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Spring 2023

The University of Memphis
www.nursing.memphis.edu
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A. GENERAL UNIVERSITY AND COLLEGE INFORMATION

The University of Memphis

The University of Memphis began as West Tennessee State Normal School founded in 1912. In 1925, the name of the college changed to West Tennessee State Teachers College. In 1941, the college became Memphis State College and in 1957 the Tennessee State Legislature designated Memphis State a full university. To reflect the relationship of the University to the City of Memphis, the name was changed from Memphis State University to The University of Memphis in 1994.

The University provides high quality and accessible higher education to over 21,000 students each year. The university has 13 schools and colleges, 25 endowed Chairs of Excellence, 26 doctoral programs, and awards more than 4,500 degrees annually. The University is a major research institution (Carnegie R1) and draws on the strengths and challenges of its urban setting to address relevant issues and needs of local, state, national, and global communities.

University Mission, Vision, and Values

The University's mission states: "We provide the highest quality education by focusing on research and service benefiting local and global communities." The University's vision is that "The University of Memphis is an internationally recognized, urban public research university preparing students for success in a diverse, innovative, global environment." The University's values include accountability, collaboration, diversity and inclusion, innovation, service, and student success.

Accreditation

The University of Memphis is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, first professional, master's, educational specialist, doctoral degrees, and graduate certificates. Questions about the accreditation of the University of Memphis may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Our President

Dr. Bill Hardgrave was named the 13th President of the University of Memphis on November 9, 2021 and began his tenure on April 1, 2022. Dr. Hardgrave is committed to ensuring the University is among the top tier institutions academically, in research, and in athletics, while also remaining a national leader in providing opportunities and a welcoming environment for all.

University Policies

University policies apply to all University stakeholders, including students, faculty, employees, volunteers, fellows, administrators, and the Board of Trustees. University policies apply to all activities of the University regardless of campus or location. All policies of the Loewenberg College of Nursing are in harmony with policies of the University, while enhancing the structure and function of a professional, clinical program. If issues of congruence arise between University policies and college policies, the policies of the University will always take precedence.

Equal Opportunity and Affirmative Action

The University of Memphis does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by the University of Memphis. The Office for Institutional Equity has been designated to handle inquiries regarding non-discrimination policies. For more information, visit The University of Memphis Equal Opportunity and Affirmative Action.

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." (20 U.S.C. § 1681). To learn more, visit Title IX and Sexual Misconduct.

The Loewenberg College of Nursing (LCON)

Nursing at the University began in 1967 as an independent department offering an associate degree in nursing. In 1978 the department admitted the first students into its RN to BSN program. In 1984, the department of nursing was granted school status under the direction of its first dean, Dr. Norma Long. Dr. Long served until her retirement in 1990. She was instrumental in establishing a relationship with the Loewenberg family of Memphis, leading them to establish the William A. and Ruth F. Loewenberg Chair of Excellence in Nursing in 1988, which led to the establishment of the Loewenberg School of Nursing (LSON). In 1989, the LSON admitted its first generic baccalaureate students, with the first class graduating in 1992. Dr. Lillian “Toni” Bargagliotti served as the second dean, from 1992 to 2005. Under her direction, the LSON initiated its MSN program with three concentrations, family nurse practitioner, nursing administration, and nursing education. She also participated in a statewide consortium regarding the Regents Online Degree Program in the State of Tennessee.

Dr. Marjorie Luttrell served as the third dean of the LSON, from 2005 until her retirement in 2010. She led the school through a tremendous period of growth, including the addition of the Executive Leadership MSN in 2008. Dr. Luttrell was the first to integrate technology into the nursing curriculum and realized the importance of making computers accessible to faculty, staff, and students. Technology integration remains a strategic effort for the College today. Under the direction of our immediate past dean, Dr. Lin Zhan, the fifth dean of the college who served from 2010-2022, the college saw its Lambuth campus admit its first nursing students in 2012, with the first cohort graduating in December of 2014; the school moved into its new home on the university's south campus, the Community Health Building in 2015; the school became the Loewenberg College of Nursing (LCON) during academic year 2015-2016; and the college launched a Doctor of Philosophy (PhD) in Nursing program in 2019, with the first graduates expected in academic year 2022-2023.

Currently, the LCON offers the following programs: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Post-Graduate Certificate Programs (PGCP), and a PhD in Nursing program. The BSN prelicensure programs (traditional and accelerated) are offered on-ground and post-licensure (RN-BSN) curricula are offered fully online on both the Memphis and Lambuth campuses. The MSN curricula are offered fully online with on-site intensives and clinical requirements for the Family Nurse Practitioner, Executive Leadership, and Education concentrations. PGCP programs are also offered in all three concentrations. The PhD program curriculum is also offered fully online.

College Mission, Vision, and Values

LCON's mission is to provide accessible and innovative higher education preparing leaders who promote health of the global community through excellent teaching, rigorous research, and collaborative practice/service. LCON's vision is creating a center of excellence where education, research /scholarship, practice, and partnerships integrate to advance nursing science and to promote health of the global community. To achieve its mission and vision, LCON is committed to: (1) creating a learner –centered educational environment; (2) inspiring life-long learning through excellence in teaching (3) shaping practice through innovation and partnerships; (4) creating and disseminating knowledge through research and engaged scholarship; and (5) embracing diversity and cultural competence.
The LCON identifies caring, diversity, integrity, and leadership as core values.

- ***Caring*** is a human state, a moral imperative or ideal, an affect, an interpersonal relationship, and a nursing intervention.
- ***Diversity*** is embracing the recognition, acceptance, and respect of human differences.
- ***Integrity*** is acting in accordance with an appropriate professional code of ethics and accepted standards of practice.
- ***Leadership*** is influencing the actions of individuals and organizations in order to achieve desired goals.

Accreditation

The baccalaureate degree program, master's degree programs, and post-graduate certificate programs in nursing at The University of Memphis, Loewenberg College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. The PhD program was approved by the Tennessee Higher Education Commission in May 2018.

Membership

The Loewenberg College of Nursing holds agency membership in the American Association of Colleges of Nursing, the Southern Council for Collegiate Education in Nursing, and the National League for Nursing.

Our Dean

Dr. Linda Haddad became the fifth dean of LCON on August 1, 2022. Dr. Haddad was previously an Irwin Belk distinguished professor and director of the School of Nursing at the University of North Carolina Wilmington (NCW). Prior to joining UNCW, Dr. Haddad served as the associate dean for academic affairs at the University of Florida College of Nursing, the dean of the Faculty of Nursing at the Jordan University of Science and Technology (JUST), the director of the World Health Organization Collaborating Center for Health and Development, and the deputy director of the JUST-affiliated King Abdullah University Hospital.

A native of Jordan, she has extensive experience with international health initiatives through consulting and working on projects to help train medical professionals and improve community health in the Middle East. She is a productive scholar with an extensive portfolio of publications and grant awards. Her research focuses on tobacco cessation among minority groups, and her background is in community and public health nursing.

Dr. Haddad is a fellow of the American Academy of Nursing and a member of the Society on Research for Nicotine and Tobacco, Sigma Theta Tau International, and the Board of Commissioners for the National League for Nursing Commission for Nursing Education Accreditation. Dr. Haddad earned a Doctor of Philosophy in nursing from the University of Maryland, a master’s of nursing science from the University of Pennsylvania, and a bachelor of science in nursing from Jordan University.

Philosophy of Nursing

The faculty of the Loewenberg College of Nursing supports the goals and purposes of The University of Memphis by providing a professional educational program that is based upon a strong foundation in the liberal arts and sciences.

The faculty believe that learning is a lifelong process that involves change as a result of experiences. Faculty are responsible for planning, implementing and evaluating a curriculum that is responsive to the needs of the learner, the profession and a diverse society.

The nursing curriculum has been developed within the shared beliefs of the faculty regarding Person, Environment, Health, and Nursing. The faculty believe that the interactions of these elements are modified by the eight nursing competencies of: assessment and technical skills, communication, critical thinking, caring, teaching, management, leadership, and knowledge integration.

The faculty holds the following beliefs concerning the nursing metaparadigm:

Person

The person is a diverse and complex being. Any form of change that affects an aspect of the person can also affect other aspects which can potentially influence well-being. The person constantly strives to adapt to change to maintain equilibrium or wellness. Through positive resolution, improved problem solving, and coping skills, the person can function independently with others. From birth to death, the person is socialized to roles in groups including families, communities, and society.

Environment

The environment consists of all elements external to the person. The person and environment continuously interact which results in change. The person's health is influenced by elements in the environment such as language and culture. Professional nurses practice in diverse settings in provider and designer, manager of care roles. Advanced practice nurses provide direct primary care and administer the tools of critical thinking and communication to identify and understand the factors within the environment that influence the goals of nursing. The environment influences the practice of professional and advanced practice nursing. Using critical thinking the professional nurse can identify factors within diverse settings and to facilitate the development of more therapeutic environments of care for restoration, rehabilitation and health promotion of clients.

Health

Health is a balanced state of well-being, maintained through adaptation to the environment. The healthy person functions as an integrated being, maximizing personal potential within the environment. The person's health is threatened when the ability to adapt fails. This ability is influenced by physical, physiological, psychosocial, cultural, and spiritual factors.

Nursing

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations.

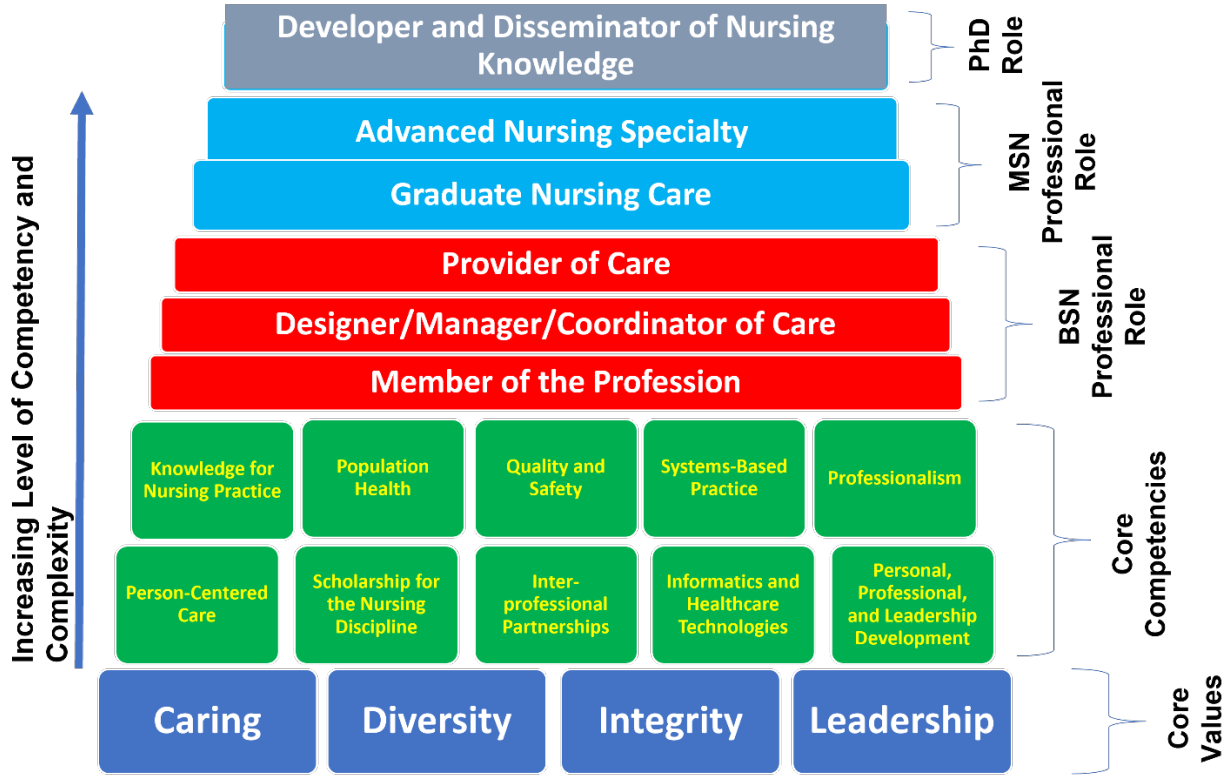
Adopted from:

American Nurses Association (2010). *Nursing's social policy statement. The essence of the profession*. Washington, DC: Author.

LCON Program Model

Figure A-1 displays the LCON Program Model. The foundation of the model is LCON's core values of caring, diversity, equity, and inclusion. The core competencies are based on the ten domains of *The Essentials: Core Competencies for Professional Education*, by the American Association of Colleges of Nursing (AACN). The BSN Professional Role and MSN Professional Role are levels build upon the AACN Essentials and LCON's core values.

Figure A-1
Loewenberg College of Nursing Program Model



Leadership Team

Linda Haddad
Dean and Professor

Larry Slater
Associate Dean for Academic Programs
Clinical Professor

Leanne Lefler
Associate Dean for Research, Professor
Chair of Excellence

Jeremy Whittaker
Associate Dean for Student Success and Inclusion

Bradley Harrell
Assistant Dean-Lambuth
Clinical Professor

M. Danielle Gunter
Director of Clinical Education
Clinical Associate Professor

Vacant
Director of Simulation

Joe Brandenberg
Director of Development

Program Directors

Joy Hoffman
Director of BSN Programs
Clinical Professor

Jill Dapremont
RN-BSN Program Director
Professor

Jason Sasser
Director of MSN Programs
Nursing Education MSN Program Director
Clinical Professor

Tracy Collins
FNP Program Director
Clinical Professor

Teresa Richardson
Executive MSN Program Director
Clinical Professor

Genae Strong
PhD Program Director
Associate Professor

Faculty

**Lambuth campus*

Adkins, Rebecca	Clinical Associate Professor
Alexander, Erin	Clinical Assistant Professor
*Baldwin, Michelle	Clinical Associate Professor
Billings, Linda	Clinical Associate Professor
Bolden, Tamika	Clinical Assistant Professor
Buford, Jacqueline	Clinical Associate Professor
Byars, Culeta	Clinical Assistant Professor
Calhoun, Samantha	Clinical Assistant Professor
Carr, Gloria	Associate Professor

Coleman, Ashanti	Clinical Assistant Professor
Collins, Tracy	Clinical Professor
Dapremont, Jill	Professor
Didier, Cherie	Clinical Assistant Professor
*Elliott, Tiffany	Clinical Assistant Professor
Flemmons, Yolanda	Clinical Assistant Professor
Geater, Kristin	Clinical Assistant Professor
Gunter, M. Danielle	Clinical Associate Professor
Haddad, Linda	Professor
*Harris, Lacee	Clinical Assistant Professor
Hoffman, Joy	Clinical Professor
Jacobs, Melanie	Clinical Associate Professor
*Kitchen, Kerri	Clinical Assistant Professor
Knappier, Nathan	Clinical Associate Professor
LaBarre-Powell, Stacey	Clinical Assistant Professor
Lee, Sohye	Assistant Professor
Lefler, Leanne	Professor
Litano, R. Kaye	Clinical Associate Professor
*Luckey, Amy	Clinical Associate Professor
Mary, Annapoorna	Associate Professor
McGowen, Candace	Clinical Associate Professor
Mitchell, Helen	Clinical Assistant Professor
Moore, Betsy	Clinical Assistant Professor
*Morris, Renee	Clinical Associate Professor
Oigbokie, Angela	Clinical Associate Professor
Palmer, Paulette	Clinical Associate Professor
Papraniku, Shkendie	Clinical Associate Professor
Patrick-Lewis, Kristy	Clinical Assistant Professor
Perry, Felesha	Clinical Associate Professor
Pleshkan, Viktoriya	Assistant Professor
Power, Tracey	Clinical Associate Professor
*Price, Joy	Clinical Assistant Professor
*Pruitt, Brandi	Clinical Assistant Professor
*Reifsnider, Machell	Clinical Assistant Professor
Richardson, Teresa	Clinical Professor
*Roberts, Kimberly	Assistant Professor of Teaching
*Robertson, Tasma	Clinical Assistant Professor
Sasser, Jason	Clinical Professor
Shepherd, Nakeisha	Clinical Associate Professor
Shoaff, Melissa	Clinical Assistant Professor
Slater, Larry	Clinical Professor
Strong, Genae	Associate Professor
Umberger, Reba	Associate Professor
Wilson, Janye	Clinical Assistant Professor

Staff

**Lambuth campus*

Brisco, Amy	Administrative Associate II/Assistant to the Dean
Burton, Jeri	Administrative Assistant I
*Channell, Sherry Lynn	Assistant Director, Student Support Services – Lambuth
Crews, Lindsay	Business Officer II
Dean, Kathy	Administrative Assistant I/Assistant to Program Directors and Faculty
DeJarnett, Alex	Academic Advisor II
Fortney, Brenda	Undergraduate Clinical Placement Coordinator
Gordon, Riley	Graduate Clinical Placement Coordinator
Jacques, Angelica	Academic Success Advisor
Johnson, Kendra	Administrative Associate II/ Assistant to the Associate Dean for Academic Programs and the Associate Dean for Student Success and Inclusion
Jones, Jennifer	Laboratory Manager – Memphis
Judson, Mary	Assistant Director, Marketing and Communications
*Lindsey, Cynthia	Administrative Assistant I – Lambuth
Neal, Norma	Academic Services Coordinator II – Undergraduate Programs
Phillips, Bianca	Administrative Associate I/Assistant to the Associate Dean for Research
*Reeves, Brian	Laboratory Manager – Lambuth
Schroeder, Leila	Academic Services Coordinator II – Graduate Programs
*Weaver, Alaina	Laboratory Assistant – Lambuth
Yang, Ying	Research and Data Analyst I

B. GENERAL UNIVERSITY AND COLLEGE POLICES, PROCEDURES, AND SERVICES

UNIVERSITY SERVICES

Accounts and Access

University ID Card

The University issues each student an identification card that bears the student's name and image referred to as the campus card. Identification cards can be obtained in 115 Wilder Tower for the Memphis campus and 109 Varnell-Jones for the Lambuth campus.

Parking Permits

Parking permits can be obtained from the Parking Office located at 120 Zach Curlin Parking Garage. All students, staff, faculty, and visitors must display a parking permit while parking in any campus lot at either campus. One day parking permits can be purchased online and visitor passes may be arranged through the LCON administrative assistant.

Management of Personal Account Information

Students may manage their University of Memphis account information through the University's iAM Account Identity Management system by going to Current Students on the U of M main menu. Directions and information are available through the myMemphis portal.

Email

New students receive an account activation code with their U of M acceptance letter which can be used to create and manage all accounts using the ID Management system. All formal communication from LCON to students will be through the U of M email account.

Health and Wellness

Counseling Services

Confidential psychological and personal counseling services are available without fee to all registered students through the Counseling Center. The main office is located on the Memphis Campus in Wilder Tower, Room 214, (901) 678-2068. Both individual and group counseling is available. Virtual appointments are available for all students, including students at the Lambuth campus. Lambuth students may also contact the Lambuth Office of Student Services at (731) 425-1951 for support needs.

Health Center

The Health Center, located at the corner of De Soto and University, is open from 8:00 a.m. to 4:30 p.m. Monday through Friday and is available to all students of the University. The major emphasis is on the diagnosis and treatment of short-term acute, episodic medical illness on an outpatient basis. All students must present a valid University Identification card except in cases of extreme emergency. The Health Center may provide some health services for pre-admission health requirements when a LCON health form is presented. The Lambuth campus partners with the Health Center on the Memphis campus to offer student health services such as basic screening, testing, and vaccines on a regular basis. Opportunities will be announced through university communication channels when offered.

General Services

Tiger-Lan Laboratory

There are numerous TigerLAN Computer Labs located across the Memphis and Lambuth campuses. Click here for a list of the labs and the computers.

Educational Support Program

Academic assistance with coursework is available through the Education Support Program, which is housed in Mitchell Hall, Room 217, (901) 678-2704. The Educational Support Program offers assistance with study skills, test-taking skills, test anxiety, writing assistance, and individual and group tutoring.

At the Lambuth campus, educational support is provided through the Lambuth Learning Center (LLC), which provides mini-sessions to help students do better in class. Sessions are available for classroom presentations or as a workshop with faculty support. The LLC is located at Wilder College Union Lower Level 4A, Appointments can be made by contacting the office at at (731) 425-7938.

Disability Services

Disability Resources for Students (DRS), located in Wilder Tower, Room 110, (901) 678-2880 on the Memphis campus and Wilder Student Union, Room 4H, (731) 425-1906 on the Lambuth Campus, provides information and support services that enable students with disabilities to take full advantage of the educational opportunities at The University of Memphis. Specific services are determined individually and are based on functional limitations caused by disability. Reasonable and appropriate accommodations will be provided to students with disabilities that present a memo from DRS. Students who request disability accommodations without a memo will be referred to DRS. Students will receive accommodations after faculty receive notification from DRS with the specified accommodations. Accommodations will not be instituted retroactively.

University Libraries

The Ned McWherter Library of the University of Memphis serves the faculty and students of the Loewenberg College of Nursing. All students should attend a library orientation prior to beginning nursing coursework. The library houses several indices frequently used by nursing students, including electronic access to the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Medline, OVID, and the Health Reference Center Academic These databases are available to all students via Ned McWherter Library website. To access these databases from off campus, students must have a university computer account. Off-campus access requires students to authenticate using their username and password. The Ned McWherter Library is also a designated government repository and houses a complete set of government documents. In addition to the books, journals, and documents housed in the Ned McWherter Library, other library resources are available through inter-library loan.

The Health Science Library is located on the second floor of the Community Health Building – the home of LCON. In this library, individual study rooms and small group study rooms are also available. The state-of-the art design makes library learning and studying conducive. The Lambuth Campus Library is located on the main level and second and third floors of the L. L. Gobbel building.

