUING EDUCATION	
<u>Date</u>	<u>Name of Article or CE Course</u>

Date:

Date:

Please check the appropriate answer:

How many years have you been in clinical practice as an NP/MD/DO/CNM/PA?

- | | | | |
|------------------|--------------------------|--------------|--------------------------|
| a) > 15 years | <input type="checkbox"/> | e) 1-3 years | <input type="checkbox"/> |
| b) 11 – 15 years | <input type="checkbox"/> | f) <1 year | <input type="checkbox"/> |
| c) 6 – 10 years | <input type="checkbox"/> | | |
| d) 3 – 5 years | <input type="checkbox"/> | | |

How many years have you precepted students (e.g., NP, MD)?

- | | | | |
|------------------|--------------------------|--------------|--------------------------|
| a) > 15 years | <input type="checkbox"/> | e) 1-3 years | <input type="checkbox"/> |
| b) 11 – 15 years | <input type="checkbox"/> | f) <1 year | <input type="checkbox"/> |
| c) 6 – 10 years | <input type="checkbox"/> | | |
| d) 3 – 5 years | <input type="checkbox"/> | | |

Preceptor's Signature



APPENDIX C

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING
Student-Preceptor-Faculty Agreement

Course _____ Semester/Year: _____

Anticipated Graduation: _____ Instructor of Record _____

The preceptor agreement permits nursing students of the College of Nursing, University of Tennessee Health Science Center (UTHSC) to participate in a student preceptorship in your facility,

_____ Conditions of this program are as follows:

(Clinical Site Name)

The Affiliation period will be _____ to _____.

The student, _____, will be under the supervision of

_____, acting as preceptor.

(Preceptor Name)

Clinical Faculty _____, of the College of Nursing, serves as the liaison with your facility for the above course(s).

Preceptor Responsibilities:

Orient to the preceptor role each semester through the review and acknowledgement of the updated Student-Preceptor-Faculty manual.

1. Function as a role model in clinical settings.
2. Facilitate learning activities for no more than two students per day.
3. Orient the student(s) to the clinical agency.
4. Collaborate with faculty to review the student's progress toward meeting clinical learning outcomes.
5. Provide constructive feedback to students regarding clinical performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Coordinate with faculty and the student to ensure appropriate supervision plans are in place in the event of the preceptor's absence.

8. Give feedback to the nursing program regarding clinical experience for students and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors and students meet all clinical requirements.
2. Ensure that there are current written agreements that delineate the functions and responsibilities of the clinical preceptor, the associated agency, and the nursing program.
3. Ensure that clinical experiences occur only after the student has demonstrated the ability to provide care to patients safely.
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor with an orientation to the nursing program's philosophy, curriculum, course content, and clinical objectives.
6. Review student expectations, skill levels, performance guidelines, procedures the student is permitted to perform, and methods for evaluating student performance.
7. Faculty will assume overall responsibility for teaching and evaluating the student, including assigning the course grade.
8. Work collaboratively with the preceptor and the agency to determine the student's learning needs and appropriate assignments.
9. Monitor and evaluate the learning experience regularly with the clinical preceptor and the students.
10. Have a faculty member readily available for consultation when students are in the clinical area.
11. Receive feedback from the preceptor regarding student performance.
12. Provide verification of precepted clinical hours for our students.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of patients.
2. Retain responsibility for the preceptor's salary, benefits, and liability.
3. Respectful, safe working environment

Student Responsibilities:

1. Maintain open communication with the preceptor and faculty.
2. Maintain accountability for their own learning activities.
3. Be prepared for each clinical experience.
4. Be accountable for their actions while in the clinical setting.
5. Ensure supervision from their preceptor when performing procedures.
6. Contact faculty by telephone or e-mail if assistance is necessary.
7. Respect the confidential nature of all information obtained during the clinical experience.

8. Wear appropriate professional attire and university name tags when at the clinical site.
9. Always maintain professional behavior during the clinical experience.

Signatures on the following page confirm that the above conditions reflect your understanding of an agreement with this affiliation correctly.

**Confirmation of Student-Preceptor-
Faculty Faculty Agreement to Clinical
Preceptorship**

University of Tennessee Student

(Print)

(Sign)

(Date)

Preceptor/Clinical Agency

(Print)

(Sign)

(Date)

Site Name:

Site Address:

City, State, Zip _____

Location Phone # _____

**University of Tennessee Health Science Center College of Nursing Clinical
Faculty**

(Name Printed)

(Sign)

(Date)

(E-mail)

(Phone Number)

**APPENDIX D—Plan for
Clinical Course Completion (if required by Course Faculty)**


Appendix D Plan for Clinical Course Completion

Fill out the below information for each site/ preceptor you are using for your clinical course. Upload this document in ProjectConcert with your Student-Preceptor-Faculty Agreement.