Center for Writing and Communication

The Center for Writing and Communication, located on the first floor of Ned R. McWherter Library, is a combined writing and speaking center that offers free, one-on-one consultation with a trained staff comprised of graduate students from the departments of English and Communication Studies. They are available to offer students feedback on their writing and speaking assignments at any stage in the process. Students can schedule an appointment online or drop by the CWC when open (Monday-Thursday, 9:00 am – 5:00 pm; Friday, 9:00 am – 12:00pm; Summer hours Monday-Thursday, 10:00 am – 3:00 pm). Lambuth students can access online writing assistance through the Center for Writing and Communication.

Veterans and Military Student Services

The University of Memphis Veterans and Military Student Services assists veterans, service members and their families with the transition from a military environment into a positive academic community in pursuit of professional and personal development by connecting students to expert support services and tools to enhance academic and professional success.

Army, Navy, and Air Force ROTC

Army, Navy, and Air Force ROTC are available for students in the Loewenberg College of Nursing through the Department of Military Science at the U of M (Army), Department of Naval Science (Navy) and the Department of Aerospace (Air Force) Studies.

Completion of these programs leads to a commission as an officer in the respective Nurse Corps. Students wishing to take advantage of this opportunity should contact one of these university departments.

Student Employment

College work-study is available to financially qualified students through the Office of Financial Aid in Wilder Tower. All nursing students are encouraged to apply for financial aid if needed. Additionally, after the first semester of nursing study, students may obtain employment as a patient care assistant in any one of the wide varieties of clinical settings in the Memphis and Jackson areas. Students may be employed as nurse externs when they are in senior level nursing courses.

Graduate students may serve as graduate assistants (GAs). All graduate assistant appointments are handled through the Associate Dean for Academic Programs. GAs may serve as clinical instructors, work within the LCON Simulation Center, or support academic programs, research, or student success initiatives within the College.

Career Support Services

The university offers career support services for students and alumni, including pre-graduation internships. Career Services office hours are Monday through Friday, 8:00 am to 4:30 pm, and their phone number is 901-678-2239. Student career services are currently provided virtually for students at both campuses, with appointments with a career specialist made through TigerLink powered by Handshake.

Cultural Opportunities

In addition to the many cultural opportunities in Memphis and Jackson, the University provides concerts, lectures, plays, art exhibits, sports and other student activities.

Other LCON Services

Letters of Recommendation

Employment recommendations are only provided to those students who are in good academic standing at LCON. Should the student's academic standing change, it is the responsibility of the student to notify the employing clinical agency. All employment recommendations from LCON require the student to give permission for the LCON and the employing agency to release to each other any student information that is relevant to safe patient care and the safe nursing practice of the student.

Because a letter of recommendation may include information from the student's academic record and because the letter itself is considered part of the student's academic record, LCON follows the University Registrar Policy for Letters of Recommendation.

Requesting Test Scores

All test results, assignment results, and final examination grades will be posted within the course in Canvas (the University of Memphis learning management system). Scores or grades may not be given via telephone or email.

Composite Photos

Each graduating class of students at LCON is recognized by a composite portrait of each student in academic regalia, which permanently hangs at LCON in the Community Health Building on the Memphis campus and Sprague Hall on the Lambuth campus. All graduates are encouraged to have their composite pictures made. Information about composites is widely posted on all senior student bulletin boards. Composite pictures are made in early to middle fall semester for Fall graduates, and early to middle spring semester for Spring and Summer graduates. Pictures may only be taken on the specified date.

LCON Communication

LCON Website/Canvas/Email

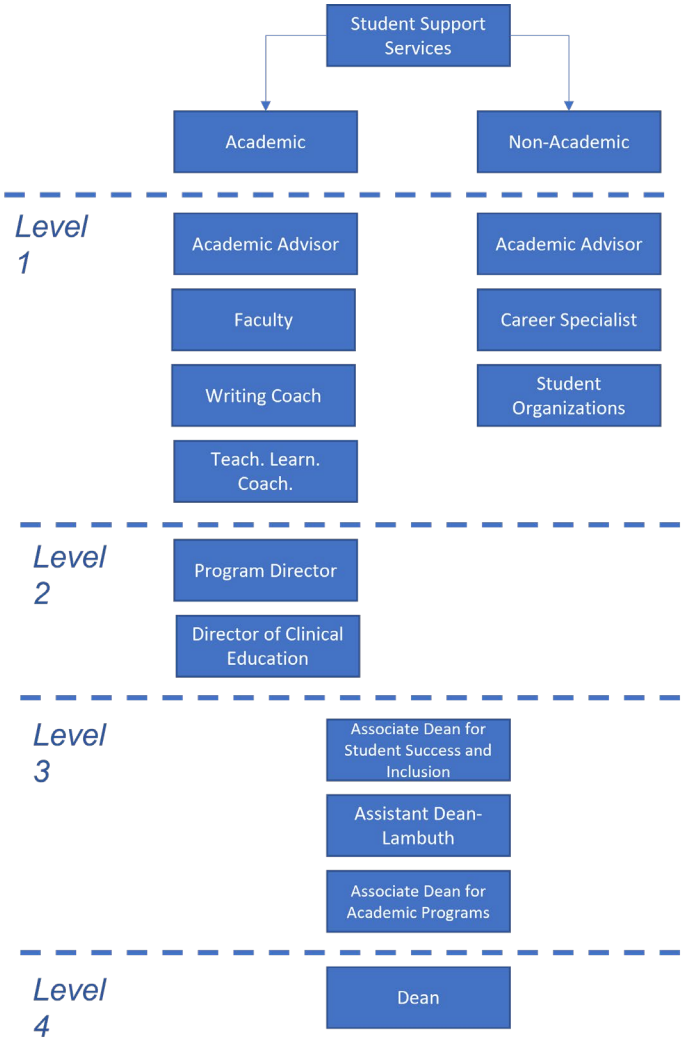
The LCON website (https://www.memphis.edu/nursing/index.php) serves as a means of communication between LCON administration, faculty, and students. Syllabi, textbooks, orientation, and other important class or program information will be posted in Canvas, the university's learning management system. There are also bulletin boards located throughout the nursing buildings (Community Health Building at Memphis and Sprague Hall at Lambuth). Students are encouraged to check these boards.

Keeping up with changes or news from the University of Memphis and LCON is the responsibility of the student. To help us communicate more effectively, the University provides electronic mail resources to support its work of teaching. Email is the official means of written communication for all students, faculty, and staff at the University of Memphis.

Communication Roadmap

The following is a roadmap (Figure B-1) for student communication as well as seeking support at the LCON. For specific course or clinical issues, the student should always first go to the course faculty or clinical instructor. For problems that are not resolved at the course level, the student should then go to the program director, followed by the assistant and associate deans for issues that the program director is not able to address. The last level of communication to resolve matters within the college is with the dean.

Figure B-1
LCON Communication Roadmap



Inclement Weather and Emergencies

Emergency Notifications

The University uses the Live Safe comprehensive personal safety mobile application to inform students of emergencies. Click here for information on and to download the Live Safe mobile application for IOS and Android:

Inclement Weather

The University's official number to call for closing is 901-678-0888. Local television, radio stations, and the Live Safe mobile application will announce when the University is

closed. Please notify faculty if you will be absent from a class, clinical, or laboratory class due to unsafe weather conditions.

Disaster Planning

While it is not feasible to have a disaster plan that is applicable to every disaster that can occur, some general guidelines are instructive. Memphis and Jackson are in geographic locations that experience tornadoes, floods, and is on a major earthquake fault. Any natural disaster that disrupts communication or travel creating a serious state of emergency is one that we do not want to worsen by using the telephone or traveling. Clinical courses will not meet in those circumstances. Please do not make phone calls which further disrupt communication to inquire about a clinical course, a scheduled test, or any nursing class. During the event of natural disaster while in the clinical setting the student should follow the facility guidelines and instructions from their clinical instructor or the Director of Clinical Education.

Academic Success

The LCON dean, faculty, and staff support your academic success. We share a few tips for your successful completion of your degree.

- *Review your course syllabus/outline/calendar.* The syllabus is your guide for each course. At the beginning of each semester, carefully read your syllabus taking note of course/class outcomes, assignments, exams, and important dates. Check the syllabus prior to each class for required readings and an overview of each day's assignments. If you have questions about the syllabus, be sure to ask your professor.

- *Be prepared for class.* One of the most important things you can do to prepare for class is read. You should read required content prior to class and familiarize yourself with key terms. Take notes from your reading assignments. Once you finish reading, write down a list of questions to ask in class, highlighting things that are unclear or difficult to understand.

- *Be prepared for clinical.* A key factor in clinical preparation is clinical orientation. Therefore, be sure to attend orientation because this is your opportunity to familiarize yourself with the clinical site and ask questions. Arrive at clinical with all your necessary supplies and assignments and most importantly a positive attitude. Introduce yourselves to the members of the healthcare team and take advantage of learning opportunities that present themselves throughout your day.

- *Study effectively.* You should also review course material following class. Carefully compare class notes to your reading materials and other classmates' notes. As a rule of thumb, most professors suggest students spend a minimum of two hours per week studying for each credit hour. The most common reason for course failure is not being able to balance outside employment and study time.

Therefore, students with less than a 3.0 cumulative grade point average in nursing courses are strongly discouraged from work or activities that take away from studying.

- *Utilize your resources.* The university and LCON provide many resources to assist students. These can include things such as writing coaches, tutors, disability support services, test taking strategies, counseling, and much more. It is important that you seek assistance when needed and access and utilize the resources available to you.

- *Establish meaningful relationships.* Academic success in nursing is further enhanced through participation in university and college activities with faculty and peers. You are strongly encouraged to actively participate in university and LCON groups and organizations. This provides an opportunity to socialize with peers, relieve stress, improve time management skills, explore diverse interests, and creates a well-rounded educational experience.

Children on Campus

The University of Memphis campus grounds and infrastructure are designed to provide an environment conducive to academic and occupational activities performed by students and employees. For reasons that include safety as well as disruption of academic pursuits, operations, and services, the University cannot routinely accommodate minor children in campus workplaces, classrooms, or unsupervised circumstances on campus. At the same time, the University desires to encourage safe, supervised campus visitations by young people for the purposes of making decisions about their academic future; attending music classes, educational, cultural, or sporting events and camps; and authorized use of certain facilities such as the Campus Recreation Center.

Due to safety and health hazards, some areas are totally off limits to children, regardless of supervision by a responsible adult. These areas include, but are not limited to student computer labs, teaching laboratories where chemicals are present, and the fountain on the Student Activities Plaza (see the University's Policy HR5063 for a complete list of locations).

Nursing Student Activities

Students at LCON are encouraged to participate in all campus activities and to become actively involved in campus life.

Undergraduate Students

Student Nurses' Association

All students are strongly encouraged to be members of the LCON Student Nurses' Association (SNA). SNA is the pre-professional organization in nursing. The chapters at both the Memphis and Lambuth campuses for the University of Memphis are constituent members of the Tennessee Student Nurses' Association (TSNA) and National Student Nurses' Association (NSNA), and LCON students may join TSNA/NSNA for an additional membership fee. In addition to campus activities conducted by the SNA, students also select representatives from the LCON SNA chapter as delegates to state, regional, and national conventions each year. SNA participation prepares students for teamwork, leadership, building professional relationships, reaching out to help and serve, and advocating for professional nursing.

Participation in TSNA/NSNA

All members of LCON's SNA are encouraged to become members of TSNA/NSNA. These members receive copies of Imprint, the journal of the NSNA, and may be eligible for additional scholarships through NSNA. Members of TSNA/NSNA are also eligible to participate in TSNA and NSNA events, including annual conventions, and run for office or participate on committees of TSNA and NSNA. Students meeting the following criteria may be eligible to attend TSNA and NSNA conventions.

1. Cumulative grade point average of 3.0 or above.
2. Permission from faculty of nursing courses, granted to students making satisfactory progress in the course (85% or higher on all tests and assignments).

Graduate Students

Graduate Student Nurses' Association

All masters and doctoral students are encouraged to be members of the LCON Graduate Student Nurses' Association (GSNA). GSNA prepares advanced nursing students for teamwork, leadership, building professional relationships, reaching out to help and serve, and advocating for professional nursing.

University of Memphis Graduate Student Association

The Graduate Student Association (GSA) is an official student organization of the University of Memphis. The GSA exists to serve the needs of, advocate for the interests of, and foster collaboration among graduate and professional students. The GSA creates new programs and initiatives to provide growth and interaction opportunities for all graduate students as well as communicate with UofM administration and faculty on behalf of graduate students. Some of its activities include providing research and travel funding, organizing professional development seminars, co-facilitating the Student Research Forum and collaborating with the SGA.

All enrolled graduate students are automatically members of the GSA. All graduate students are encouraged to participate in GSA discussions and activities and may serve on GSA committees and working groups.

Sigma Theta Tau International, Beta Theta-at Large Chapter

Sigma Theta Tau International (STTI) is the international honor society for nursing. Membership is by invitation only and is an honor. Junior and senior baccalaureate and graduate students in nursing who have demonstrated excellence in their nursing education and who meet STTI eligibility criteria are invited into the honor society. All students are encouraged to attend events sponsored by Sigma Theta Tau, Beta Theta-at Large Chapter as well as regional, national, and international Research Symposia of STTI.

Undergraduate Students must:

- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class; and
- display academic integrity.

Registered Nurse Students must:

- have completed 12 credit hours at current school;
- have completed ½ of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of graduating class; and
- display academic integrity.

Graduate Students must:

- have completed ¼ of the nursing curriculum;
- achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.5 or higher); and
- meet the expectation of academic integrity.

Inductions occur twice a year at the end of the fall and spring semesters. Qualification criteria must be met at the beginning of the fall or spring semester to be considered for the invitation to join.

University of Memphis Honors Assembly

Each spring semester, select nursing students are honored at the University of Memphis Honors Assembly. Students receiving awards are encouraged to invite their families to this prestigious University ceremony. Students are recognized for the award in the areas of Integrity, Caring, Diversity, Leadership, and Dean's Award for Excellence.

LCON Scholarship Luncheon

Each spring semester, LCON hosts a scholarship luncheon to recognize recipients of nursing scholarships. The program also recognizes and shows appreciation to the donors who generously help relieve financial burden of nursing students. All scholarship recipients are encouraged to attend.

LCON Nursing Alumni Association

All graduates of the LCON are eligible members of the LCON Alumni Association. Alumni meet periodically to plan events for students and alumni.

Nursing Fees

Nursing students are assessed the following fees.

All Students

Academic Course Fee

All students pay an academic course fee of $30 per credit hour for all courses. These funds help cover general academic instruction operations, including classroom and online technologies and the support for such.

Malpractice and Liability Insurance

All students are required to have malpractice insurance in effect. Because the College can obtain malpractice insurance using group rates at a less expensive price than can individual students, all nursing students (undergraduate and graduate) pay a fee of $7 per semester for insurance.

Verify Students

All students are required to complete a health screening review, including review of immunizations, background check, and drug screen as applicable for clinical placements. Fees are based on the program and the type of service required. The current fees for the academic year are available through the Director of Clinical Education.

BSN Program Students

Testing Fees

Students enrolled in nursing theory courses are assessed a $50 fee for the cost of the platform used to administer tests during the program.

Clinical Practicum Fees

Because of the low student-faculty ratio in all clinical nursing courses, students are assessed a clinical course fee of $60 for each practicum course.

Materials Fees

Due to the high volume and cost of materials used in simulation laboratory courses, students are charged a $122 materials fee for Health Assessment Lab and a $244 materials fee for Foundational Nursing Skills.

FNP Program Students

Nursing Health Assessment Fee

To pay for supplies used in the LCON simulation center as well as the cost of standardized patients, courses such as advanced health assessment and special procedures have a laboratory fee of $275 assessed for each student.

Clinical Practicum Fees

Because of the low student-faculty ratio in all clinical nursing courses, students are assessed a clinical course fee of $30 for each practicum course.

Nursing Exam Fees

Students enrolled in their final clinical residency which uses a standardized achievement test are assessed a $94 fee for the cost of the test.

Typhon

All incoming students are required to purchase Typhon for health data and case management. Information for access is provided in the admission packet.

Executive Leadership MSN (EMSN) Program Student Fees

All students in the EMSN program pay a flat fee per course of $835. The fees cover program textbooks, intensives, and two leadership conferences throughout the program.

LCON Student Ethics and Conduct

Academic Integrity at the University of Memphis

Students enrolled in LCON expected to abide by the Code of Student Rights and Responsibilities of the University of Memphis. This includes being knowledgeable about

the kinds of behaviors that constitute Academic Misconduct as delineated by the **University of Memphis Office of Student Conduct**.

Academic Misconduct

Academic Misconduct consists of plagiarism, cheating, and fabrication and is defined by the University as (University of Memphis, Code of Student Rights and Responsibilities):

1. Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution.
2. Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.
3. Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise

All writing submitted to any class should be the student's original work. When using ideas and/or words from other persons, the student must reference them in the appropriate format. Anything less constitutes plagiarism.

LCON will not tolerate any form of plagiarism, cheating, fabrication or other types of academic dishonesty and are obligated to take serious actions through University channels in these circumstances. Academic misconduct is harmful to the community of nursing and is a serious allegation that is not made frivolously.

Other examples/types of academic misconduct include but are not limited to:

1. Falsification of any patient record and/or the recording of nursing care that was not provided will result in an immediate failure of the nursing course.
2. Any issue of academic misconduct or dishonesty in application to the nursing program, in the preparation of papers or projects, in any coursework, and/or in any clinical practicum may result in failure of the course and dismissal from the program.
3. Any deliberate action that is designed to harm another student's progress or course of study in nursing is an act of academic misconduct.
4. Any student who tampers with the academic records, tests, projects, or a paper of another student has committed a serious act of academic misconduct.
5. Any deliberate action (either of omission or commission) concerning the misrepresentation of licensure or certification or of courses completed will be considered a serious act of academic misconduct and may result in dismissal from the program.

As described in The University of Memphis Code of Student Rights and Responsibilities, faculty members who have good cause to believe that a student has engaged in academic misconduct can refer the student to the Academic Integrity Committee or exercise summary discipline (i.e., lowering the student's grade in the

course, assignment, or examination affected by the alleged academic misconduct up to and including giving a grade of "F" for the course).

The term “cheating” includes, but is not limited to:

- using any unauthorized assistance in taking quizzes or tests,
- using sources beyond those authorized by the instructor in writing papers preparing reports, solving problems, or completing other assignments,
- acquiring tests or other academic material before such material is revealed or distributed by the instructor
- misrepresenting papers, reports, assignments, or other materials as the product of a student’s sole independent effort,
- failing to abide by the instructions of a proctor concerning test-taking procedures,
- influencing, or attempting to influence, a University employee in order to affect a student’s grade or evaluation, and
- misusing forging or altering University documents or possessing unauthorized documents.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of or other academic materials. Click here for specific information about plagiarism and other forms of academic misconduct.

LCON Code of Ethics

We, the students of the Loewenberg College of Nursing are, with the faculty, members of a community of clinician scholars. As citizens of this community, we are committed to the universal principles of ethics: Beneficence, Nonmaleficence, Autonomy, and Justice. These principles guide our relationships with clients, and with peer and faculty colleagues. With the faculty, we embrace and celebrate our multidimensional diversity for the richness it brings to our nursing culture. In this hospitable environment, we anticipate fairness and equity.

Beneficence means to do good and to prevent harm. By providing nursing care to a culturally diverse people, we shall make a conscious and continuous effort to promote good in our communities, thus improving the quality of life for recipients of these efforts and care. Members of the Loewenberg College of Nursing community of scholars shall uphold nursing's honored tradition of sensitive response to societal health care needs. These needs will be sensitively addressed through an expanding knowledge base.

Nonmaleficence means to do no harm. The individual practices and collective practice of the Loewenberg College of Nursing members shall be guided by accepted Standards of Practice, the Code for Nurses, and the Nursing Process to assure the non-maleficent

delivery of nursing care to clients. Each member shall be accountable for his or her level of skill and practice.

Autonomy implies the implicit and mutual respect among members of this community and the consumers of our care. Together, we coexist within defined boundaries to bring about a common good. We believe that autonomy is a valid principle for all individuals. Providers of nursing care have the right to independent judgment based on knowledge, while the consumers of our care have the right to choice and self-determination. As persons we are bound together by our humanity, a characteristic which commands a measure of respect and regard.

Justice requires equity and fairness. We are members of a Just community of scholars. We anticipate fair and responsible interactions among members. We allocate our academic and clinical efforts with justice, maintaining responsibility and accountability for our own behaviors, and distributing the benefits and burdens of our care appropriately.

Principles of Conduct

Members of the Loewenberg College of Nursing Community will:

1. Demonstrate respect and regard for each other and clients by strict adherence to principles governing confidentiality. This principle restricts members to the ethical use of client and colleague data.
2. Refrain from chemical use which impairs professional judgment and performance and violates the public trust.
3. Conduct one's personal life such that there is positive reflection upon the community and profession.
4. Conduct one's academic life and clinical life with honesty. Community members will refrain from all forms of academic dishonesty, which includes cheating and theft. Likewise, members will refrain from the misrepresentation of clinical activities. Honesty and integrity are the cornerstones of nursing practice. Breaches of honesty will be considered grievous matters.
5. Be responsible and accountable for the individual level of practice. Members will refrain from substandard practice and will deliver nursing care within the scope of practice.

Authors: Bousson, J., Brown, J., Foster, B., Holliday, Y., Janecek, A., Joyner, P., Malone, T., McGuire, M., Munal, M., Reeves, D., Smith, J., and Stujenske, M. This document was developed by the Spring l994 Ethical Dialogues Class (Nursing 4303, facilitated by Margaret M. Aiken, PhD, Associate Professor of Nursing, April 1994. Reviewed 2016.

Professional Conduct and Demeanor

The nursing student is a representative of the University of Memphis and should realize that their conduct and demeanor may positively and negatively affect the judgments of others about the university and LCON.

LCON students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, physicians, nursing preceptors, affiliated institutional staff, other students, the public, and other members of the health care team. This professional behavior is to be maintained in any and all situations where the student is identified as a LCON student, including situations off-campus, as well as in "virtual" sites, such as on-line social networking sites.

Professional conduct and demeanor are required of students in cyberspace in the same manner it is required in all other settings. Students must keep in mind that behaviors that are illegal or in violation of university policy on campus will be illegal or violate university policy if it occurs and/or appears online. If a student identifies as a LCON student in an online forum, LCON will hold them to the highest standards of professional conduct. While it is not the policy of LCON faculty to routinely monitor students' websites, if inappropriate postings are brought to their attention, faculty and administrators will investigate the report.

Inappropriate behaviors include, but are not limited to, the use of offensive language, gestures, or remarks. Illegal conduct that violates HIPAA (Health Insurance Portability and Accountability Act) includes, but is not limited to, disclosure of patient information, including discussions with other persons and/or posting online photographs of patients. Attempting, directly or indirectly, to obtain or retain a patient or discourage the use of a second opinion or consultation by way of intimidation, coercion or deception is also inappropriate and unprofessional conduct. Violations of Professional Conduct and Demeanor may result in sanctions up to and including dismissal from the nursing program, as well as federal prosecution, fines, and imprisonment.

LCON upholds the *American Nurses' Association's Principles for Social Networking*.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

To avoid problems:

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References:

American Nurses Association. (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August). *White Paper: A nurse's guide to the use of social media*. Chicago, IL: Author.

Client Care and Ethics

LCON adheres to the ANA Code of Ethics regarding the care of all persons. The Code of Ethics for Nurses is a dynamic document that is an integral part of the foundation of nursing. It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession, a nonnegotiable ethical standard, and an expression of nursing's own understanding of its commitment to society. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

Client Safety and Confidentiality

Clients have the right to expect competent and safe professional nursing care. Any student who, in the professional judgment of faculty, places a patient in either physical or emotional jeopardy in any clinical nursing course may be immediately removed from the course by clinical faculty and a grade of unsatisfactory be assigned. Any issue of integrity or honesty in clinical practice will receive an automatic failing grade. Issues of grave concern may result in disqualification from the nursing major.

The Tennessee Nurse Practice Act allows students to provide only that care that has been safely delegated to the student by faculty. Students who practice beyond the level of care that has been delegated are in violation of the Nurse Practice Act. As unlicensed persons, this does place patients in physical jeopardy.

Students are required to abide by all HIPAA regulations for privacy and confidentiality. The confidentiality of all clients must be maintained in accordance with legal and professional regulations. Breaches in confidentiality may result in failure of the clinical course and may result in dismissal from the program. Clients must never be discussed by name or by identifying information or in places where professional discussions may be overheard by others (elevator, dining room, other). Students and faculty may not share any photograph, video, or other digital media of patients (even if not including their face or recognizable features) with or without their consent. Students should refrain from friending or sharing social media information with any patients. This is a violation of professional practice and privacy standards.

Any student who is removed or barred from clinical practice by a clinical agency will earn an immediate course grade of unsatisfactory and may result in disqualification from the nursing program. Refer to the Professional Conduct and Demeanor Policy previously presented.

Undergraduate Students' Rights and Responsibilities

LCON supports the NSNA Students' Rights/Responsibilities*.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be

considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student- faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

*The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991);

and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

Graduate Students' Rights and Responsibilities

LCON supports the University of Memphis' Graduate Student Rights and Responsibilities.

Preamble

Graduate Students play an integral part in the ability of the university campus to provide the breadth and quality of educational experiences expected of a Carnegie Research I Institution. Graduate students supplement and complement the teaching and research activities of the faculty, and in so doing they allow the faculty to engage more students in individualized instructional opportunities. They also provide the institution with an ability to more rapidly adjust the educational opportunities to meet student needs and preferences than can be accommodated for by the faculty alone. It is important that the campus community recognize and support the important role played by graduate students in enabling the campus to address its research, teaching, and outreach missions.

A major purpose of graduate education at The University of Memphis is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional. Graduate research and teaching assistantships offer an "apprenticeship" experience in the academic profession as well as financial support. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of enquiry, mentoring, demonstrate personal and professional integrity, and foster mutual respect. This shared responsibility with faculty extends to all the endeavors of graduate students, as students and as members of the larger academic community.

Each right of an individual places a reciprocal duty upon others; the duty to permit the individual to exercise the right. The graduate student, as a member of the academic community, has both rights and duties. Within that community, the graduate student's most essential right is the right to learn. The University of Memphis has a duty to provide for the graduate student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The graduate student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. While this document is not legally binding, violations of the standards contained within may serve as grounds for filing grievances through the existing University procedures.

It is also acknowledged that situations may arise which this document is not able to foresee or prevent, and in such cases this document should be viewed as a guideline

and as a set of minimum standards. Some of the standards contained within are already specified as rights or responsibilities of students in existing official university literature and are restated here to ensure that graduate students are aware of such standards.

Principles

The following principles illustrate what graduate students should expect from their programs and what programs should expect from their graduate students, to help achieve this excellence.

I. Graduate Students Have the Right:

a. To be respected as individuals and as developing professionals
b. To matriculate through the degree program in a timely fashion
c. To an advisor
d. To be provided with clear degree requirements
e. To have progress towards their degree objectively evaluated by the appropriate faculty member(s)
f. To reasonable confidentiality in communications with professors, defined as: When the graduate had an expectation of confidentiality and when a reasonable person in the same situation would have an expectation of confidentiality
g. To only perform tasks that are related to their professional/academic development or within the confines of a contractual obligation or relevant assistantship duties

h. Not to be discriminated against on the basis of race, gender, disability, religion, socioeconomic status, age, ethnicity, or sexual orientation
i. To due process regarding grade appeals, grievances, or issues before Judicial Affairs
j. To student representation in decisions regarding curriculum and program development
k. To be appropriately recognized for significant contributions to the research process and publications
l. To sufficient supervision when appointed as a Graduate Teaching Assistant or Graduate Research Assistant
m. To petition for a change in advisor/major professor or thesis/doctoral committee membership at any point in their academic career without incurring any undue future negative academic/social consequences as a result of this change, with the exception of academic scheduling
n. To be informed in a timely fashion about a change in their advisor or committee members' status as it relates to their thesis/dissertation completion or research agenda
o. To expect professional interaction from faculty, staff, and peers

II. Graduate Students Have the Responsibility:

a. To read pertinent catalog/website information and college/department handbooks regarding successful completion of courses, forms (e.g., intent to graduate and candidacy), composition of masters and doctoral committees, comprehensive and qualifying examinations, and thesis/dissertation defenses
b. To acknowledge the contributions of faculty members in their scholarly presentations and publications
c. To conduct themselves in a manner befitting their professional area of study
d. To matriculate with integrity through the degree in a timely fashion
e. To take the initiative to ask questions and access information about degree requirements, program completion, and financial arrangements
f. To inform appropriate faculty members in a timely fashion about any changes in program status, advisor, or committee membership
g. To familiarize themselves with the university and college level student codes of conduct
h. To follow all University policies and procedures when conducting research, including those specified by the Institutional Review Board and the Institutional Animal Care and Use Committee
i. To interact with faculty in a professional and civil manner
j. To behave in a professional and appropriate manner in class

C. THE BACHELOR OF SCIENCE IN NURSING PROGRAM

The curriculum leading to the Bachelor of Science in Nursing (BSN) includes 4 years of academic study. Approximately half of the coursework is in the liberal arts and sciences and the remainder in Nursing. All nursing students must complete the General Education Curriculum required for all students, whether at the University of Memphis or another accredited institution of higher education.

BSN Program Outcomes

The baccalaureate program prepares the graduate to:

1. Provide safe and high-quality nursing care across a continuum of healthcare environments.
2. Use evidenced based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
3. Explore the impact of socio-cultural, economic, legal, and political factors that shape healthcare delivery and professional nursing practice.
4. Communicate and collaborate effectively both interprofessionally and intraprofessionally.
5. Implement clinical prevention and health promotion strategies to improve patient health outcomes.
6. Demonstrate professional values and ethical behaviors in all dimensions of nursing practice.

(Revised April 2014, Approved by CCNE March 2015; June 2020)

Essential Curricular Concepts and Core Nursing Competencies

Curricular Concepts derive from core competencies reflected in the Student Outcomes of the BSN Program (numbers indicate relationship to BSN program outcomes).

1. Patient-centered Care - 1,2,3,5,6
2. Evidence-Based Practice - 1,2,3
3. Interprofessional Collaboration - 1,4,5
4. Communication - 1,4,5
5. Cultural Sensitivity and Humanity - 1,6
6. Health Promotion - 1,2,6
7. Information Management and Technology - 1,2,3,5
8. Professionalism - 1,2,5
9. Quality and Safety - 1,2,3,4,5
10. Clinical Reasoning and Judgement - 1,2,3

Professional Standards of Nursing Practice and Education

The LCON faculty has adopted the American Association of Colleges of Nursing (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education* as the professional standard for the BSN program at The University of Memphis. The relationship between the LCON program outcomes and the AACN Essentials is displayed in Table C-1.

Table C-1
Relationship between the AACN Essentials and the LCON BSN Program Outcomes

AACN Essentials Domain	BSN Program Outcome
Domain 1: Knowledge for Nursing Practice "Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice."	1, 2, 6
Domain 2: Person-Centered Care "Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area."	1, 2, 3, 4, 5, 6
Domain 3: Population Health "Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes."	2, 5, 6

AACN Essentials Domain	BSN Program Outcome
Domain 4: Scholarship for the Discipline of Nursing "The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care."	2, 3, 4
Domain 5: Quality and Safety "Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance."	1, 2, 3, 4, 5
Domain 6: Interprofessional Partnerships "Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes."	3, 4, 5, 6
Domain 7: Systems-Based Practice "Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations."	1, 2, 3, 4, 5
Domain 8: Informatics and Healthcare Technologies "Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. 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."	2, 3, 4, 5, 6
Domain 9: Professionalism "Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values."	1, 4, 6

AACN Essentials Domain	BSN Program Outcome
Domain 10: Personal, Professional, and Leadership Development "Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership."	2, 3, 6

Updated August 2022.

General Education Curriculum

The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools and develop skills and awareness necessary for completing a college career and assuming the roles of a lifelong learner today.

The University of Memphis' General Education Program consists of 41 hours of coursework from a variety of disciplines. Students should consult their advisors on specific General Education Program courses that may be required for the major. Click here for the General Education Program categories and their approved courses.

General Education Policy for Second Baccalaureate Degree Students

All students who hold a baccalaureate degree from a regionally accredited institution of higher education, including The University of Memphis, may earn another bachelor's degree with a different title.

To earn the second bachelor's degree, a BSN, the student must:

- Complete any additional college requirements as determined by the office of the dean of the college granting the second baccalaureate degree.
- Complete all requirements for the major as determined by the department in which the second baccalaureate degree is sought.
- Complete a minimum of 30 semester hours in residence.
- Complete the American history as required by Tennessee State Law.
- Earn a minimum cumulative grade point average of 2.0 and a minimum GPA of 2.0 in all course work taken at The University of Memphis.

External Requirements for the Baccalaureate Degree

External requirements are those degree requirements set by the Southern Association of Colleges and Schools (SACS) and Tennessee State Law.

a. Twenty-five percent (25%) of the credit hours toward the degree must be earned at The University of Memphis, as required by SACS.
b. Students who have not completed one year of American History in high school must complete 6 credit hours of American History or 3 credit hours of American History plus 3 credit hours of Tennessee History to satisfy the History General Education requirement.
c. Each institution in the State University and Community College System of Tennessee will share a common lower-division general education core curriculum of forty-one (41) semester hours for baccalaureate degrees. The courses comprising the general education curriculum are contained within the following subject categories:

    - Communication 9 hours
    - Humanities / Fine Arts 9 hours (At least one course must be in literature.)
    - Social / Behavioral Sciences 6 hours
    - History 6 hours
    - Natural Sciences 8 hours
    - Mathematics 3 hours

See the Undergraduate Catalog for complete information.

General Education Requirements and Nursing

Table C-2 details the relationships among the general education foundation courses in the arts, sciences, and humanities, and the essential knowledge and skills needed in nursing.

Table C-2
Foundation Courses and Essential Knowledge for Nursing

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
English Composition ENGL 1010: English Composition ENGL 1020: English Composition and Analysis	Introduces, develops, and enhances the student's ability to communicate effectively using expressive, expository, and persuasive writing.
English Literature ENGL 2201: Literary Heritage or ENGL 2202: Literary Heritage: African-American Emphasis	Fosters an understanding of past and present human values, social structures and cultures enabling students to better understand human conditions.

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
Social/Behavioral Sciences SOCI 1010: Introduction to Sociology or PSYC 1230: General Psychology and **One from the list of general education requirements**	Promotes understanding of behavioral, social and cultural differences in the implementation of the nursing process with various and diverse populations.
Nutrition NUTR 3202: Nutrition for Health Care or NUTR 2202: Nutrition	Provides foundational knowledge of nutritional principles that promote a holistic approach to the nursing process.
Math – one of the following: MATH 1420: Foundations of Math II MATH 1530: Intro to Stat. Reasoning & Appl. MATH 1710: College Algebra MATH 1730: College Algebra & Trigonometry MATH 1830: Elementary Calculus MATH 1910: Calculus I MATH 2000: Experiences in Mathematics	Serves as a basic math course to assist students with math in the health sciences.
Biology BIOL 1230/31 Microbiology BIOL 2010/11 Anatomy & Physiology I BIOL 2020/21 Anatomy & Physiology II	Provides a foundation for understanding the structure and function of the human body and how it is impacted by the environment.
History Students who have not completed one year of American History in high school must complete 6 credit hours of American History or 3 credit hours of American History plus 3 credit hours of Tennessee History to satisfy the History General Education requirement.	Enhances understanding of historical, social, cultural, economic, and political issues impacting past and present healthcare issues when implementing the nursing process.
Communication COMM 2381: Oral Communication	Communication is an essential and integral part of the nursing process.
Humanities Humanities Elective (6 hours)	Broadens nursing perspective and worldview by providing a liberal arts foundation.
Statistics – one of the following MATH 1530: Intro to Stat. Reasoning & Appl SOCI 3311: Social Statistics EDPR 4541: Fundamental/Applied Stat Methods	Provides a basic understanding of statistical analysis which is the foundation for evidence-based reasoning.

Foundation Courses in Arts/Sciences/Humanities	Essential Knowledge Needed in Nursing
Electives Upper Division Electives (3 hours)	Allows for course selection to reflect individual interest.

BSN Curriculum

Traditional BSN Curriculum Model

The traditional BSN program is a five-semester program for students who have yet to receive a bachelor's degree. Table C-3 provides the curriculum, which includes a total of 120 credits.

Table C-3
Five-Semester Traditional BSN Curriculum Plan

Freshman Year			
Fall		**Spring**	
Course/Title	**Credit**	**Course/Title**	**Credit**
ENG 1010 English Composition 1	3	ENG 1020 English Comp/Analysis	3
BIOL 2010/2011 Anatomy & Physiology I	4	BIOL 2020/2021 Anatomy & Physiology II	4
[1]History	3	[1]Mathematics	3
[1]Humanities	3	[1]Humanities	3
[1,2]Social/Behavioral Science	3	[1]History	3
	16		**16**

Sophomore Year			
Fall		**Spring**	
Course/Title	**Credit**	**Course/Title**	**Credit**
ENGL 2201 Literary Heritage or ENGL 2202 Literary Heritage: African-American Emphasis	3	NURS 3005 Intro to Professional Nursing	2
BIOL 1230/1231 Microbiology	4	NURS 3006 Professional Nursing Seminar	1
NUTR 3203 Nutrition for Health Care (preferred) or NUTR 2202 Nutrition	3	NURS 3103 Health Assessment	2
COMM 2381 Oral Communication	3	NURS 3103 Health Assessment Lab	1
[1]Social/Behavioral Science	3	NURS 3105 Foundations of Patient-Centered Care	3
		NURS 3106 Foundational Nursing Skills	2
		NURS 3400 Clinical Pathophysiology	3
	16		**14**

Junior Year			
Fall		**Spring**	
Course/Title	**Credit**	**Course/Title**	**Credit**
NURS 3000 Pharmacology in Nursing	3	NURS 3217 Nursing of the Childbearing Family	2
NURS 3205 Nursing of the Adult I: Common Health Alterations	3	NURS 3219 Nursing of the Childbearing Family Practicum	2
NURS 3206 Nursing of the Adult I: Common Health Alterations Practicum	3	NURS 3230 Gerontological Nursing	3
NURS 3127 Mental Health Nursing	3	NURS 3231 Gerontological Nursing Practicum	3
NURS 3129 Mental Health Nursing Practicum	1	NURS 4110 Evidence-Based Practice in Nursing	3
NURS 4127 Community Health Nursing	3	[3]Statistics	3
NURS 4129 Community Health Nursing Practicum	1		
	17		**16**

Senior Year			
Fall		**Spring**	
Course/Title	**Credit**	**Course/Title**	**Credit**
NURS 3227 Pediatric Nursing	2	NURS 4205 Transitions into Professional Nursing Practice	4
NURS 3229 Pediatric Nursing Practicum	2	NURS 4206 Transitions into Professional Nursing Practice Practicum	8
NURS 3305 Nursing of the Adult II: Complex Health Alterations	3		
NURS 3306 Nursing of the Adult II: Complex Health Alterations Practicum	3		
Upper Division Elective (Nursing or non-Nursing)	3		
	13		**12**

[1]Refer to the University General Education Requirements.
[2]Take PSYC 1030 (General Psychology) or SOCI 1111 (Introduction to Psychology).

Accelerated BSN Curriculum Model

Students who have previously completed a bachelor's degree may take the accelerated BSN curriculum, assuming all required prerequisite courses have been completed. The accelerated program, with admission only in the fall semester, is four consecutive semesters, including the summer. Table C-4 includes the four-semester accelerated BSN curriculum plan, with a total of 66 credits.

Table C-4
Four-Semester Accelerated BSN Curriculum Plan

Semester 1 - Fall		
Course	**Name**	**Credits**
NURS 3000	Pharmacology	3
NURS 3005	Introduction to Professional Nursing	2
NURS 3006	Introduction to Professional Nursing Seminar	1
NURS 3101	Health Assessment	2
NURS 3103	Health Assessment Lab	1
NURS 3105	Foundations of Patient-Centered Care	3
NURS 3106	Foundational Nursing Skills	2
NURS 3400	Clinical Pathophysiology	3
Semester 1 Total		**17**

Semester 2 - Spring		
Course	**Name**	**Credits**
NURS 3205	Nursing of the Adult I: Common Health Alterations	3
NURS 3206	Nursing of the Adult I: Common Health Alterations Practicum	3
NURS 3127	Mental Health Nursing	3
NURS 3129	Mental Health Nursing Practicum	1
NURS 4127	Community Health Nursing	3
NURS 4129	Community Health Nursing Practicum	1
NURS 4110	Evidence-Based Practice in Nursing	3
Semester 2 Total		**17**

Semester 3 - Summer		
Course	**Name**	**Credits**
NURS 3217	Nursing of the Childbearing Family	2
NURS 3219	Nursing of the Childbearing Family Practicum	2
NURS 3230	Gerontological Nursing	3
NURS 3231	Gerontological Nursing Practicum	3
NURS 3305	Nursing of the Adult II: Complex Health Alterations	3
NURS 3306	Nursing of the Adult II: Complex Health Alterations Practicum	3
Semester 3 Total		**16**

Semester 4 - Fall		
Course	**Name**	**Credits**
NURS 3227	Pediatric Nursing	2
NURS 3229	Pediatric Nursing Practicum	2
NURS 4205	Transitions into Professional Nursing Practice	4
NURS 4206	Transitions into Professional Nursing Practice Practicum	8
Semester 4 Total		**16**

Online RN-BSN Curriculum Model

For RN-BSN prerequisite and general education requirements, click here. Table C-5 provides a three-semester RN-BSN curriculum plan for 31 credits.

Table C-5
Three-Semester RN-BSN Curriculum Plan

Semester 1		
Course	**Name**	**Credits**
[1]NURS 3005	Introduction to Professional Nursing	2
[1]NURS 3006	Introduction to Professional Nursing Seminar	1
[2]NURS 3101	Health Assessment	2
[2]NURS 3103	Health Assessment Lab	1
NURS 3400	Clinical Pathophysiology	3
Semester 1 Total		**9**

Semester 2		
Course	**Name**	**Credits**
NURS 3000	Pharmacology	3
[1]NURS 4127	Community Health Nursing	3
[1]NURS 4129	Community Health Nursing Practicum	1
NURS 4110	Evidence-Based Practice in Nursing	3
Semester 2 Total		**10**

Semester 3		
Course	**Name**	**Credits**
NURS 4205	Transitions into Professional Nursing Practice	4
NURS 4206	Transitions into Professional Nursing Practice Practicum	8
Semester 3 Total		**12**

[1,2]Co-requisite courses must be taken in the same semester.

Matrix of BSN Program Outcomes by Level

The overall program outcomes for the BSN program are leveled throughout the three levels of the program. Level I outcomes are met in the *Provider of Care* courses in the sophomore year, Level II outcomes in the *Designer/Manager/Coordinator of Care* courses in the junior year, and Level III outcomes in the *Member of the Profession* Courses in the senior year.

- Level I Courses: NURS 3005, 3006, 3400, 3101, 3103, 3105, 3106
- Level II Courses: NURS 3000, 3205, 3206, 4127, 4129, 3127, 3129, 4110, 3217, 3219, 3305, 3306

- Level III Courses: NURS 3230, 3231, 3227, 3229, 4205, 4206

Table C-6 provides a matrix of BSN program outcomes and descriptors by level.