Student:	
Course:	
Site:	
Preceptor:	
Projected Start Date:	
Projected End Date:	
Projected Days of Week and Times in Clinical:	
Site:	
Preceptor:	
Projected Start Date:	
Projected End Date:	
Projected Days of Week and Times in Clinical:	
Site:	

Preceptor:	
Projected Start Date:	
Projected End Date:	
Projected Days of Week and Times in Clinical:	
Comments:	

APPENDIX E—Student Clinical Checklist

<div style="text-align: center;">  <p>STUDENT CLINICAL CHECKLIST (for your convenience)</p> </div>			
√		DATE	COMMENTS
	Obtain Preceptor Assignment or if secured own clinical site, ensure request has been submitted and contract/preceptor approval is complete		
	Discuss schedule and time with Preceptor		
	Obtain signed Student-Preceptor-Faculty Agreement Form		
	Complete Plan for Clinical Course Completion		
	Upload into Clinical Database signed Student-Preceptor-Faculty Agreement Form		
	Upload into Clinical Database Plan for Clinical Course Completion		
	Submit email to Course Faculty and Clinical Coordinator that Student-Preceptor-Faculty Agreement Form & Plan for Clinical Course Completion have been uploaded to Clinical Database		
	Receive email from Clinical Faculty and Clinical Coordinator “Clear to start Clinicals” (Need two emails)		
	By end of each clinical week, enter time in ProjectConcert and obtain Preceptor’s signature and date on timelog. Upload timelog by Monday at 11:55 PM after the clinical week into the Clinical Database		
	By Monday at 11:55 PM of the week following the clinical week, have all clinical data entered into Clinical Database		
	Complete other clinical assignments relevant to the course as posted in Blackboard		
	Submit Clinical Evaluations		

APPENDIX F - Clinical Reference Sheet

Documents to be Uploaded and Information to be Completed in ProjectConcert (start of program and update throughout program as required)	Prior to Beginning Clinical Rotation	Documents to be Uploaded in ProjectConcert Course Assignment Dropbox Prior to Beginning a Clinical each Semester	ProjectConcert Data Entry/ Assignments During Clinical Course	Due at End of Clinical Rotation
CPR Certification	<p>If outside Memphis area, submit contract/preceptor request three months in advance on required information sheet.</p> <p>Note: Submitting after the required date can place you in jeopardy of not being able to start or complete clinical on time. Requests received after this date will be processed as received.</p>	Student-Preceptor-Faculty Agreement	Enter hours completed in Time Log area of ProjectConcert by end of clinical week	Submit evaluations as required by your concentration
RN License	<p>Students in Memphis area will be placed by faculty.</p> <p>Note: If you refuse a placement due to personal scheduling or work scheduling issues, you will be required to find an alternate site.</p>	Plan for Clinical Course Completion	Upload Signed Weekly Time Log to ProjectConcert Assignment by Monday at 11:55 PM after the end of the clinical week	
APRN License/ Certification (applicable for 2 nd certification or same certification DNP students)				
2-step TB Skin Test/Other TB Testing Annually	<p>Once clinical placement is assigned by faculty or approved by faculty/clinical coordinator, students should contact preceptors.</p> <p>Students should provide preceptors with the following:</p> <ul style="list-style-type: none"> • Course Syllabus • Your CV/resume • Introduction Letter • Preceptor Guide • Student- Preceptor-Faculty Agreement Form • Plan for clinical course completion 	<p>Note: Email course faculty and Clinical Coordinator when you have uploaded. Once information reviewed, faculty will send an email giving you the “all clear to start clinical”. You are not allowed to start until you receive this email.</p>	Enter Patient Data in ProjectConcert by Monday at 11:55PM one week after the end of the clinical week	
Influenza Vaccination or Waiver (Upload by Oct 1 st each year)	Complete any orientation or requirements the clinical site requires.		Note: Each Concentration may have other assignments/requirements. Please refer to your course in Blackboard and Syllabus.	
<p>Note: UHS has other immunization requirements that must be up to date. Refer to following link for more information.</p> <p>UHS Web link</p>				

APPENDIX G – Campus Map <https://www.uthsc.edu/campus-police/parking-and-access/index.php>



PARKING SERVICES
3 N. DUNLAP STREET | 901.448.5549

EMPLOYEE/STUDENT/COMMERCIAL PARKING LOTS AND BUILDINGS

1. 910, 920, 930 Madison Plaza Buildings
2. Pharmacy Building
3. Alexander Building
4. General Education Building (GEB)
5. Center for Healthcare Improvement and Patient Simulation (CHIPS)
6. Johnson Building
7. Link Building
8. Wittenborg Building
9. Mooney Building
10. Hyman Administration Building
11. Crowe Building
12. Nash Addition
13. Nash Research
14. Dunn Dentistry Building
15. Physical Plant Building
16. Shops Building
17. Docs Field Pavillion
18. Docs Field
19. Molecular Sciences Building
20. Van Vleet Center/Campus Police
21. Student-Alumni Center (SAC)
22. Speech and Hearing Building
23. Variety Building
24. Boling Center for Developmental Disabilities
25. Harwood Center

26. Phi Chi
27. Hyde
28. Cancer Research Building (CRB)
29. Translational Science Research Building (TSRB)
30. Coleman Building
31. Pauline Annex
32. Doctor's Office Building
33. Day Care Building

34. Plough Center
35. Regional One Health
36. Adams Pavillion
37. Le Bonheur Children's Medical Center
38. Le Bonheur Children's Hospital
39. VA Hospital

- UTHSC Facility
- Employee Parking
- Student Parking
- Commercial Parking

EMPLOYEE LOT FEE

Includes 9.25% state sales tax

LOT	LOT	LOT
A	I	R
C	J	W
E	L	X
G	N	Y
H	P	1

STUDENT LOT FEE

- E (GEB Garage)
- F (Randolph Center Garage)
- H (Plaza Garage)
- T
- M
- P (Pauline Garage)
- X

COMMERCIAL LOTS

- O (Dental Clinic Patients)
- V (Visitors)
- H (Madison Bldg.)
- P (Pauline Garage)
- B (leased)
- K