Table C-6
Matrix of LCON BSN Student Outcomes by Level

Level II – Provider of Care	Level II – Designer/Manager/ Coordinator of Care	Level III – Member of the Profession
1. Provide safe and high-quality nursing care across a continuum of healthcare environments.		
Apply principles of safe patient care.	Adapt basic principles of safety to selected patient populations.	Collaborate with the healthcare team to provide care to all patient populations.
2. Use evidenced based research, informatics, and technologies in nursing practice to improve the health of diverse populations.		
Identify resources for evidence-based practice Use technology in providing care.	Investigate scientific evidence used to support best practice. Use advanced clinical technologies in the planning of patient care.	Integrate scientific evidence into practice. Coordinate the use of various technologies in directing patient care.
3. Explore the impact of socio-cultural, economic, legal and political factors that shape healthcare delivery and professional nursing practice.		
Identify the relationship of healthcare policies to practice standards.	Articulate the relationship between social determinants of health, patient care and health policy.	Advocate for health policy changes to positively impact health care and the profession.
4. Communicate and collaborate effectively both interprofessionally and intraprofessionally.		
Use therapeutic communication in the provision of patient care.	Collaborate effectively with members of the healthcare team.	Facilitate inter-professional and intra-professional communication.
5. Implement clinical prevention and health promotion strategies to improve patient health outcomes.		
Identify risks for health disparities.	Reduce risk and prevent disease in diverse populations.	Promote health and reduce health disparities.
6. Demonstrate professional values and ethical behaviors in all dimensions of nursing practice.		
Clarify personal values and ethics as they relate to nursing practice.	Provide care within an ethical- and value-based framework.	Resolve ethical dilemmas associated with patient care situations.

AACN Essentials Matrix by Course Number

Table C-7 provides a breakdown of the ten domains of the AACN essentials across all courses in the BSN curriculum.

Table C-7
AACN Essentials: BSN Curriculum Content Mapping by Course Number to Competency Domains

Expected Competencies	Level I Courses							Level II Courses												Level 3 Courses					
	NURS 3005	NURS 3006	NURS 3101	NURS 3103	NURS 3105	NURS 3106	NURS 3400	NURS 3000	NURS 3127	NURS 3129	NURS 3205	NURS 3206	NURS 3217	NURS 3219	NURS 3305	NURS 3306	NURS 4110	NURS 4127	NURS 4129	NURS 3227	NURS 3229	NURS 3230	NURS 3231	NURS 4205	NURS 4206
1: Knowledge for Nursing Practice	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2: Person-Centered Care	X	X			X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
3: Population Health	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
4: Scholarship for Nursing Discipline	X	X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5: Quality and Safety	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6: Interprofessional Partnerships	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
7: Systems-Based Practice	X	X							X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
8: Informatics and Healthcare Technologies			X	X	X	X		X			X	X			X	X	X			X	X	X	X	X	X
9: Professionalism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10: Personal, Professional, and Leadership Development	X	X			X	X					X	X			X	X								X	X

Critical Concepts and Clinical Evaluation

Table C-8 outlines student evaluation criteria for student clinical placements.

Table C-8
Critical Concepts and Student Evaluations

At the end of the clinical rotation, the student will be able to perform the following competencies and related critical elements:		
1. Patient-Centered Care Care that is compassionate and based on respect for the patient's preferences, values, age, culture and needs. The patient is recognized as a full partner in the provision of this care. (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).		
Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Accurately and efficiently performs patient assessments with minimal instructor cues and reports changes from patient baseline. Able to interpret findings with minimal assistance Identifies patient learning needs. Formulates patient teaching plan correctly with occasional cues. Implements teaching plan correctly. Respects the rights of patients and family.	Using assessment tool accurately performs patient assessment; identifies and reports only obvious changes from pt. baseline; Needs assistance in interpreting findings. Identifies patient learning needs. Formulates basic patient teaching plan with frequent cues. Does not implement the plan when opportunity is available.	Unable to perform patient assessments at course level accurately and on time. Fails to identify/report physical and/or psychosocial changes from patient's baseline while performing nursing assessments. Omits significant clinical findings. Unable to identify basic patient learning needs. Unprepared to teach patient. Does not respect the rights of patients and family.
2. Evidence-Based Practice Identification, evaluation, and integration of the best current evidence with clinical expertise and consideration of patient/family preferences and values for the delivery of optimal health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).		
Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Integrates best research evidence with clinical circumstances and patient's values in clinical decision-making. Identifies clinical questions in the course of patient care activities. Articulates EBP skills independently.	Integrates best research evidence with clinical circumstances and patient's values in clinical decision-making. Needs frequent cues to identify clinical questions in the course of patient care activities. Articulates EBP skills with assistance.	Unable to integrate best research evidence with clinical circumstances and patient's values in clinical decision-making. Unable to identify clinical questions in the course of patient care activities. Unable to articulate EBP skills.
3. Interprofessional Collaboration Cooperation across interdisciplinary healthcare professions which fosters open communication, mutual respect, shared decision-making, and team learning to ensure care that is reliable and continuous (Institute of Medicine, 2003; Massachusetts Department of Higher Education, 2010).		

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Able to identify management responsibilities of nurses on the clinical unit. Able to distinguish between functions requiring a registered nurse and functions that can be delegated. Correctly incorporates other health care workers into patient care. Collaborates with medical provider in the management of patient care.	Needs frequent cues to identify management responsibilities of nurses on the clinical unit. Needs occasional cues to distinguish between functions requiring a registered nurse and functions which can be delegated. Needs to be reminded to report findings to the medical provider.	Unable to distinguish between functions requiring a registered nurse and functions that can be delegated. Unable to share responsibility with the assigned nurse. Unable to communicate effectively with the medical provider.

4. Communication

Effective interaction with patients, families, and colleagues, which fosters mutual respect and shared decision-making, promotes patient understanding, satisfaction, and positive health outcomes (Massachusetts Department of Higher Education, 2010).

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Demonstrates therapeutic communication skills with patients to obtain data. Reports patient data to appropriate health care providers and faculty using accepted terminology.	Demonstrates minimal listening and communication skills to obtain data. Needs frequent cues to report patient data to appropriate health care providers and faculty.	Unable to effectively communicate with patients, peers, faculty, and other health care providers. Fails to report relevant patient data to appropriate health care providers and faculty.

5. Human Diversity and Cultural Sensitivity

Actions which convey sensitivity and appreciation for the diversity of another, leading to the ability to work effectively with diverse groups and communities with a detailed awareness, specific knowledge, refined skills, and personal and professional respect for cultural attributes, to include differences and similarities (Giger et al., 2007; Suh, 2004).

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Shows respect for others' culture and values. Shows kindness or compassion for others.	Needs reminder to respect others' culture and values. Needs reminder about importance of kindness or compassion for others.	Shows disrespect for others' values and cultures. Lack of kindness or compassion for others.

6. Health Promotion

The process of advocacy and mediation, enabling individuals to have increased control over health determinants. Activities and interventions which facilitate behavioral, social, and environmental changes conducive to the achievement of health-related goals in individuals, families, communities, and populations (U.S. Department of Health and Human Services, 2000; World Health Organization, 2016).

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Implements plan of care for patients that promote positive health outcomes. Sets priorities with minimal assistance. Teaches health promotion, disease prevention, and risk reduction strategies as indicated.	Establishes plan of care that promotes positive health outcomes for patients with frequent cues after mid-term. Has difficulty setting priorities and establishing health related goals.	Unable to formulate appropriate plan of care; fails to evaluate or modify plan of care. Fails to complete plan of care. Cannot set priorities.

7. Information Management and Patient Care Technology

Use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making throughout the processes associated with delivering care (Quality and Safety Education for Nursing, 2007).

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Documents patient data for patients on required forms according to agency policy after second week. Documents appropriate patient data in a timely and accurate manner. Uses relevant resources in the collection of data. Analyzes patient and community data in planning and executing patient care. Uses specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist). Interprets laboratory/diagnostic test data in the management of patient's condition.	Documents minimal patient data on required forms according to agency policy for patients. Needs cues to document appropriate patient data in a timely and accurate manner with several cues. Uses relevant resources in the collection of data with cues. Analyzes patient and community data in planning and executing patient care with cues Uses specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist) with cues. Interprets laboratory/diagnostic test data in the management of patient's condition with cues.	Unable to document patient progression and assessment correctly on flow sheet. Charting not completed in a timely manner. Patient documentation contains faulty and/or inaccurate data. Unable to demonstrate proper use of written and spoken English language. Unable to use relevant resources in the collection of data. Unable to analyze patient and community data in planning and executing patient care. Unable to use specialty-based technical skills/therapeutic interventions for diagnosis & treatment of health problems (see course specific technical skills checklist). Unable to interpret laboratory/diagnostic test data in the management of patient's condition.

8. Professionalism

Pervasive dedication to and demonstration of accountability for the fundamental and inherent values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of care that is consistent with legal, ethical, and regulatory standards (American Association of Colleges of Nursing, 2008; Massachusetts Department of Higher Education, 2010).

Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Adheres to LCON and agency policies/procedures regarding ethical behavior, patient confidentiality, dress, and punctuality. Regularly takes advantage of learning opportunities and appropriately seeks feedback from instructor, staff. Is a patient advocate. Follows HIPPA regulations.	Requires cues to adhere to college/agency policies and principles regarding ethical behavior, patient confidentiality, dress, and punctuality (first offense). Needs reminder to follow HIPPA regulations (once).	Fails to maintain patient confidentiality. Falsifies entries in health care records. Displays negativism, complains chronically, and avoids learning opportunities. Fails to adhere to LCON and agency policies and procedures. Unsatisfactory use of supervision. Any behavior, which jeopardizes safety of patient, self, or others. Unexcused absence, unreported absence, and repeated lateness. Repeated HIPPA violations. Unsatisfactory, plagiarized, or late assignments.

9. Safety and Quality Actions and interventions which minimize risk of harm to patients and providers through system effectiveness and individual performance. The use of data to monitor the outcomes of care processes, and the implementation of improvement methods to continuously enhance the quality and safety of health care (Cronenwett, et al., 2007; Massachusetts Department of Higher Education, 2010).		
Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Performs previously learned skills in a timely manner. Accurate verbalization of new skill/procedure and performs new skills with assistance. Collects all equipment and supplies, implements proper nursing interventions prior to performing skills. Applies theory to the clinical situation.	Needs assistance to perform previously learned skills on time, accurately, safely. Occasionally skips steps. Accurate verbalization of skill/procedure with occasional cues. Needs cuing to apply theory to the clinical situation. Disorganized when setting up for procedures.	Unable to perform previously learned skills accurately. Poor organization when performing skill. Unable to verbalize skill steps; unsafe skill procedure; excessive anxiety. Unable to apply theory content to the clinical setting.
10. Clinical Reasoning and Judgment The process of assimilating information and analyzing data regarding clinical situations and changes in patient condition, leading to decision-making based on the evidence, meaning, and outcomes achieved (Benner, Sutphen, Leonard-Kahn & Day, 2008; Pesut, 2001).		
Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Identifies common recurring patient problems with minimal cues. States possible solutions for patient problems with occasional cues. Given a patient problem, independently states steps to solve problem.	Identifies obvious recurring patient problems with cues. Has difficulty suggesting possible solutions for patient problems.	Unable to identify common patient problems. Ineffective problem solving and/or problem resolution. Unable to evaluate expected outcomes for the assigned patient.

Academic Success in the BSN Program

Academic Advisement

All students are required to be advised by the LCON Academic Advisor according to the University advising calendar. The Academic Advisor collaborates with the Associate Dean for Academic Programs and Associate Dean for Student Success and Inclusion to recommend any change in support of student success.

BSN Advising and RN-BSN advising sites located under my courses in Canvas house important information and announcements. The advising sites serve as a means of communication between the Academic Advisor, Academic Services Coordinator, faculty, and students. Students are held responsible for all posted materials (*adopted 3/09*).

Teach, Learn, Coach

LCON offers faculty-led group tutoring sessions called Teach, Learn, Coach (TLC) for most didactic courses. Dates and times for TLC for each course will be provided at the beginning of the semester by Associate Dean for Student Success and Inclusion, who

develops the schedule along with course faculty leading TLC. Students are required to sign up weekly to participate in sessions.

Peer Tutoring

LCON may also provide, depending on availability, peer tutoring. Like TLC, students will be provided a peer tutoring schedule and must sign up for each session in which they would like to participate. Students signing up and failing to show for a session may lose the privilege of signing up for tutoring sessions for the remainder of the semester.

LCON Honors Program Guidelines

Students must contract with professors for an Honors Course designation. Students must select a topic of nursing importance that can be explored, developed, and synthesized across the nursing curriculum. A designated LCON faculty coordinator will guide the student in this process.

Student responsibilities for an honors contract include:

- Complete the University of Memphis Honors Course Contract. The contract must legible (type written preferred).
- Meet with the course professor as soon as possible during the first week of the semester to discuss assignments. Deadline for the completed contract is the 2nd Friday of the semester. (The contract to the University is due the 3rd Friday of the semester.)
- Develop an Honors Program Portfolio to include previous contracts, examples of projects, documentation of work.
- Maintain a portfolio and present to course professor during contract discussions and project evaluation.
- Present a synthesis of course work during the final semester prior to graduation.

BSN Academic Policies

General Education Coursework

Any general education courses not completed prior to beginning nursing coursework must be taken and/or satisfied prior to entering the final nursing semester of graduation.

Progression in the Nursing Major

1. All students must complete the nursing major (5-semester program; 4-semester program for Accelerated students) within 4 years. If a student withdraws from a course(s) or is not enrolled for a semester, they must adhere to the same timeline for nursing program completion.

2. A nursing course can only be entered twice.

3. A minimum grade of “C” must be earned in each nursing course to progress. Failure to earn a minimum grade of “C” will require repeating the course before taking other nursing courses.

4. When the theory or clinical course must be repeated, the companion theory or clinical course must also be repeated even if a satisfactory grade was earned.

5. Students not enrolled in nursing courses for two consecutive semesters (fall/spring; spring/fall) must reapply for LCON admission. There are no automatic readmissions. Re-admission is on a space-available basis.

6. A student who withdraws from all nursing courses in their first semester will be required to reapply for LCON admission. There are no automatic readmissions.

Withdrawal from Nursing Courses

LCON follows the University of Memphis withdrawal policy from courses. Withdrawal from courses should be discussed with the Academic Advisor and/or the Associate Dean for Student Success and Inclusion for clear understanding of program progression implications including the 4-year requirement for program completion and that a nursing course can only be entered twice. Students who withdraw from all nursing courses in their first sequence must reapply for admission into the program.

Late/Retroactive Withdrawal

A late or retroactive withdrawal after the published university “drop date” will only be granted in cases where there are documented significant emergency or extreme circumstances that are beyond the student’s control, unforeseeable, and severe. Refer to University Office of the Registrar policy on Late and Retroactive Withdrawals.

Students must meet with the Associate Dean for Academic Programs as soon as possible following the significant emergency or extreme circumstance to discuss the possibility for a late/retroactive withdrawal. It is the responsibility of the student to document the nature and effect of the extreme circumstance, including actions to avoid withdrawal, such as meetings with university support services. Students are advised that the late/retroactive withdrawal policy is not intended for students to avoid poor grades.

Classroom and Didactic Course Expectations

Presence in Classrooms

Presence in classrooms is restricted to properly enrolled students or visitors with legitimate purpose. Instructors are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making

special announcements, guest lecturing, or another authorized reason. The instructor is responsible for addressing any situation when unauthorized individuals (including children) attend their classes.

Attendance

Class attendance requirements are determined by the faculty of each course. Each individual course syllabus has specific policies and procedures that must be followed. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. For online courses, attendance is determined by the last date the student signed into the online course. Accordingly, any subsequent changes that must be made in financial aid awards will be done.

Class and Clinical Specific Policies and Procedures

Each individual course syllabus has specific policies and procedures that must be followed.

Recording of Class or Lecture

Students must request permission from the instructor to audio or video-record classroom lectures.

Student Conduct and Disruptive Behaviors

Nursing students shall conduct themselves responsibly and professionally. In accordance with The University of Memphis Office of Student Conduct, the following behaviors have been defined as disruptive to an optimal learning environment and will not be tolerated in at LCON. Consequences for classroom misconduct are found in the University of Memphis Code of Student Rights and Responsibilities. Some examples include:

- Usage of Electronic Devices o Using cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. *Note: Students may use electronic devices in class when given permission by the instructor.*
- Unexcused Exits
    - Leaving to retrieve food or beverage items
    - Leaving to engage in a conversation (i.e., person-to-person or by phone)
    - Leaving before learning experience is finished for any reason without prior permission from the instructor
- Non-Permitted Communication during Course Instruction
    - Talking while the instructor is talking
    - Talking before being recognized by the instructor (i.e., blurting out information)
    - Talking without permission during instruction (i.e., side conversations with an individual or in a group)

    - Mimicking and/or consistently repeating an instructor's words
- Personal Attacks
    - Engaging in abusive or mean-spirited criticism of another student or an instructor
    - Questioning an instructor's authority in front of the class
    - Continuing to insist on speaking with an instructor during instruction
    - Telling an instructor to "shut-up"

- Threatening Behaviors
    - Verbally abusing an instructor or student (i.e., cursing or extremely loud talking directed at a particular person)
    - Threatening to physically harm an instructor or student through verbal or body gestures o Intimidating through body gestures and/or posture or persistent staring at an instructor or student
- Overt Inattentiveness
    - Sleeping in class
    - Preventing others from concentrating on learning experience
    - Reading a newspaper, doing homework from another class, etc.
- Other Distracting Behaviors
    - Arriving late to class, especially on test dates
    - Persistent tardiness
    - Creating excessive noise from packing up before class/clinical has ended
    - Dressing inappropriately as to cause other students or instructor to be distracted (i.e., wearing pajamas, indecent exposure, or offensive words on clothing)

Grading Policy

Courses are assigned a numeric/letter grade or S/U grade in accordance with the grading policy for the undergraduate program of the LCON, with grades assigned based on LCON policy as follows:

A = 92 – 100
B = 84 – 91
C = 75 – 83
D = 65 – 74
F = 64 and below

S = Satisfactory
U = Unsatisfactory

In accordance with the LCON course grading policy, **students must earn a C average (75%) or above to pass the course**.

The student must have an average of 75% on all tests (unit exams and final exam) to successfully complete the course. Other course assignments will not be added into the course grade until after the student has achieved a 75% test average. If a student's test average is below 75%, the final grade will be calculated only using test scores.

Final grades will be rounded according to the tenths place. For example, 74.5% will round to a 75%; however, 74.49% will not. **No rounding occurs until the final grade**.

Testing Policy

1. Examinations must be taken as scheduled. Students requiring an exception due to *extraordinary circumstances or serious illness* must petition in writing before the date of the exam. A student who is seriously ill on the day of the exam must contact the course coordinator before the test by e-mail and leave a message on voice mail. Valid documentation of the illness or circumstance is required and confirmation of serious illness must be by a certified health care provider with prescriptive authority. The faculty will determine if the reason for the absence is valid and communicate a deadline for the exam if allowing it to be made up on another day. **Any student who fails to attend a scheduled exam without prior permission from the course faculty may receive an automatic grade of zero (0) for the exam.** The Course Coordinator reserves the right to change the format of any make-up exams.

2. Any student who arrives more than 5 minutes after the start time of the exam will not be admitted to the testing center. After the exam is over the student and faculty will determine if the reason for being late is a valid reason for a make-up exam (see #1).

3. All students must bring official identification which includes a picture ID. All other personal belongings **may not** be brought inside of the testing area. This specifically includes any personal electronic communication devices. No personal belongings should be left unattended outside of the testing area.

4. All student items, except keys, should be locked in lockers provided on floors 3 and 4 of CHB or in a locked vehicle. At Lambuth students should place items where instructed. No coats, hoodies, caps, or hats are allowed on the person during testing.

5. All students will be seated by random assignment upon entering the testing center. Students should proceed to the assigned seat and remain quiet throughout the testing period.

6. The proctor will supply the exam password when all students are seated and quiet.

7. Once an exam has begun, students will not leave the testing room until dismissed except in extreme circumstances and only in the company of a proctor.

8. During tests, no questions should be asked out loud by students. If a question must be asked, students are expected to raise a hand for assistance and the faculty proctor will come to you. Students may not leave the room during the exam.

9. When a student has submitted the exam attempt, the student should wait quietly for the exam review to begin. Talking, nonverbal communication, further use of the computer, or leaving the testing center is not permitted during this time.

10. Students who have completed the exam must remain quiet and demonstrate professional behavior toward those who are still taking the exam.

11. Test review of questions will be offered immediately following the allotted exam time after all students in the exam group have submitted the exam. The proctor will open the review and display the exam items. Students should continue to refrain from talking during the exam review. There is no exam review for final exams.

12. Students who are not successful on the exam are encouraged to schedule an appointment with the instructor to clarify understanding of concepts and/or to identify test-taking strategies for improvement. Specific exam items from the course exam will not be reviewed during this time; rather, similar questions may be reviewed using other resources.

13. Students who are not compliant with exam procedures will be given verbal and/or written counseling and the Program Director will be informed of the incident. Example behaviors include having personal items at the exam seat without permission, creating noise or talking during the exam, and exhibiting disrespect toward fellow students who are still undertaking the exam. Repeat behaviors will be referred to the program director for formal counseling.

14. The LCON faculty will not tolerate any form of plagiarism, cheating, fabrication or other types of academic dishonesty and are obligated to take serious actions through university channels in these circumstances. Students are expected to abide by the Code of Student Rights and Responsibilities of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis' Office of Student Conduct.

15. LCON courses are taught during non-standard university times and final exams may be administered on any day/time during the final exam period. If a final examination is missed due to an extreme unplanned circumstance, only with proper documentation will a make-up exam be administered.

Undergraduate Grade Appeals

The responsibility for evaluating student work and assigning grades lies with the instructor of the course. The purpose of the grade appeal procedure is to provide a review process

1. for a student to understand the reasons why the grade was assigned,
2. for the instructor to become aware of and correct possible errors,

3. for appropriate supervisors at the program and college level to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action, or other reasons not related to academic performance.

If, after program and college review, the grade is still in dispute, an appeal may be submitted to the Office of the Vice President for Student Academic Success who will notify the Undergraduate Grade Appeals Committee, which consists of faculty and student representatives, for final resolution.

In all cases of a disputed grade, the student has burden of proof that the grade assigned was not appropriate. If the case has not been resolved at the student/instructor level, then the student should submit a written petition that would include a copy of the syllabus along with copies of any tests, quizzes, assignments, or other written work completed and graded as part of the class requirements to the appropriate step of review. At each step of further review, copies of any previously submitted materials and any written responses to those petitions should be included.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals should be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade. For a successful grade appeal, the student should be able to show, for example, not that the student could have earned a grade of "B" under different circumstances, but rather that the student actually did earn a grade of "B" according to the standards set out on the syllabus for that course but was assigned a lower grade. If, in the opinion, of the program or the college, deficiencies in instruction are so grave as to warrant an alternative accommodation, then the proper remedy will normally involve alternative assignments or examinations to allow the student the opportunity to demonstrate the appropriate level of competency in that area to earn a different grade than the grade originally assigned.

The decision about these cases should be made at the program or college level. In disputed cases where the appeal is based primarily upon perceived quality of instruction, the Undergraduate Grade Appeals Committee has the option of referring the case directly to the Office of the Vice President for Student Academic Success.

Grade Appeal Procedures

A student wishing to appeal a grade must follow Steps 1-4 listed below. (The deadlines listed below apply to the dates when classes are in session during the fall or spring semesters.) If a student fails to observe the deadlines, the decision made in the previous step will be final. If a program or college fails to respond to the student's complaint within the deadline, the student should contact the Office of the Vice President for Student Academic Success. The deadline for filing the appeal should be

extended appropriately to ensure that the student retains the opportunity to pursue the appeal at the next step. All correspondence and records will be retained in the office in which the complaint is resolved.

Step 1: The student should first consult with the instructor, at the latest within two weeks of the beginning of the subsequent fall or spring semester, to provide a satisfactory resolution of the complaint. If the student cannot schedule a meeting with the instructor, the student may contact the BSN Program Director, who will schedule the meeting between the student and the instructor. The only exception to this step is the case in which the instructor is unresponsive or unavailable. In this case, the student may proceed directly to Step 2.

Step 2: If the complaint is not resolved in Step 1, the student may present the complaint in writing by the end of the third week in the semester to the BSN Program Director. Included in the petition the student should attach the appropriate materials described above, and if available, the instructor's written explanation for the assigned grade. The BSN Program Director will attempt to resolve the complaint in consultation with the instructor and the student. The BSN Program Director will provide a written response to the student within two weeks from the time the written complaint has been received. If the BSN Program Director was the instructor of the course, the student may proceed directly to Step 3.

Step 3: If the complaint has not been resolved at the program level, the student may appeal further by presenting a written petition to the Associate Dean for Academic Programs, along with a copy of the materials presented at the previous stage and any written responses received from the department. At the latest, this petition should be presented within one week after the program response. Within two weeks of the time the complaint was received, the dean may use any resources available to resolve the conflict.

If the Associate Dean finds that the request does not have merit, the Associate Dean shall notify the student in writing, with copies sent to the instructor and the BSN Program Director. If the Associate Dean and the BSN Program Director agree that the grade should be changed, the Associate Dean shall be empowered to change the grade without the instructor's consent. Either the student or the instructor may appeal this decision in Step 4. If the Associate Dean and the BSN Program Director do not agree, the Associate Dean shall present his or her view in writing to the student, with copies to the instructor and the BSN Program Director, so that the student may include that information in an appeal to the Undergraduate Grade Appeals Committee for final resolution of the complaint.

Step 4: If the complaint has not been resolved through the previous steps, the student may present a grade appeal petition addressed directly to the Undergraduate Grade Appeals Committee through the Office of the Vice President for Student Academic Success. Copies of written materials and petitions presented at the previous steps, along with any written responses received from the department or the college, must be

included with the petition at the time of submission. The deadline for submission of a petition is March 15 for grades awarded during the previous fall term, and October 15 for grades awarded during the previous spring or summer terms. (The Grade Appeals Committee does not meet during summer months.) The Office of the Vice President for Student Academic Success will forward the petition along with the attached materials to the chair of the Undergraduate Grade Appeals Committee, who will distribute copies to the members of the Committee.

The Committee members shall review the petition and the attached materials and then forward their recommendation to the chair of the Committee about whether a hearing is warranted in this case. If a majority of the Committee does not vote that the case merits a hearing, the grade stands as issued. If a majority of the Committee votes in favor of a hearing, the chair of the Committee shall inform the student and the instructor and shall arrange a hearing to be attended by the student, the instructor, and the members of the Undergraduate Grade Appeals Committee or their designated alternates. The hearing may be attended remotely using technology. Copies of the Committee's decision for the hearing shall be sent to the program director and dean of the college.

Prior to the hearing, the instructor should be given a copy of the student's petition and supporting materials. If members of the Committee feel that additional factual information is needed prior to or after the hearing to render a decision, the chair of the Committee should inform the Office of the Vice President for Student Academic Success, of that request in writing, and that office should make every effort to provide that information in writing to the Committee. At the hearing, first the student and then the instructor will each have the opportunity to present their cases orally and to present any other written materials they deem appropriate. The Committee members shall have the opportunity to ask questions to both the student and instructor. At the end of the meeting, the student and then the instructor shall be given the opportunity for brief closing statements.

The chair of the Committee should inform the student, the instructor, the program director, the college, and the Office of the Vice President for Student Academic Success of the Committee's decision in writing within one week of the hearing. If a majority of the Committee agrees that the grade should be changed, the Office of the Vice President for Student Academic Success will notify Student Records (Registrar's Office) of the grade change. Otherwise, the grade shall remain as recorded. The decision of the Undergraduate Grade Appeals Committee shall be final.

The Undergraduate Grade Appeals Committee shall be composed of seven members and seven alternates constituted as follows: a chair designated by the Vice President for Student Academic Success, a faculty member and alternate designated by the dean of the college involved, two faculty members and two alternates designated by the Faculty Senate, one student and one alternate designated by the college, two students and two alternates selected through the Student Government Association.

Although the primary responsibility of the Committee is to review grade appeals and assign the appropriate grade in cases where the appeal is upheld, the Committee shall also report any findings of discrimination or prejudice to the Office of the Vice President for Student Academic Success for further consideration and possible action.

Disqualification from the Nursing Major

Students will be academically disqualified from the nursing major when the following occurs:

1. Failure to earn a minimum grade of “C” or “S” (clinical) when repeating a nursing course.
2. Failure to earn a “C” or “S” (clinical) in two nursing courses.
3. Withdrawal from the same nursing course twice.
4. Professional/academic misconduct or dishonesty (refer to the University of Memphis Code of Student Rights and Responsibilities).
5. Falsification of any academic/medical/nursing records or misrepresentation of nursing care or credentials.
6. Clinical practice that places patients in physical or emotional jeopardy after the student is taught otherwise.
7. Failure to adhere to LCON substance abuse policy.

Notification of Dismissal

A student who is dismissed from the LCON nursing program is notified by email and certified U. S. Mail from the LCON Associate Dean for Academic Programs. The dismissed student may appeal to the LCON Progression Committee. The timeline for appeals to the Progression Committee will be outlined in the dismissal letter.

Dismissal Appeal Process

A student has the right to appeal dismissal from the nursing program. Formal appeals are heard by the LCON Progression Committee. Requests must be submitted in writing by official university email (memphis.edu) to the chair of the LCON Progression Committee and the Associate Dean for Student Success and Inclusion. The request must be received within (5) days of official notification of dismissal. In addition, written approval for individuals or legal representatives who are invited to attend the appeal by the student must be received and approved by the LCON Associate Dean for Student Success and Inclusion five (5) business days prior to the appeal hearing.

Following the appeal hearing, the committee will send a recommendation along with supporting documentation to the LCON Dean who makes the decision. The LCON Dean will then notify the student of the final decision.

LCON Intercampus Transfer Guidelines

LCON's five semester traditional BSN program is offered at both the Memphis and Lambuth campuses. Students are admitted twice yearly in the Fall and Spring semesters to a home campus where they attend didactic courses; clinical courses are taught at institutions in their respective communities.

Students are expected to complete the nursing program at their home campus. A request to transfer will not be reviewed if submitted prior to completion of the first semester at the student's assigned home campus. Because student credentialing and orientation at clinical settings is a lengthy and time-sensitive process, transferring between campuses can potentially affect timeliness of course completion and/or progression and therefore is not guaranteed. Requests should only be made if documentation is provided that proves extenuating and/or unexpected circumstances that may hinder academic performance.

Students wishing to transfer to another campus are to submit a formal request to the Associate Dean for Student Success and Inclusion as soon as they become aware of the need for transfer. The Associate Dean for Student Success and Inclusion, the Associate Dean of Academic Programs, Assistant Dean of Nursing-Lambuth, and the BSN Program Director will review requests based on the availability of didactic and clinical course seat at both campuses and carefully analysis of each with the goal to support academic success of the student. Students will be notified of a decision by the Associate Dean for Student Success and Inclusion no later than two (2) weeks prior to the start of the semester.

Summer Courses

Students in the accelerated program must take courses during the summer semester. Failure to do so could result in the student being transitioned to the traditional BSN track. For traditional BSN students, there is no guarantee for summer courses due to the availability of financial resources, faculty, clinical sites, and adequate student enrollment.

Students must have all general education courses completed to enroll in the nursing courses offered during summer sessions. Priority for enrollment if there is availability will be based on overall grade point averages prior to summer school enrollment. Students enrolled in summer courses must be prepared for the intensive nature of summer classroom and clinical coursework, which spans just 10 weeks as opposed to a regular, 15-week semester.

Incomplete Grades

When extenuating circumstances (i.e., illness) prevent a student from completing a course, a grade of "Incomplete" may be given at the discretion of the faculty in accordance with University Academic Standards. This grade will automatically convert

to an “F” in 45 days following the end of the semester when course requirements have not been met.

Nursing Achievement Tests

To ensure your success as a nurse, the faculty administer nationally normed achievement tests as part of course evaluation. The minimal expectation is that individual student scores will be at the national average.

Each semester, the Associate Dean for Academic Programs, BSN Program Director, and course faculty will review these scores. Student scores are on file in the college and available for review after the computer testing. The Associate Dean for Academic Programs, BSN Program Director, or course instructor may meet with students who score low on the achievement test to discuss ways to promote student academic success.

National Council Licensure Examination (NCLEX)

Upon completion from the nursing program, all pre-licensure graduates are eligible to take the NCLEX examination for state licensure at designated testing sites. In the semester prior to graduation, the Dean’s Office will notify the Tennessee Board of Nursing of all students who are eligible to take the licensure examination. The application and procedure for the NCLEX is provided by the LCON Academic Success Advisor.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of an LCON assignment (clinical, seminar, class, lab, other). When substance abuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the Director of Clinical Education, Associate Dean for Academic Programs, or another designee, who will substantiate observations and concerns about the student in an investigation. This will occur in accordance with the LCON Substance Abuse Policy.

BSN Clinical Policies

BSN Health Clearance Requirements

Upon acceptance to LCON, students will receive a “Required Nursing Program Documents” packet. Students are required to purchase an account with our health data management system. This software will be used to access and upload health data documents required for the nursing program. Students will also complete background checks and urine drug screenings through this program. Items will need to be completed as directed to receive any nursing permits. ***No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.***

Immunizations, background check, and urine drug screen must be current through the entire semester the student is enrolled in a practicum. Students are advised to complete and update all requirements prior to the start of the term to prevent removal from clinical at midterm due to expired documents.

Below is a summary of the required health documentation:

- Health Examination form
- Proof of Current Immunizations
    - Measles, Mumps, Rubella (MMR): Evidence of 2 doses of MMR, 4 weeks apart or documentation of positive titers.
    - Tetanus, diphtheria, pertussis: A current Tdap vaccination within past 10 years.
    - Hepatitis B: Three dose series as certified by a healthcare provider. Student may also provide a signed Hepatitis B Waiver. Student may also provide a signed Hepatitis B Waiver.
    - Varicella (chickenpox): Evidence of a positive varicella titer (date and result) or verification of vaccine series (two). If titer is negative or equivalent, documentation of two varicella vaccines given no less than four to eight weeks apart is required. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted.
    - PPD (TB skin test): An annual negative PPD test for tuberculosis or the statement from a health care provider attesting to a negative tuberculosis status.
    - Influenza vaccine: One dose of influenza vaccine annually (complete and provide documentation September through December) or healthcare provider documentation of allergy to chicken, eggs, or feathers.
    - COVID Vaccine: Two doses of the Moderna or Pfizer vaccine or one dose of the Janssen vaccine. No religious or political waivers will be accepted. The vaccine requirement may only be waived for medical reasons after providing documentation from a medical provider to the Director for Clinical Education. Waivers are approved on an individual basis.
- American Heart Association CPR Certification
    - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association.
    - Online CPR certification or re-certification without an in-person skills demonstration will not be accepted.
    - Students submit a copy of the front and back of the certification card
- Signed Authorization for Release of Student Information and Acknowledgement
- Criminal background check results from approved vendor
- Malpractice Insurance-Professional liability insurance with a minimum of $1,000,000 per occurrence/$5,000,000 per aggregate. This is purchased automatically by LCON and charged through the University's student fee system. Students should not purchase this on their own or from another company.

- Urine drug screen by approved vendor completed by student as directed 30 days prior to clinical placement.

Students must complete and comply with all these requirements during the semester prior to their anticipated enrollment. No student will be allowed to participate in clinical learning experiences until these requirements are satisfied.

Students should be aware that there may be emerging requirements stipulated by practice settings/hospitals/healthcare agencies prior to clinical practicum. The emerging requirements for nursing students in clinical aim to further safeguard high quality and safe nursing practice for patients and their families.

Criminal Background Checks

All students are required to complete an annual criminal background check at the student's expense. Any student out of programing for a semester or more may be required to complete additional background check and/or urine drug screening upon their return. Students sitting out due to pregnancy or illness will be required to submit authorization and release from their healthcare provider for returning to clinical practice.

Required Drug Testing

All students are required to complete a drug screen at the student's expense within 30 days prior to entering the clinical practicum each fall and spring semester. Instructions on how to do this are emailed to students each semester by the clinical placement coordinator. This test does detect alcohol and THC and CBD-related products. Any positive test or negative-dilute test will require the student to retest.

Health Insurance

Students are responsible for all medical expenses and are encouraged to secure and maintain healthcare insurance at all times while enrolled in the nursing program. The University of Memphis' Student Health Center website provides options for healthcare insurance for students through the TBR Student Health Insurance Exchange.

Clinical Placements

Students are randomly assigned to clinical placements. To accommodate the number of students for placement at the various practice sites, practicum assignments may be day, evening, and/or weekend with varying hours. Students may not contact the Clinical Placement Coordinator for any change in practicum assignments ***except*** when assigned to a clinical area where the student is employed, which is not allowed.

Be aware that schedules can change after permits have been released and students are registered. Practicum day/time changes are only made when necessary due to changes in enrollment, the need to even out numbers in clinical/lab sections, or faculty

and clinical site availability. Students will be notified of these changes by email from their program director and/or the clinical placement coordinator.

Tennessee Clinical Placement System

To obtain uniform and consistent clinical orientation to partner hospital facilities in the state of Tennessee, the Tennessee Clinical Placement System (TCPS) was established, which is a website that also includes general and hospital orientation information.

Mastery of the website content is measured by quizzes. Upon demonstration of content mastery, students will print a website-generated certificate and submit it to the clinical faculty member prior to the first clinical day in the hospital setting. Typically, this is done via a submission link with Canvas. The TCPS general orientation must be completed once a year and the information will be stored in the student file. The hospital-specific information must be completed each semester and must be completed for each clinical site within the various healthcare systems (e.g., Methodist, Baptist, West Tennessee Healthcare). Students are provided information each semester to access and complete these orientation requirements via email from the clinical placement coordinator.

Transportation

Transportation to clinical is the responsibility of the student. Students are encouraged to carpool when able.

Clinical Practice in Employment Setting

It is a conflict of interest for students to be placed on a clinical unit where employed. If this situation occurs, contact the Clinical Placement Coordinator who will change the clinical placement location.

Nursing Student Employment

Students who are enrolled in a clinical nursing course may not jeopardize the safety of patients by working between the hours of 11:00 p.m. and 7:00 a.m. immediately prior to a scheduled clinical practicum.

Clinical Attendance Policy

Clinical attendance, including skills/health lab, is mandatory. Students are expected to participate in all clinical experiences at the scheduled times.

Planned Excused Absences

The only planned excused absences are those related to school-related and preapproved activities (such as required athletic commitments for those on university

scholarship, Student Nurses' Association (SNA) leadership conferences, military/reserve obligations, jury duty/court appearance, and formal religious holidays as noted in the university religious attendance policy). As such, students must have preapproval from the faculty regarding these absences, with approval notification provided to the Director of Clinical Education. For clinical courses, a make-up or an alternative assignment may be arranged on a case-by-case basis for these planned and excused absences to assist with demonstration of course competencies. Students may be asked to lead the development of their make-up plan and receive approval from the course faculty prior to implementation.

Unplanned Absences

If the total number of clinical absences (not counting planned excused absences) exceeds 20% of the clinical time, this will result in the student receiving an unsatisfactory course grade. Also, repeated absences (two or more) in combination with poor performance in clinical with repeated Needs Improvement (NI) and Unsatisfactory (U) scores assigned may be considered an unsatisfactory final course grade.

In the event of an absence (e.g., illness, death in the family, transportation issues, personal matters) a student must notify the faculty or designated representative at the clinical/lab site by telephone and in writing via university email before the beginning of the clinical experience, if possible, but no later than 24 hours following the missed day. The student who arrives at his/her clinical setting with symptoms of illness may be excused by the faculty or preceptor, resulting in clinical absence. A student who fails to notify faculty of an unplanned absence is considered a no call/no show, and the student will receive an Unsatisfactory for the full clinical day.

Students are expected to arrive on time at the clinical site prepared to deliver safe and effective nursing care with their required supplies (stethoscope, watch, etc.). A student who comes unprepared for his/her clinical assignment will not be permitted to participate in the scheduled learning experience, may be sent home and, if so, will be considered absent.

Following any absence, the student is responsible for demonstrating the achievement of clinical objectives with the validation and evaluation of the nursing faculty. To assist in meeting clinical outcomes, supplemental work or an alternative clinical simulation may be assigned at the discretion of the faculty.

Clinical Tardy

Students are expected to be at the clinical site or in their lab/simulation room and ready for to begin the clinical day at the time specified by the faculty. Any student who arrives 1-29 minutes after the start of the clinical day is tardy. Any student who arrives 30 minutes or more after the start of the clinical day may be sent home and considered absent for the day (Clinical/Lab Absence Policy will apply). All students arriving late for the first time will be notified that they have received an NI (Needs Improvement) for the

Professionalism critical competency. The Clinical Evaluation Policy provides further guidance on the impact of tardiness on the clinical evaluation for the day. Whether or not the student is allowed to stay and continue in the learning experience is at the faculty discretion based on the type of clinical learning experience and the amount of time missed at the time of the student arrival.

Clinical Evaluation Policy

Students are evaluated on the 10 critical concepts as outlined in Table C-8 in the clinical setting continually throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all critical and course-specific competencies by the conclusion of the semester to successfully pass the clinical course. Final clinical course grades are assigned as either 'Satisfactory' or 'Unsatisfactory'.

The Student Clinical Evaluation tool is utilized by faculty to evaluate each student's clinical performance. This tool reflects both the LCON critical competencies and the additional course-specific competencies. A student who receives an 'Unsatisfactory' in three or more critical or course-specific competencies will receive an 'Unsatisfactory' for the entire clinical day. A student who earns an Unsatisfactory grade for the clinical day will be required to meet with the assigned faculty to be counseled regarding measurable behaviors that the student must demonstrate to bring the competency grade to a passing level. Faculty members will substantiate all 'Unsatisfactory' grades with anecdotal comments. If a student receives 'Needs Improvement' on the same competency in subsequent clinicals, the 3rd 'Needs Improvement' will result in an 'Unsatisfactory' and the 4th and subsequent deficiencies will result in 'Unsatisfactory' for the competency and clinical day.

Three (3) 'Unsatisfactory' overall clinical days during the semester will result in failure of the clinical course.

Additional Skills/Health Lab Evaluation Policies

Course specific skills unique to each lab are listed in the lab course syllabus. A student is required to successfully demonstrate competency in all course-specific skills.

A student who is unsuccessful during the first course-specific skill demonstration will have two additional attempts to demonstrate competence in the skill(s) prior to the end of the semester. All course-specific skills must be demonstrated successfully prior to the last day of class to pass the lab course. A student who is unable to demonstrate competence in any of the course-specific skills after three attempts fails the course.

Unsatisfactory Clinical Course Grade Prevents Clinical Course Withdrawal

Students who earn a grade of "Unsatisfactory" in a clinical practicum during the semester may not withdraw from the course. Any course withdrawal completed under

this circumstance will be administratively reversed at the end of the semester when official grades are entered.

Repeating Clinical Practicum

In the event a student repeats a clinical practicum, including skills/health assessment labs, the student will not be assigned the previous clinical instructor, unless there is only one faculty member for the clinical.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Student nurses should always follow standard precautions for blood borne pathogens. If caring for known a HIV or Hepatitis B patient or handling blood/body fluid/tissue of same, the student nurse may double glove.

If a student experiences blood and body fluid exposure due to a needle stick, human bite, or medical instrument wound, the student should immediately:

- Wash the area thoroughly with soap and water for 15 minutes.
- Encourage bleeding by milking the wound (attempt to stop bleeding if bleeding is profuse).
- Go to the emergency department (fees may apply) OR employee health within the hospital/facility within two (2) hours, in accordance with hospital/facility policy. This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing.

For mucous membrane splashes (mouth, eyes), the student should immediately rinse with normal saline or water for 15 minutes (normal saline preferable).

For both situations above:

1. Notify nursing faculty and charge nurse/supervisor immediately, regardless of perceived level of exposure.
2. Complete an incident report for all exposures for both the clinical agency and LCON. The nurse supervisor and faculty will be able to assist in completion of these reports. The LCON report should be submitted by the faculty to the Director for Clinical Education and the student's respective program director within 24 hours.
3. Nursing faculty will have hospital/facility collect serology from the source patient. If the source patient is known positive for HIV, Hepatitis, or syphilis, information will be released to the student nurse. The information will include the patient's medical history.

Blood and Body Fluid Post Exposure Follow-Up Care:

Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place. The student nurse should contact their own private physician or the Shelby County or Jackson Health Department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's personal expense.

Clinical Professional Dress

In clinical settings, students may at times be required to wear clinical professional dress or clinical uniforms. The following outlines clinical professional dress at LCON.

1. Professional street clothes:

   Men: Dress slacks and dress shirt, preferably with a tie. Jeans are NOT acceptable in any clinical setting.

   Women: Dress slacks or a skirt and blouse or appropriate dress with flat shoes or low heels. Jeans are NOT acceptable in any clinical setting. Socks may be worn only with slacks.

2. White laboratory coat: It must be clean and pressed AND monogrammed on the left front side of the lab coat in blue block print with name (optional) and The University of Memphis. The lab coat is to be worn with professional dress when indicated.

   Example: Mary Johnson, SN
   University of Memphis

You **<u>may not</u>** wear sandals or other open-toed shoes, tennis shoes, jeans, T-shirts, sweats, sweatshirts/hoodies, leggings, or shorts. If students are not appropriately dressed, they will be sent home and receive an Unsatisfactory (unexcused absence) for the clinical day. Students are also expected to adhere to items 6-13 of the Clinical Uniform Policy (see below) when in Clinical Professional Dress.

Clinical Uniform Policy

Whenever a student is wearing the University of Memphis Clinical Uniform, the following policy must be followed:

1. *Uniform:* Galaxy blue monogrammed "scrubs" ordered from Landau Uniforms, Identity Factor (adopted 12/2008), or Uniform Source (Lambuth, adopted 1/2014) with student's name (optional) and the LCON monogrammed logo (required) provided by the supplier to be located on the left pocket. The clinical uniform must be clean, free of wrinkles, in good repair, and properly fitted. Examples of

an improperly fitting uniform include but are not limited to scrubs that are too tight, too loose and scrub pants that drag the floor. Jogger style scrub pants are not appropriate as they are too various to meet the uniformity requirements of the LCON clinical scrub uniform.

2. *Lab Coat:* The lab coat may be worn with the clinical uniform. The lab coat must be clean, pressed, in good repair and properly fitted. The monogram should be worn on the left front.

3. *Scrub Jacket:* An approved white scrub jacket may be worn in the clinical/lab setting only. It should be clean, in good repair and properly fitted with the monogram placed on the left front as with the lab coat.

4. *Undergarments:* Proper undergarments must be worn. Plain, white, short- or long –sleeve form fitting T-shirts with no lettering or pictures may be worn underneath the scrubs.

5. *Footwear:* Footwear must be clean and/or polished, in good repair, conservative in style, and must be safe. White leather nursing shoes or white leather tennis shoes with minimal color trim with enclosed heels and toes are to be worn. White socks are to be worn with the uniform.

6. *Hair:* Hair must be clean, neat, and well groomed. In patient care areas, hair should be confined to not interfere with patient care. Sideburns, mustaches, or beards must be well-groomed. Hair color should be a “natural color”, defined as one color that could be worn naturally (though not necessarily one’s own natural color). Hairstyles should not be of extreme nature.

7. *Head Coverings:* Head coverings worn for cultural, religious, or medical purposes may be worn with the clinical uniform. Solid colors that do not require prior approval include galaxy blue, grey, black, or white. In consideration of specific observances, head covering colors or patterns that fall outside of the policy must be approved by the faculty prior to the clinical day.

8. *Fingernails:* Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient care and comfort. Nail polish of any kind or color is not permitted. Artificial nails, including dips or tips are not allowed in the clinical or lab setting.

9. *Jewelry:* No more than one small stud earring per earlobe may be worn. There can be no other visible body piercings. No necklaces or bracelets are allowed. Wedding bands and/or engagement rings are acceptable. Jewelry may not be attached in patient care settings. Flesh tone or clear gauges may be worn to cover obvious holes in nose, lip, and ear piercings. Single Daith piercings for the prevention of migraine headaches are permitted with a written medical necessity statement from a healthcare provider. These statements will be loaded into the

health data management system and must be verified by the Director of Clinical Education.

10. *Alcohol, After-Shave, Lotions, Deodorants, and Hair Products:* Absence of body odor is expected. Daily use of body deodorant/soap is part of personal hygiene. Due to patient sensitivity, use of strong/heavy fragrances should not be obvious to patients with whom students may come into contact (including elevators). No cologne, perfume, after-shave, or scented lotion is permitted. Students are to refrain from drinking alcohol 12 hours prior to clinical.

11. *Make-up:* Make-up should be complimentary as to create a natural appearance.

12. *Tattoos and Body Art:* LCON believes students have a right to personal expression through tattoos and body art. However, while attending clinical and lab practicum students are representing the LCON and thus should look uniform in appearance. Our goal as health care providers is to place our attention on our patients, not on ourselves. Students should attempt to keep tattoos and body art covered unless they are in areas that cannot be covered by clothing (i.e., hands, neck).

13. *Student ID:* The U of M student ID must be worn at all times in the clinical area and placed at a chest pocket level (not at the waist). If the hospital agency provides another facility-based ID students must wear it while on site in that area and return it as appropriate.

14. *Smoking and Vaping:* Students may not smoke or use any vape products in clinical settings and labs.

Clinical Supplies Required

Students should bring the following to all clinical experiences, including skills/health assessment labs.

1. Watch that can count seconds with a second hand. Smart/touch watches may be worn, but students should be aware that they may not work when wearing gloves and providing clinical care and may also be exposed to or damaged by body fluids or cleaning products/water while in clinical/lab settings.
2. Black permanent ink pen.
3. Stethoscope with a bell and a diaphragm (included in the University Bookstore kit).
4. Blood pressure cuff (included in the University Bookstore kit).
5. Bandage scissors (included in the University Bookstore kit).
6. Pen light (included in the University Bookstore kit).
7. CPR mouth barrier. You must always have a mouth barrier in your pocket in the clinical area (included in the University Bookstore kit).

In addition to the above, first semester students should also bring their supplies totes to every skills/health assessment lab.

Verbal and Phone Orders

Students may never take a verbal medical order from a healthcare provider. A phone order may only be taken by a student when the faculty member is also listening on the phone line as the order is given and thus is able to co-sign that medical order, and only if allowed by the clinical site.

Dosage Calculation Policy

Students in the LCON BSN curriculum will be provided instruction in dosage calculation beginning in the first semester and continuing across the curriculum, incorporating specialty and advanced content appropriate to individual courses.

Student competency in dosage calculation and medication administration will be evaluated the following courses: Foundational Nursing Skills, Common Health Alterations Practicum, Gerontological Nursing Practicum, Complex Health Alterations Practicum, Pediatric Nursing Practicum, and Transitions into Nursing Practice Practicum.

Dosage Calculation Outcomes

On completion of each of the following courses, the student will:

- Foundational Nursing Skills
    - Calculate dosages for oral and parenteral medications
    - Calculate weight-based adult dosages
- Common Health Alterations Practicum
    - Calculate dosage based on previously learned objectives
    - Calculate primary intravenous infusion rates
    - Calculate secondary intravenous infusion rates
- Gerontological Practicum
    - Calculate dosage based on previously learned objectives
- Complex Health Alterations
    - Calculate dosage based on previously learned objectives
    - Calculate titration of intravenous medications
- Pediatric Nursing Practicum
    - Calculate dosage questions based on previously learned objectives
    - Calculate weight-based pediatric dosages
- Transitions into Professional Nursing Practice Practicum
    - Calculate dosage questions based on previously learned objectives

Dosage Calculation Resources

BSN students will purchase the adopted dosage resource(s) as part of required course texts and supplies at the beginning of the first semester of study. This resource will be used across all levels for dosage instruction and practice. Continued use of the resource will be reviewed regularly by the course and clinical coordinators of the courses that are involved in dosage evaluation, including when edition updates occur and prior to changing the designated resource at any level.

In courses responsible for new content, the clinical coordinator will coordinate with the course coordinator to develop and maintain:

- Structured methods to direct student learning of new content assigned to that course, based on the current text/resource.
- Formative and summative assessments to be used during the semester to measure students' accomplishment of the objectives for that course. These assessments will be based on material from the current text/resource and will follow a similar format through all levels. The assessments may be used as graded components in the practicum course and/or evaluation of course competency as determined by the clinical coordinator in coordination with the course coordinator for that level.

During the final portion of each semester, examples of these assessments will be provided to the clinical coordinator of the next level for development of the entry examination for that subsequent course. Clinical instructors will be responsible for instruction in the content, administration of written assessments, and monitoring of student progress as directed by the clinical and course coordinator.

Dosage Calculation Assessment

NURS 3106 Foundational Nursing Skills

Ongoing: Regular assessment of student progress will be completed throughout the semester.

Completion: During the final portion of the semester, a comprehensive examination will be administered to assess if the student has successfully met the expected objectives for this course. Students must achieve 90% or higher within three attempts to be successful in the course.

All Other BSN Courses

Entry: A written dosage examination that assesses mastery of content taught in each previous course will be administered during the first week of the semester. Students must achieve 90% or higher to administer medications in the clinical setting. Students who score < 90% on the first attempt will have the opportunity to remediate and repeat

the testing once/week for a total of three attempts until achieving a score of 90% or higher. Students will not be allowed to administer medications until they are successful in achieving this score. Each week that the student cannot administer medications in the clinical setting will result in a Needs Improvement (NI) in the Patient Safety Competency on the Clinical Evaluation Tool. The entry exams will follow a similar format throughout the levels without repeating test items. The clinical coordinator, working with the course coordinator, will be responsible for implementation, development, and maintenance of the exam and will support clinical faculty in evaluating student performance.

Ongoing: Clinical competence in dosage calculation and medication administration will be evaluated on an ongoing basis in the clinical setting throughout the semester through observation of the student's ability to apply both dosage calculation and pharmacology concepts in the process of safely caring for patients. Faculty may also include dosage calculation questions on corresponding didactic unit/final exams.

RN-BSN Program Policies

Prior Learning Experience

RN- BSN students may earn college credit for prior learning experience with approval. Course credit may be earned in two ways.

1. Credit by examination - national standardized achievement exam
2. By professional experiential learning portfolio.

Requests for prior learning experience credit must be made four (4) weeks before the semester begins to provide sufficient time for validating learning, approving credit, finalizing the course plan of study, ensuring accurate fee invoices, and avoiding late registration fees. A student requesting CBE through testing at LCON (see section on National Standardized Exams) may repeat the exam once to earn credit; if the student is unsuccessful on the second attempt, the student is required to enroll in the course. All students who have previously taken a course for credit and were unsuccessful (earning a D or F grade) are ineligible to request credit through prior learning assessment.

Credit by Examination (CBE)

Credit by examination (CBE) can be earned for three RN-BSN courses: Health Assessment and Lab (NURS 3101/3103), Pathophysiology (NURS 3400), and Pharmacology (NURS 3000). Students will be awarded college level credit after admission to LCON for CBE by either (a) achieving proficiency on a standardized achievement exam taken in the associate degree nursing (ADN) program, or (b) taking a national standardized exam at LCON.

Students requesting credit for ADN achievement tests will work directly with their academic advisor. Students requesting to take a national standardized exam for college credit at LCON will work directly with the RN-BSN Program Director.

RN-BSN Credit by Examination/Validation

Under the Tennessee Career Mobility Plan, registered nurses who have graduated from Tennessee schools or out-of-state programs will be able to progress to the baccalaureate degree in nursing without testing to verify previous nursing education if they obtain a minimum grade of "C" in the first 15 credit hours of nursing courses. If they make less than a "C" in any nursing course during the first 15 hours, they must take and obtain satisfactory scores before they can proceed in nursing courses. In addition, the nursing course must be repeated with a minimum grade of "C". Registered nurses articulating to the baccalaureate level may be awarded or transfer in nursing credits equivalent to approximately one year of nursing courses. For this to occur, a grade of "C" or better must have been earned in previous nursing course work. Nursing credits transferred or awarded will be held in escrow. These credits will be placed on individual transcripts only after students have successfully completed the 15 hours of nursing courses with a "C" or better at LCON. Non-nursing credits are transferred according to University of Memphis policies.

ADN Achievement Tests

Students may submit summative national test results for Pharmacology, Pathophysiology, or Health Assessment taken in their associate degree nursing program to earn CBE. For example, graduates of an Associate Degree Nursing (ADN) program who score at the 50 percentile or greater on the Pharmacology and/or Pathophysiology comprehensive exams through a nationally benchmarked standardized nursing examination may obtain credit for NURS 3000 and NURS 3400, respectively.

1. The student is responsible for initiating contact with the former nursing school and requesting that the school fax official test results to LCON at (901) 678-4825.
2. The LCON academic advisor will review the results and petition the University of Memphis registrar for credit if the student earns a passing score (50th percentile or greater).
3. To obtain CBE, students will be charged a $60 fee for each 3-credit course; $15 will be charged for each hour more than three per course.
4. The student will earn college credit, though no quality points will be added in the students' GPA calculation.

National Standardized Exams

Students may request to take a national standardized exam for college credit at LCON for Pharmacology, Pathophysiology and Health Assessment for the purpose of earning college credit for NURS 3000, NURS 3400, and NURS 3101/3103, respectively. Student costs associated with CBE through the national standardized exam are as provided in Table C-9.

Table C-9
CBE Fees for National Standardized Exams

CBE Course	Credit Value	University Test Fee	Evolve Costs	Proctoring Fee	Total Estimated Cost
NURS 3000 Pharmacology	3	$60	$33	$35	$128
NURS 3400 Pathophysiology	3	$60	$33	$35	$128
NURS 3101 Health Assessment	3	$60	$33	$35	$128
NURS 3103 Health Assessment Lab	1	$60	$0	$0	$60
Total Cost for 3 courses without practice exams					**$444**
Optional additional cost for practice exams for 3 courses					$103
Total Cost for 3 courses with practice exams					**$547**

The procedure for obtaining CBE through a national standardized exam is an 8-step process:

Step 1) RN-BSN Director Approval

The student contacts the RN-BSN Program Director to request to test using the credit by exam process for one or more courses. The RN-BSN Program Director reviews the student's transcript to determine eligibility. If the student is eligible and approved, the RN-BSN Program Director will order the exam(s) requested by the student.

Step 2) Ordering the Standardized Exam

Student sets up an account with Evolve at https://evolve.elsevier.com/. The RN-BSN Director will email students the payment ID and codes once they are received. When paying for exams.

- Select HESI Exams
- Next, select "Register for HESI" from the dropdown box.
- To pay for exams change the payment ID and code to reflect the numbers you were sent in the confirmation email from the RN-BSN Program Director
- The student pays on-line for the exam requested by the RN-BSN Director.
- The exam must be paid a minimum of 2-3 working days prior to the testing date.

Practice Exams: Students may also order on-line review materials and practice exams covering content for the three subject areas, Health Assessment & Lab (NURS 3101/3103), Pathophysiology (NURS 3400), and Pharmacology (NURS 3000) at a cost of $103 for review products for all exam(s). Access to the practice exam(s) is available

for two years from purchase date. The purchase of the practice exam(s) for increased success on the CBE is recommended but not required. Visit the following link to purchase practice exams:

https://evolve.elsevier.com/cs/product/9781455741380?role=student

The course ID is **10376_jdapremont_1002**.

Step 3) Initiating the CBE Process with the University

The student must then go to https://www.memphis.edu/registrar/register/credit-by-exam.php to submit requests for CBE and course validation online for review and approval. The completed form will then be routed electronically to the Registrar's Office, the LCON RN-BSN Program Director, or the LCON Associate Dean for Academic Programs for required signatures and approval. Lastly, the student must pay the university test fees. These fees allow the credit hours to be put on the student's transcript.

Step 4) Paying the University for CBE

The student can pay online a non-refundable fee of $60.00 per test/course plus $15.00 per credit hour for each hour more than three credit hours. Fees must be paid prior to the examination.

Step 5) Scheduling the Exam

Next, the student schedules the exam at the University of Memphis Testing Center by calling (901) 678-2428 or emailing the request to proctoredtests@memphis.edu.

Step 6) Paying the Proctoring Fee

Next, the students pay a $35 test administration fee to cover costs associated with proctoring the exam. Visit the following website for instructions on paying the proctoring fee: http://www.memphis.edu/testing/services/proctor.php.

Step 7) Exam Day

On the exam day, the student takes the Application for Undergraduate Credit by Examination form and the original payment receipt from the bursar's office (not a copy) to the Testing Center. The department completes section 4 of the form (cost) and retains the form.

Step 8) Exam Results

Student test results are uploaded by Evolve within a week of the student's exam date. The RN-BSN Program Director forwards the results to the LCON academic advisors,

indicating whether the student earned CBE or is required to enroll in the course. The student also receives an email notifying them that their results are available on the Evolve website during the same timeframe.

Prior Learning Portfolio

Credit through prior learning assessment portfolio may be earned for a maximum of four (4) credits in the Transitions to Professional Nursing Practice Practicum (NURS 4206). The Prior Learning Assessment Portfolio for RNs is guided by the Center for Innovative Teaching and Learning and reviewed by LCON faculty.

The student may earn up to 4 credits in NURS 3900 – Experiential Learning for RNs. The number of credits earned may be substituted for up to 4 credits required in NURS 4206. Students are encouraged to begin the portfolio process at least one year prior to entering the senior semester. Students interested in the creation of a learning portfolio should follow the steps outlined by the Center for Innovative Teaching and Learning.

http://www.memphis.edu/innovation/elc/portfoliodevelopment.php

The portfolio contains supporting experience verification for NURS 4206 course outcomes. Types of experiences to validate experiences may include:

- Formal mentored internship, such as the U.S. Army Cadet Command's Nurse Summer Training Program and Veterans Affairs Learning Opportunity Residency (VALOR);
- Professional certifications (may include, but is not limited to: ACLS, CCRN, RN-BC (any certified credential by ANCC);
- Professional development through continuing formal/informal professional education (may include, but is not limited to seminars, conferences, competencies completion for general practice for the healthcare system or specific-unit competencies for safe, quality effective patient care;
- Professional presentations and/or publications; and
- Professional leadership positions through employment, professional organizations, or the military.

Precepted Clinical Experiences:

Students enrolled in the RN-BSN program complete two clinical courses: Transitions to Professional Nursing Practice Practicum (NURS 4206) and Community Health Nursing Practicum (NURS 4129). Both experiences use preceptors to guide, observe, and evaluate students throughout the semester. Students are encouraged to identify a preceptor for each course the semester prior to starting these courses. Students may choose from a list of already identified clinical sites as possibilities or from a self-identified site. Approval of the site will be required to ensure that it meets the course expectations and learning outcomes. Students having difficulty identifying a preceptor

and site should contact the RN-BSN Program Director and undergraduate clinical coordinator for assistance as early as possible.

Clinical sites require the development of an affiliation agreement between the agency and LCON. Students should notify their faculty, the RN-BSN Program Director, and the clinical coordinator of preferred clinical site and preceptor names early so that this agreement can be finalized before the start of the term in which the student wishes to take the course.

Students must complete and submit a preceptor agreement before beginning their clinical rotation. This document is maintained within the course learning management system site. Students should follow all course policies regarding notification of their anticipated clinical schedule, completion of clinical assignments, and professional nursing behavioral expectations.

D. THE MASTER OF SCIENCE IN NURSING PROGRAM

MSN Program Outcomes

The Master of Science in Nursing (MSN) program prepares the graduate to:

1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles.
2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.
3. Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care.
4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.

(Revised April 2014, Approved by CCNE March 2015; June 2020)

Professional Standards of Nursing Practice and Education

The LCON faculty has adopted the American Association of Colleges of Nursing (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education* as the professional standard for the BSN program at The University of Memphis. The relationship between the LCON MSN program outcomes and the AACN Essentials is displayed in Table D-1.

Table D-1
Relationship between the AACN Essentials and the LCON MSN Program Outcomes

AACN Essentials Domain	MSN Program Outcome
Domain 1: Knowledge for Nursing Practice "Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice."	1, 2, 3

AACN Essentials Domain	MSN Program Outcome
Domain 2: Person-Centered Care "Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area."	1, 2, 3, 4
Domain 3: Population Health "Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes."	2, 3, 4
Domain 4: Scholarship for the Discipline of Nursing "The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care."	1, 2, 4
Domain 5: Quality and Safety "Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance."	1, 2, 3, 4
Domain 6: Interprofessional Partnerships "Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes."	2, 3

AACN Essentials Domain	MSN Program Outcome
Domain 7: Systems-Based Practice "Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations."	1, 2, 3
Domain 8: Informatics and Healthcare Technologies "Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. 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."	2, 3, 4
Domain 9: Professionalism "Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values."	3, 4
Domain 10: Personal, Professional, and Leadership Development "Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership."	1, 3, 4

Matrix of MSN Program Outcomes by Level

The overall program outcomes for the MSN program are leveled throughout the program to demonstrate the student's building of core knowledge as well as advanced nursing practice knowledge. Table D-2 provides a matrix of MSN program outcomes and descriptors by level.

Table D-2
Matrix of LCON MSN Student Outcomes by Level

Level II – Provider of Care	Level II – Designer/Manager/ Coordinator of Care
1. Integrate knowledge and theories from nursing and related disciplines into advanced nursing practice roles.	
Assimilate essential knowledge and theories necessary to implement the advanced nursing practice role.	Integrate and apply specialized knowledge, theories, and competencies in advanced nursing practice roles.
2. Translate best research evidence, informatics, and technologies into advanced nursing practice to improve health and provide safe, high quality, cost-effective care to diverse populations.	
Access, analyze, and critique research from nursing and other disciplines that apply to advanced nursing practice roles. Analyze risk for disease, health variants, and health disparities across diverse population groups.	Synthesize and utilize knowledge, theory, and research from nursing and other disciplines in advanced nursing practice to promote disease prevention, and improve health, provide quality, and cost-effective care to diverse populations.
3. Practice advanced nursing independently and collaboratively with healthcare teams to address complex situations and coordinate care.	
Articulate and recognize the uniqueness of advanced nursing roles and their contribution to interprofessional healthcare teams and practice. Analyze risk for health disparities across diverse populations.	Practice in the advanced nursing role collaboratively with other disciplines. Advocate for the adoption and implementation of best practice and evidence-based models of care
4. Employ advocacy strategies from an advanced practice perspective to shape policy that influences health and healthcare.	
Formulate solutions to health care issues within a legal, ethical, evidence-based, and cost-effective framework. Analyze professional standards, models of health care delivery, and the results of policy research.	Articulate and utilize strategies in the advanced practice role that advocates and influences policies and health and healthcare.

MSN Curriculum

Executive Leadership MSN Curriculum

The 37-credit Executive Leadership MSN (EMSN) program prepares nurses for leadership and executive positions in various health care settings. The EMSN program is based upon well founded principles, including components of the American Nurses Credentialing Center (ANCC) Magnet® Recognition Program and The American Organization for Nursing Leadership (AONL) Nurse Executive Competencies. The program is an academic partner of the American Nurses Credentialing Center (ANCC)

Magnet® Recognition Program. There are 420 practicum hours in the EMSN program. Table D-3 provides the EMSN curriculum.

Table D-3
Executive Leadership MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
	Total Core Hours	**9**
Executive Leadership Specialty Courses		
NURS 7007	Advanced Role Development for Nurse Executives	3
NURS 7901	Communication and Relationship-Building for Nurse Executives	3
NURS 7903	Accountability, Advocacy, and Ethics for Nurse Executives	3
NURS 7303	Healthcare Finance	3
NURS 7904	Financial Management and Resource Allocation for Patient Care	3
NURS 7905	Improving Patient Care Delivery	3
NURS 7907	Evidence-Based Leadership Practices	3
NURS 7908	Healthcare Finance Practicum	3
NURS 7909	Nurse Executive Practicum	4
	Total Concentration Hours	**28**
	Total Program Hours	**37**

Nursing Education MSN Curriculum

The Nursing Education concentration prepares nurse educators in various healthcare settings. Over the course of study, students will learn about nursing and educational theories, curricular development and program planning, teaching/learning strategies and evaluation. There are 360 practicum hours in the Nursing Education MSN program. Table D-4 provides the Nursing Education MSN Curriculum.

Table D-4
Nursing Education MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
	Total Core Hours	**9**
Nursing Education Specialty Courses		
NURS 7000	Theoretical Foundations	3
NURS 7003	Advanced Role Development	3
NURS 7105	Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators	3
NURS 7106	Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators Lab	1
NURS 7204	Curriculum Design and Education Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7207	Nurse Educator Immersion I (120 clinical hours)	2
NURS 7209	Nurse Educator Immersion II (240 clinical hours)	4
	Total Concentration Hours	**22**
	Total Program Hours	**31**

Family Nurse Practitioner MSN Curriculum

This 46-hour program Family Nurse Practitioner (FNP) MSN concentration prepares advanced practice nurses to deliver primary health care to all ages, including individuals and families throughout the lifespan and across the health continuum. Students will be provided with knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses. There are 720 practicum hours in the FNP MSN program. Table D-5 provides the Nursing Education MSN Curriculum.

Table D-5
Family Nurse Practitioner MSN Curriculum Plan

Course	Title	Credit
Core Courses		
NURS 7001	Healthcare Policy	3
NURS 7002	Advanced Nursing Research	3
NURS 7990	Scholarly Synthesis	3
	Total Core Hours	**9**
FNP Specialty Courses		
NURS 7000	Theoretical Foundations	3
NURS 7003	Advanced Role Development	3
NURS 7101	Advanced Health Assessment	3
NURS 7102	Advanced Health Assessment Clinic	1
NURS 7103	Advanced Pathophysiology	3
NURS 7104	Advanced Pharmacology	3
NURS 7601	Family Nurse Practitioner I *(Women's Health)*	3
NURS 7602	Family Nurse Practitioner I Clinical (120 clinical hours)	2
NURS 7603	Family Nurse Practitioner II *(Adult Health)*	3
NURS 7604	Family Nurse Practitioner II Clinical (240 clinical hours)	4
NURS 7605	Family Nurse Practitioner III *(Pediatric Health)*	3
NURS 7606	Family Nurse Practitioner III Clinical (120 clinical hours)	2
NURS 7609	FNP Practicum (240 clinical hours)	4
	Total Concentration Hours	**37**
	Total Program Hours	**46**

Post Graduate Certificate Program

LCON offers post graduate certificate programs for Executive Leadership, Nursing Education, and Family Nurse Practitioner tracks for students who hold a graduate nursing degree (e.g., MSN, DNP, PhD) in another specialty. Admission to the program is based on competitive selection from the pool of applicants who meet the University of Memphis Graduate School admission requirements. Additional admission requirements for LCON Post Graduate Certificate Programs include:

- A graduate nursing degree from a nursing accredited program (e.g., CCNE).
- Eligibility to practice as a registered nurse in Tennessee or in an approved state in which clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
- Overall graduate school (e.g., MSN, DNP, PhD) GPA of 3.0 on a 4.0 scale.
- Applicants for whom English is not their primary language are required to meet the University's minimum required TOEFL score.

- A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.
- Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and for future practice as an advanced practice nurse.

Post Graduate Certificate Program – Executive Leadership Curriculum

The Executive Leadership Certificate program prepares nurses for management and executive nursing roles in various healthcare settings. Table D-6 provides the Executive Leadership Certificate program curriculum.

Table D-6
Executive Leadership Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7901	Communication and Relationship-Building for Nurse Executives	3
NURS 7303	Healthcare Finance	3
NURS 7904	Financial Management and Resource Allocation for Patient Care	3
NURS 7905	Improving Patient Care Delivery	3
NURS 7907	Evidence-Based Leadership Practices	3
NURS 7908	Healthcare Finance Practicum	3
NURS 7909	Nurse Executive Practicum	4
	Total Program Hours	**22**

Post Graduate Certificate Program – Nursing Education Curriculum

The Nursing Education Certificate program provides a formal program of study for graduate prepared nurses interested in obtaining a credential preparing them to be a nursing educator. The program provides them with content necessary to teach nurses and nursing students. Once students complete the certificate, they would be eligible to sit for the national certification exam in this area.

Prior to admission to the Nursing Education Certificate program, students must have completed the following coursework with a grade of "B" or better.

- Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators (3 credits)
- Advanced Assessment, Pharmacology, and Pathophysiology for Nurse Educators Lab (1 credit)

OR the following courses:

- Advanced Health Assessment (3 credits)
- Advanced Health Assessment Clinical or Lab (1 credit)
- Advanced Pathophysiology (3 credits)
- Advanced Pharmacology (3 credits)

Table D-7 provides the Nursing Education Certificate program curriculum.

Table D-7
Nursing Education Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7204	Curriculum Design and Education Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7207	Nurse Educator Immersion I (120 clinical hours)	2
NURS 7209	Nurse Educator Immersion II (240 clinical hours)	4
	Total Program Hours	**12**

Post Graduate Certificate Program – Family Nurse Practitioner Curriculum

The Family Nurse Practitioner (FNP) Certificate program provides a formal program of study for graduate prepared nurses interested in taking the national certification exam to practice as a Family Nurse Practitioner. To be eligible to take the national certification exam students must successfully complete graduate didactic and clinical requirements of a master's nurse practitioner program through a formal graduate-level certificate or master's level nurse practitioner program in the desired area of practice.

Prior to admission to the FNP Certificate program, students must have completed the following coursework with a grade of "B" or better.

- Advanced Health Assessment (3 credits)
- Advanced Health Assessment Clinical or Lab (1 credit)
- Advanced Pathophysiology (3 credits)
- Advanced Pharmacology (3 credits)

Table D-8 provides the FNP Certificate program curriculum.

Table D-8
Family Nurse Practitioner Post Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7601	Family Nurse Practitioner I *(Women's Health)*	3
NURS 7602	Family Nurse Practitioner I Clinical (120 clinical hours)	2
NURS 7603	Family Nurse Practitioner II *(Adult Health)*	3
NURS 7604	Family Nurse Practitioner II Clinical (240 clinical hours)	4
NURS 7605	Family Nurse Practitioner III *(Pediatric Health)*	3
NURS 7606	Family Nurse Practitioner III Clinical (120 clinical hours)	2
NURS 7609	FNP Practicum (240 clinical hours)	4
	Total Program Hours	**21**

MSN Academic Policies

Admissions

Admission Criteria

Students seeking admission to the MSN program at LCON must meet the following criteria.

1. Completion of BSN from an accredited program (ACEN or CCNE) is required.
2. An active unrestricted registered nursing license to practice in Tennessee or license to practice in the state in which the clinic assignments are completed.
3. An undergraduate minimum cumulative grade point average of 2.8 on a 4.0 scale.

Admission Procedures

To be admitted to the Loewenberg College of Nursing, admission to the University of Memphis Graduate School is also required. Admission is based on competitive selection from the pool of applicants. In addition to the proof of admission criteria listed above, the student's application must also include the following.

1. **TOEFL Scores:** Submission of TOEFL is required for students whom English is not their primary language. Students must achieve a TOEFL score of 210 (computer-based score), 79 (internet-based), 7.0 IELTS, or 550 (paper-pencil).
2. **Letters of reference (3):** One (1) academic and two (2) professional references are preferred. Recommendation forms will be sent to the three reference email addresses you provide in the LCON application.
3. **Letter of Interest/Intent:** Students must provide a personal letter that clearly and coherently addresses alignment of student goals with program outcomes.

4. **Professional resume:** The resume should include any leadership experience (evidence of goal setting and follow through, contribution to diversity and inclusion, evidence of intellectual curiosity, and commitment to the profession demonstrated by certifications, professional memberships, etc.).
5. Interview with LCON graduate faculty as requested.

General MSN Program Requirements

1. Students enrolled in the MSN program must complete ***31-46 semester hours*** (based on concentration area) with the *minimum overall grade point average of 3.0*.

2. Every candidate for the master's degree in nursing is required to either pass a final comprehensive examination/project or complete the oral defense of a thesis. The examination will place emphasis on the student's area of concentration and will be administered by selected nursing faculty each semester. The candidate must be registered the semester the comprehensive exam is taken.

3. When the student elects to complete a thesis, the candidate must enroll for thesis credit each semester until the thesis is completed. A maximum of 6 semester hours is permitted for thesis completion. Students must register for 3 hours of thesis credit in the semester in which they defend.

4. Family Nurse Practitioner students must complete a minimum of 720 clock hours to meet the academic and practicum requirement for national certification.

5. If a student must repeat a didactic or clinical course for the purpose of achieving a satisfactory grade, not only must the didactic or clinical course be retaken, but the co-requisite didactic or clinical course must also be retaken. Courses that are companion courses, such as a clinical and didactic course, must be taken and successfully completed concurrently in the same semester to progress in the nursing program.

General MSN Program Policies

Transfer Credit

- Credit towards the MSN degree from another institution does not transfer automatically. In general, however, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions. (1) These courses have not been used to earn a previous degree. (2) They relate to the content of the graduate program and/or are comparable to those offered at the University. (3) They do not exceed time limitations set for master's programs (5 years).

- Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Only transcripts received directly from an issuing institution are considered official.

- Approved transfer credit may be accepted for not more than 12 semester hours of course credit toward the MSN degree.

- Courses proposed for transfer credit must meet the following two requirements. (1) The University of Memphis requires a minimum of 750 contact minutes for each semester credit (2250 for a 3-hour course). (2) The Tennessee Conference of Graduate Schools requires a minimum of 3 hours of class work per week for 3 hours of credit.

- Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better.

Adding and Dropping Courses

Courses may be added or dropped after initial registration for a limited time only. Refer to the Student Calendar at https://www.memphis.edu/registrar/calendars/index.php for appropriate deadlines. Courses may be added late only upon approval of the instructor and the MSN Program Director. Courses may be dropped after the drop date only when circumstances beyond the student's control make it impossible to complete the semester.

Although students may withdraw from courses, withdrawal after the “drop date” for the University requires dropping all university courses.

Late drops must be approved by the MSN Program Director. Students enrolled on a non-degree basis must obtain the approval of the Vice Provost and Dean of the Graduate School or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not he/she has dropped a course.

Repetition of Graduate Courses:

A graduate student may repeat a course to earn a higher grade only if the earned grade was a "U" or lower than a "B" (3.0). MSN students who repeat a course must earn a B or better in the repeated course. No course can be repeated more than once to improve the grade. A maximum of two courses can be repeated during the student's total graduate career to improve a grade. Only the grade earned in the second attempt will be included in the computation of the cumulative grade point average.

Audit of Courses

Students who are admitted to the University of Memphis may register to audit a course at LCON with the prior approval of the instructor and the MSN Program director. Students enrolling on an audit basis do not receive academic credit for that course. LCON will ensure that students who need these courses for degree credit can be accommodated before issuing any permits for audits.

Auditors are not required to take examinations and do not receive a regular letter grade. The student and the instructor should reach a precise agreement as to the extent and nature of the student's participation in the course, including class discussion, projects, and readings. Students auditing a course will receive "audit" (AU) on the transcript only if they have attended regularly and participated according to the prior agreement with the instructor.

A student may not change from a grade point basis to audit or from audit to a grade point basis after the last day to add classes for that session. Any questions concerning this policy should be referred to the Graduate School.

Fees for audits will be assessed on the same basis as fees for credit courses.

Late Withdrawals

A graduate student may withdraw from a course or the University after the drop date only when circumstances beyond the student's control make it impossible to complete the semester. Late withdrawals must be approved by the director of the program concentration and the LCON associate dean of academic programs and submitted to the Graduate School. Students enrolled on a non-degree basis must obtain the approval of the Vice Provost and Dean of the Graduate School or designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether the student has withdrawn or not.

Retention and Progression Requirements

1. Students in the LCON Graduate program must comply with all retention standards of the University of Memphis Graduate School.

2. Graduate students must maintain a 3.0 GPA ("B"). Grades of "D and "F" will not apply toward any graduate degree but will be computed in the GPA.

3. All requirements for the MSN degree must be completed in 5 calendar years.

4. Once accepted into a degree program, a student is expected to enroll every semester thereafter (excluding summer sessions) and make satisfactory progress toward the degree. A student who does not enroll for a fall or spring semester must complete a readmission form/application. Students who do not

enroll for two (2) or more consecutive semesters (excluding summer) must reapply to the program.

- Submission of an application for readmission does not ensure acceptance.
- An application for readmission may be rejected or additional requirements may be imposed on the student.
- A readmitted student must follow the rules, prerequisites, and degree requirements listed in the most current Graduate Bulletin.

5. Students writing a thesis or dissertation or engaged in a culminating project must enroll on a continuous basis (fall and spring) until the thesis, dissertation, or project is complete.

Academic Probation

A graduate student whose cumulative GPA drops below 3.00 will be placed on probation. A second consecutive semester on probation can result in suspension. Continuation in the Graduate School beyond two consecutive semesters on probation must be recommended approved by the MSN Program Director and the Vice Provost and Dean of the Graduate School. If, in the opinion of the college, the MSN Program Director, and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student will be dismissed from the degree program. If, in the opinion of MSN Program Director, the college, and the Graduate School, a non-degree-seeking student is not making satisfactory progress toward licensure, certification, or program admission, the student will be dismissed from the University.

Comprehensive Examination for FNP Students

For FNP students, the comprehensive examination is administered only to those students in good academic standing. The result of the exam must be communicated to the Graduate School on the Comprehensive Results Form within the same semester the exam is given or by the specified deadline in the Graduate Catalog.

Comprehensive examinations for FNP students are offered each semester. A student who does not perform satisfactorily on the comprehensive examination will be given an opportunity to remediate through a review of an examination analysis and recommended coursework, which the student will take in preparation for the board certification exam. Results of comprehensive examinations will be a percentage of each student's final grade in NURS 7609 (FNP Residency) and cannot be appealed, nor can they be changed after the form has been filed with the Graduate School.

Comprehensive Examination for Nursing Education and Executive Leadership Students

Students in the Nursing Education and Executive Leadership MSN programs complete a comprehensive portfolio to satisfy comprehensive examination requirements.

Portfolios are submitted during the student's final semester. Requirements for the portfolio will be provided to the student by the program director, who will also review the portfolio for satisfactory completion. Upon satisfactory completion, the result of the exam must be communicated to the Graduate School on the Comprehensive Results Form within the same semester the exam is given or by the specified deadline in the Graduate Catalog.

Advisement

All graduate students who have been accepted into the nursing major are assigned to an LCON Academic Advisor. The Academic Advisor will advise students regarding academic and program progression. The Academic Advisor will also approve and issue permits for course registration.

Faculty members can mentor and advise students in areas related to career development, lifelong learning, and quality of life management which enable students to succeed in the nursing profession.

LCON has an MSN Advising Site and an FNP Advising Site which are available in Canvas. Information is accessed via the MSN Advising link located under the Dashboard. The MSN Advising Site serves as a means of communication between the faculty, administration, and graduate students. Students will be held responsible for all posted materials.

For advising communications, it is important to remember that the "@memphis.edu" email is the official communication of the University. Students should not use personal or other work emails for communication.

Academic Disqualification

A graduate student will be academically disqualified if any of the following occurs during their time in the program.

- Failure to maintain a 3.0 Cumulative GPA in graduate school.
- Failure to earn a grade of "B" (3.0) or better when repeating a course.
- Willful misrepresentation of patient data or clinical practice.
- Willful placement of any patient in physical or emotional jeopardy.
- Placement on probation by the State Board of Nursing.
- Failure to disclose a felony conviction.
- Failure to disclose disciplinary action or diversion by the State Board of Nursing.
- Failure to complete all degree requirements within five years of entering graduate nursing coursework. A grade of "B" must be earned in all graduate practica, including the health assessment lab.

Notification of Dismissal

A student who is academically disqualified and dismissed from an LCON nursing program is notified by email and certified U. S. Mail from the LCON Associate Dean for Academic Programs.

FNP Program Re-Entry after Disqualification

Following academic disqualification, students are eligible to reapply to the FNP program after 3 years or to the FNP Post Master's Certification after 1 year. Minimum course requirements following readmission include the completion of FNP I, II, III, Residency and co-requisite courses. All MSN progression, retention, and graduation policies apply.

Graduation Requirements - Admission to Candidacy

Before an applicant will be officially admitted to candidacy for a master's degree, the student must have satisfied the following requirements.

1. The Candidacy Form for the Master's Degree and an application for graduation must be completed by the deadlines as outlined by the Graduate School. Deadlines, forms, and instructions are available at https://www.memphis.edu/gradschool/current_students/graduation.php.

2. If a student is writing a thesis, an approved Thesis/Dissertation Proposal form must be filed with all necessary human or animal subjects' approvals before any research is undertaken.

3. The student must have at least a 3.0 average on all coursework listed on the candidacy form as well as any other graduate work undertaken at The University of Memphis within the specified time limit. Grades of "D" or "F" are not accepted for any graduate degree credit but these grades will be computed in the GPA. No more than seven (7) hours of "C+", "C", or "C-" will be counted toward degree requirements.

4. Grades earned in the final semester may not be used to correct GPA deficiencies. The student must have at least a 3.0 average in all graduate work at the time the Intent to Graduate Card is filed.

5. The program must include a minimum of 70% of the total required hours as 7000 level courses.

6. All requirements of the Graduate School and LCON graduate program must be met.

7. If a student wishes to substitute a course for a required course, the substitution must be approved by the MSN Program Director on the Course Substitution Form. The form must accompany the candidacy form.

8. The student's graduate work up to this point must be acceptable in quality and quantity to the major advisor, and/or MSN Program Director, and the Vice Provost for Graduate Studies. It is the responsibility of each graduate student to notify the Graduate School of any changes in name or address. Students who are graduating will receive a letter explaining graduation ceremony requirements about one month prior to graduation.

Classroom and Didactic Course Expectations

Students enrolled at the University of Memphis are citizens of their civic communities as well as the academic community. As such they are expected to always conduct themselves as law-abiding members of the University.

Presence in Classrooms

All MSN courses are online. However, enrolled students may have required orientations, intensives, and examinations that require attendance in person. This will be communicated by course faculty at the beginning of the semester. Presence in MSN courses may also include visitors with legitimate purpose. Instructors of record are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or for another authorized reason.

Class Attendance

Class attendance including online classes may be mandatory as determined by the faculty of each course. According to university policy, students who do not attend classes in the first weeks of class will be administratively dropped from the class. Accordingly, any subsequent changes that must be made in financial aid awards will be occur.

Class and Clinical Specific Policies and Procedures

Each individual course syllabus has specific policies and procedures that must be followed.

Recording of Class or Lecture

Students must request permission from the instructor to audio or video-record classroom lectures.

Student Conduct and Disruptive Behaviors

Nursing students shall conduct themselves responsibly and professionally. In accordance with The University of Memphis Office of Student Conduct, the following behaviors have been defined as disruptive to an optimal learning environment and will not be tolerated at LCON. Consequences for classroom misconduct are found in the University of Memphis Code of Student Rights and Responsibilities. Some examples include:

- Usage of Electronic Devices
    - Using cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. *Note: Students may use electronic devices in class when given permission by the instructor.*
    - Students may use laptop computers in class.
- Unexcused Exits (for on ground classes, intensives, etc.)
    - Leaving to retrieve food or beverage items
    - Leaving to engage in a conversation (i.e., person-to-person or by phone)
    - Leaving before learning experience is finished for any reason without prior permission from the instructor
- Non-Permitted Communication during Course Instruction
    - Talking while the instructor is talking
    - Talking before being recognized by the instructor (i.e., blurting out information)
    - Talking without permission during instruction (i.e., side conversations with an individual or in a group)
    - Mimicking and/or consistently repeating an instructor's words
- Personal Attacks
    - Engaging in abusive or mean-spirited criticism of another student or an instructor
    - Questioning an instructor's authority in front of the class
    - Continuing to insist on speaking with an instructor during instruction
    - Telling an instructor to "shut-up"
- Threatening Behaviors
    - Verbally abusing an instructor or student (i.e., cursing or extremely loud talking directed at a particular person)
    - Threatening to physically harm an instructor or student through verbal or body gestures o Intimidating through body gestures and/or posture or persistent staring at an instructor or student
- Overt Inattentiveness
    - Sleeping in class
    - Preventing others from concentrating on learning experience
    - Reading a newspaper, doing homework from another class, etc.
- Other Distracting Behaviors
    - Arriving late to class, especially on test dates
    - Persistent tardiness
    - Creating excessive noise from packing up before class/clinical has ended

- Dressing inappropriately as to cause other students or instructor to be distracted (i.e., wearing pajamas, indecent exposure, or offensive words on clothing)

Grading Policies

All grades are assigned by course faculty. LCON uses letter grades for theory and skills laboratory courses, and S/U grades for clinical practicum courses.

A = 93 – 100
B = 85 – 92
C = 77 – 84
D = 70 – 76
F = 69 and below

S = Satisfactory
U = Unsatisfactory

Final grades will be rounded according to the tenths place. For example, 84.5% will round to an 85%; however, 84.49% will not. **No rounding occurs until the final grade**.

Incomplete Grades

The grade "I" (Incomplete) may be assigned by the faculty member in any course in which the student is unable to complete the work due to extraordinary events beyond the individual's control as determined by the faculty member and program director.

The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 90 days from the end of the semester or summer session in which it was received (see the University Calendar), the "I" will change to an "F," whether or not the student is enrolled.

The faculty member may grant up to a 45-day extension if sufficient extenuating circumstances exist. At the end of the extension period, the "I" grade will automatically revert to "F" if the student has not completed the requirements.

The student will be certified for graduation only when all requirements are met, including the removal of "I" grades. If a student has an "I" in a course necessary to fulfill degree requirements in the semester in which he or she expects to graduate, the certification process and graduation will automatically be deferred to the next term.

Grade Point Average (GPA) Requirements

Graduate students must maintain a 3.0 GPA ("B"). The GPA is calculated by the following:

- Any grades of "D" and "F" will not apply toward any graduate degree but will be computed in the GPA.

- Grades earned at another university will not be computed in the cumulative GPA.
- Grades in courses that are older than the time limitation for degree will be shown on the transcript but will not be included in the computation of the GPA used for graduation.
- Only courses that have been validated will count toward the degree (see below for validation policy).
- Grades earned in the final semester may not be used to correct GPA deficiencies.
- The overall GPA required for graduation is computed on all graduate level courses completed whether they are listed on the candidacy form or not.

Testing Policy

All course exams and quizzes are mandatory. Students are expected to be present for and complete exams at the designated time and place provided by the course instructor, which may include online proctoring. An exam may be missed and made up only in extreme unplanned circumstances (i.e., illness, injury, death of close family). Students missing an exam for any reason must contact the course faculty and the program director by email **within 24 hours of the scheduled examination time**.

1. Student should be prepared to show university ID for proctored exams.

2. Only approved items may be with the student during exams.

3. During proctored exams, the student should not ask questions out loud. If a question must be asked, students should direct message the proctor. Students may not leave the room during the exam and must stay in view of the camera during proctoring.

4. Any form of plagiarism, cheating, fabrication or other types of academic dishonesty will result in serious actions taken through University channels. Students are expected to abide by the Code of Student Rights and Responsibilities of the University. This includes being knowledgeable about the kinds of behaviors that constitute Academic Misconduct as delineated by the University of Memphis' Office of Student Conduct.

5. Failure to abide by this policy may result in failure of the examination and/or course.

6. If an exam is missed due to an extreme unplanned circumstance, with proper documentation a make-up exam will be administered.

Grading Policies for Competency Performance Evaluations

The Program and all nursing courses are organized around specific competency outcomes. These course outcomes are worded as performance-based competencies

that are consistent with the skills required in actual practice; they use realistic language that reflect what nurses do. Competency performance evaluations are used during and at the end of the course to document that students have achieved the competencies required for practice. The core competencies are:

- assessment and interventions;
- communication;
- critical thinking;
- teaching;
- caring relationships;
- leadership and management; and
- knowledge integration skills.

Clinical performance evaluations may be used in the theory portion of clinical courses when the skills being evaluated are clinical in nature and application. These evaluations could include clinical decision-making, planning, or implementation of data analysis related to a simulation case study, video, computer-based interaction, or similar activities. Specifics regarding such evaluations will be provided in the courses in which they are required.

Course faculty will provide specific details related to competency evaluations, as well as other forms of examinations used to determine the student's grade.

Graduate Grade Appeals

This appeal procedure provides any graduate student at The University of Memphis with a clearly defined avenue for appealing the assignment of a course grade that the student believes was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. **In all cases the complaining student shall have the burden of proof with respect to the allegations in the complaint and in the request for a hearing.**

The student must institute the appeal process within twenty (20) class days after the start of the following semester. If the instructor, program director, or Associate Dean for Academic Programs fails to respond to the student's complaint within the time limits, the Graduate Grade Appeals Committee shall act on the student's complaint. The procedure is terminated if the student and the instructor agree on the grade. If neither the student nor the instructor appeals a decision within the appropriate time limit, the disposition of the complaint made in the previous step shall be final.

A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which the complaint is finally resolved. The original documents shall be forwarded to the Graduate School for filing.

Grade Appeal Procedures

All parties must carefully adhere to the following procedure, observing the deadlines.

Step 1: Course Instructor

Time Limitation: Early enough to meet the deadline in Step 2.

The student shall first consult with the instructor to provide a satisfactory resolution of the complaint. In the event the student cannot schedule a meeting with the instructor, the student may contact the program director, who shall schedule the meeting between the student and the instructor. If for any reason the instructor is not available, proceed to Step 2. If agreement is reached between the student and instructor, the appeal process ends.

Step 2: Program Director

Time Limitation: Twenty (20) class days into the following semester.

If the complaint is not resolved in Step 1, the student may present the complaint in writing to the student's program director (FNP, Nursing Education, Executive Leadership). The petition should include the Graduate Grade Appeal Form, a written statement detailing the factual basis for the appeal, and the instructor's written explanation for the assigned grade. The program director will attempt to resolve the complaint in consultation with the instructor and the student. The program director will provide a written response to the student within twenty class days from the time the written complaint has been received. If the program director was the instructor of the course, the student may proceed directly to Step 3.

The program director is empowered to change the grade if they find that the original grade was based arbitrary or other reason not related to academic performance. The chair shall notify both the student and the faculty in writing of the action taken.

Step 3: Associate Dean for Academic Programs

Time limitation: Within five (5) class days after Step 2.

If the complaint is not resolved in Step 2, the student or instructor has five (5) class days of decision notification to request in writing (with a copy to the Graduate School) that the program director forward the appeal to the Associate Dean for Academic Programs. The program director shall provide the Graduate Appeal Form, the program director's written rationale, a copy of all correspondence and decisions, and any other records pertaining to the appeal.

The Associate Dean for Academic Programs should resolve the grade appeal within 20 class days. If the Associate Dean finds that the request lacks merit, they shall notify the

student, the faculty, and the chair in writing; the grade shall remain as recorded. The Associate Dean is empowered to change the grade if they find that the original grade was based arbitrary or other reason not related to academic performance. The Associate Dean must provide a written rationale for any decision made, which shall become part of the file.

Step 4: Graduate School

Time limitation: Within five (5) class days after Step 3.

Either the student or the instructor may appeal the Associate Dean for Academic Program's decision by filing a written request for a hearing before the Graduate Grade Appeals Committee with the Dean of Graduate Studies or designee. This request must be accompanied by the Graduate Grade Appeal Form, a copy of all correspondence, including the dean's written recommendation, and other records pertaining to the complaint.

The Dean of the Graduate School (or their designee) shall forward the request to the chair of the Graduate Appeals Committee. The chair shall subsequently distribute copies of the request to the members of the committee for consideration. If the Committee finds the student's or the instructor's request merits a hearing, the Committee shall notify the student, the instructor, the program director, and the Associate Dean for Academic Programs of the date, time, and the location of the hearing. If the Committee finds that the request does not merit a hearing, the student, the instructor, the program director, and the Associate Dean for Academic Programs shall be so notified in writing. The hearing may be attended remotely using available technology.

The Graduate Appeals Committee should resolve the appeal within twenty (20) class days. To hold a hearing, the seven (7) members of the Committee (or appropriate alternates) must be present. The instructor and student will present their cases at the hearing in each other's presence. If a majority of the Committee agrees that the grade should be changed because it was based on an arbitrary or other reason not related to academic performance, the Committee shall notify the Dean of the Graduate School, who shall be empowered to change the grade without the consent of the instructor, the program director, and the Associate Dean for Academic Programs. Otherwise, the grade shall remain as recorded. The decision of the Committee shall be communicated to all parties in writing. **The decision of the Graduate Appeals Committee shall be final.**

The appeals procedure is not complete until all appropriate records are forwarded to the Graduate School Office. At this time, the Dean of the Graduate School shall notify the Office of the Registrar, Corrections, of any grade change. A copy of the Graduate Appeals Form shall become a part of the student's file. A permanent record of all grade appeals reviewed by the Appeals Committee shall be maintained in the Graduate School.

Retention Appeal Process

Any action that results in a student being terminated may be appealed under the following procedures. These actions may include a second failure on comprehensive examinations, failure on a thesis or dissertation oral, a second semester on academic probation, or an action of a program retention committee. Appeals are to be presented and hearings on appeals convened only during periods in which the academic units of the University are in session. All parties concerned must receive copies of:

1. The requests for a hearing,
2. Notices of the time and location of the hearing, and
3. Disposition of the hearing request in each step of the appeal procedure.

As soon as notice is received that the appeal is continuing, copies of all correspondence and other records pertaining to the complaint must be forwarded to all concerned.

Step 1: LCON

A. *Time Limitation:* Twenty (20) class days following the date the notification of termination was received.

A student has the right to appeal dismissal from the nursing program. Formal appeals are heard by the LCON Progression Committee. Requests must be submitted in writing by official university email (@memphis.edu) to the Associate Dean for Student Success and Inclusion.

B. *Time Limitation:* Fifteen (15) class days into the next semester following receipt of the appeal.

The LCON Progression Committee will hold a hearing at the date and time as indicated on the student's notification of dismissal. Written approval for individuals or legal representatives who are invited to attend the appeal by the student must be received and approved by the LCON Associate Dean for Student Success and Inclusion five (5) business days prior to the appeal hearing, in addition to any other relevant materials the student would like to submit for the record.

C. *Time Limitation:* Within five (5) class days following the Progression Committee hearing.

Following the appeal hearing, the Progression Committee will send a recommendation along with supporting documentation to the LCON Dean who makes the decision. The LCON Dean will then notify the student of the final decision.

Step 2: University of Memphis Graduate School

A. *Time Limitation:* Five (5) class days following the announcement of a decision by the LCON Dean.

If the complaint cannot be resolved at the level of Step 1, the student may appeal the decision by filing, with the Vice Provost and Dean of the Graduate School or designee, a request for a hearing before the Graduate Appeals Committee. The written request for a hearing must state the factual basis for the appeal and include a copy of the LCON Dean's decision.

B. *Time Limitation:* Twenty (20) class days following the receipt of the written appeal.

If the Committee finds the appeal merits a hearing, the Committee shall notify the Vice Provost and Dean of the Graduate School or designee, who will then notify the student, the MSN Program Director, and the LCON Dean. A hearing will be scheduled in which the student and MSN Program Director (or designee) are invited to present their cases before the Graduate Appeals Committee. The Graduate Appeals Committee will report their decision to the Vice provost Dean of the Graduate School who will notify the student, MSN Program Director, and LCON Dean in writing. The hearing may be attended remotely using available technology. **The decision of the University Council for Graduate Studies shall be final.**

If the Graduate Appeals Committee finds that the appeal does not merit a hearing, the student's appeal is denied, and all concerned parties shall be notified by the Vice Provost and Dean of the Graduate School or designee.

If the Graduate Appeals Committee finds that the student should be reinstated, it shall be empowered to reinstate the student. The Vice Provost and Dean of the Graduate School or designee will notify all concerned parties, including the student, their department, and the University Council for Graduate Studies in writing of the decision and reasons supporting the decision

MSN Clinical Policies

Core Performance Standards for Clinical Courses

The following standards are required to enroll in all MSN clinical courses (FNP).

1. Clinical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interaction with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form

4. Physical abilities sufficient to move from room to room and maneuver in small spaces (FNP) students)
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care (FNP) students)
6. Auditory ability sufficient to monitor and assess health needs
7. Visual abilities sufficient for observation and assessment necessary in nursing care
8. Tactile ability sufficient to perform physical assessments

Clinical Practicum Health Clearance Requirements

Students participating in graduate clinical practicum must have and maintain the following.

- Licensure
    - An unencumbered license to practice as a registered nurse in Tennessee or a license to practice in the state/country in which the clinical assignments are completed.
- Health Examination form
- Proof of Current Immunizations
    - Measles, Mumps, Rubella (MMR): Evidence of 2 doses of MMR, 4 weeks apart or documentation of positive titers.
    - Tetanus, diphtheria, pertussis: A current Tdap vaccination within past 10 years.
    - Hepatitis B: Three dose series as certified by a healthcare provider. Student may also provide a signed Hepatitis B Waiver.
    - Varicella (chickenpox): Evidence of a positive varicella titer (date and result) or verification of vaccine series (two). If titer is negative or equivalent, documentation of two varicella vaccines given no less than four to eight weeks apart is required. Self or parental report of varicella disease is not sufficient to prove immunity to the disease and will not be accepted.
    - PPD (TB skin test): An annual negative PPD test for tuberculosis or the statement from a health care provider attesting to a negative tuberculosis status.
    - Influenza vaccine: One dose of influenza vaccine annually (complete and provide documentation September through December) or healthcare provider documentation of allergy to chicken, eggs, or feathers.
    - COVID Vaccine: Two doses of the Moderna or Pfizer vaccine or one dose of the Janssen vaccine. No religious or political waivers will be accepted. The vaccine requirement may only be waived for medical reasons after providing documentation from a medical provider to the Director for Clinical Education. Waivers are approved on an individual basis.
- American Heart Association CPR Certification
    - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association.

    - Online CPR certification or re-certification without an in-person skills demonstration will not be accepted.
    - Students submit a copy of the front and back of the certification card
- Signed Authorization for Release of Student Information and Acknowledgement
- Criminal background check results from approved vendor.
- Malpractice Insurance-Professional liability insurance with a minimum of $1,000,000 per occurrence/$5,000,000 per aggregate. This is purchased automatically by LCON and charged through the University's student fee system. Students should not purchase this on their own or from another company.
- Urine drug screen by approved vendor completed by student as directed 30 days prior to clinical placement.

Criminal Background Checks

All students are required to complete an annual criminal background check at the student's expense. Any student out of programing for a semester or more may be required to complete additional background check and/or urine drug screening upon their return. Students sitting out due to pregnancy or illness will be required to submit authorization and release from their healthcare provider for returning to clinical practice.

Required Drug Testing

All students are required to complete a drug screen at the student's expense within 30 days prior to entering the clinical practicum each fall and spring semester. Instructions on how to do this are emailed to students each semester by the clinical placement coordinator. This test does detect alcohol and THC and CBD-related products. Any positive test or negative-dilute test will require the student to retest.

Health Insurance

Students are responsible for all medical expenses and are encouraged to secure and maintain healthcare insurance at all times while enrolled in the nursing program. The University of Memphis' Student Health Center website provides options for healthcare insurance for students through the TBR Student Health Insurance Exchange.

General Clinical Policies

All required health data must be current and completed prior to beginning a clinical course. Permits will not be issued to any student with incomplete health data.

Prior to the first day of clinical, the preceptor agreement form must be completed, and reviewed and approved by the Clinical Coordinator.

A clinical practicum day may not be scheduled on Saturday, Sunday, or University holidays. All clinical must be completed between the hours of 7am and 6pm. No student may complete a clinical practicum at a clinical site in which the student is currently

employed unless compelling circumstances prevail. If so, the faculty of record, the program director, and the Director of Clinical Education must approve the placement and provide documentation for this occurrence. Students are expected to provide a clinical schedule to the clinical faculty by Monday of the second week of the semester for approval by the clinical faculty. **Under no circumstances should a student be engaged in clinical practice without prior approval of the clinical faculty**; violation of this policy is grounds for dismissal from the course. Any changes in the schedule should be provided in writing one week in advance of the change. If a change in clinical site is deemed necessary, written approval must be obtained by the clinical faculty and the clinical coordinator.

An unapproved absence from clinical will result in an automatic failure of the course. In the event of an unexpected absence on a scheduled clinical day, the student must contact the preceptor and the clinical faculty by phone and email before the start of the clinical day.

Clinical practice hours may not be completed in less than 7 weeks. In addition to meeting the minimum clinical contact hour requirement, the student must be deemed competent by the clinical faculty and preceptor to complete the course. The final clinical visit by the clinical faculty will be considered a clinical performance evaluation, at which time the student will be expected to demonstrate clinical competence.

Students may spend a maximum of 20% of clinical time during a semester in a specialty area of practice with prior approval of the clinical coordinator.

- At least one clinical rotation must be spent in a Family Practice setting.
- At least one clinical rotation must be precepted by a Nurse Practitioner.
- FNP I, FNP II, and FNP III must be completed in different clinical settings.

Clinical/Residency Attendance

The student is expected to responsibly participate in clinical/residency experiences at the scheduled times. If the student is absent for unavoidable reasons, it is the student's responsibility to notify faculty immediately and to make arrangements for an alternative assignment. The clinical agency must also be notified as directed by course faculty. Each individual course syllabus has specific policies and procedures that must be followed.

Clinical/Residency Dress Code

Students should wear a white lab coat over street clothes in the clinic setting unless otherwise advised by their preceptor. The student’s University of Memphis nametag should be always worn. Students must maintain a neat, clean appearance and will be sent from the clinical site for failure to do so. Typical dress includes neutral pants or skirt with a conservative top and closed toe shoes.

Hair should be groomed and neat. Body piercing or tattoos must be concealed. Tank tops, t-shirts with advertising, shorts, sandals, or jeans cannot be worn. Nails must be well-groomed, cleaned and trimmed to fingertip length so as not to interfere with routine tasks and/or patient comfort. Polish, if worn, must be a solid neutral shade without art and in good repair. No artificial nails or tips are allowed in the clinical setting. Students are expected to always demonstrate professional appearance and behavior in the clinical setting. The clinical instructor/preceptor is the final judge of appropriateness of appearance in the agency to which the student is assigned.

Advanced Practice Residency

Students must have satisfactorily completed all core courses (exception scholarly synthesis) and FNP courses prior to the final semester in which the Residency and Comprehensive Examination is offered. No courses may be repeated in the semester in which the student is taking the Advanced Practice Residency. The FNP Advanced Practice Residency must be completed in a Family Practice or Internal Medicine setting. A student may return to a previous clinical site for the Residency.

Grading Policy for Clinical Nursing Courses

Each individual course syllabus has specific grading policies and procedures that must be followed. Students are evaluated in the clinical setting continually throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all core and course-specific competencies by the conclusion of the semester to successfully pass the clinical course. Final clinical course grades are then assigned according to the criteria for each course as listed in the course syllabus.

The Student Clinical Evaluation Tool is utilized by faculty/preceptors to evaluate each student's clinical performance. This tool reflects both the LCON core competencies and the course-specific competencies.

Transportation

Transportation to clinical sites is the responsibility of the student.

Substance Use

Students should not consume alcohol while in uniform or within 12 hours of an LCON assignment (pre-lab, clinical, seminar, class etc.). When substance abuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the clinical coordinator or Dean. The Dean or designee will substantiate observations and concerns about the student in an investigation. Steps outlined in the LCON student handbook will be implemented.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Student nurses should always follow standard precautions for blood borne pathogens. If caring for known a HIV or Hepatitis B patient or handling blood/body fluid/tissue of same, the student nurse may double glove.

If a student experiences blood and body fluid exposure due to a needle stick, human bite, or medical instrument wound, the student should immediately:

- Wash the area thoroughly with soap and water for 15 minutes.
- Encourage bleeding by milking the wound (attempt to stop bleeding if bleeding is profuse).
- Go to the emergency department (fees may apply) OR employee health within the hospital/facility within two (2) hours, in accordance with hospital/facility policy. This care is crucial to determine need for prophylaxis and ensure proper collection of both source patient and student specimens for testing.

For mucous membrane splashes (mouth, eyes), the student should immediately rinse with normal saline or water for 15 minutes (normal saline preferable).

For both situations above:

4. Notify nursing faculty and charge nurse/supervisor immediately, regardless of perceived level of exposure.
5. Complete an incident report for all exposures for both the clinical agency and LCON. The nurse supervisor and faculty will be able to assist in completion of these reports. The LCON report should be submitted by the faculty to the Director for Clinical Education and the student's respective program director within 24 hours.
6. Nursing faculty will have hospital/facility collect serology from the source patient. If the source patient is known positive for HIV, Hepatitis, or syphilis, information will be released to the student nurse. The information will include the patient's medical history.

Blood and Body Fluid Post Exposure Follow-Up Care:

Post exposure follow up is essential. Each disease above will have windows and retesting must be done to ensure no conversion has taken place. The student nurse should contact their own private physician or the Shelby County or Jackson Health Department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's personal expense.

E. The Doctor of Philosophy (PhD) in Nursing Program

Overview of the PhD Program

The LCON PhD Program in Nursing offered by the University of Memphis (U of M), a level 1 research institution by the Carnegie Classification of Institutions of Higher Education, is a terminal research degree that prepares nurses to teach and conduct research in academic nursing and healthcare settings. The PhD Program is designed for those who plan to assume roles as nurse researcher, scientist, scholar, or educator in academic nursing as well as healthcare settings through research experimentation and theory application to enhance their skills.

PhD Program Outcomes

Graduates of the PhD Program will be prepared to:

1) conduct rigorous nursing and interdisciplinary research.
2) generate new knowledge that guides nursing practice.
3) lead educational research in program and course design, clinical education, and the evaluation of learning that prepares nurses of the future.

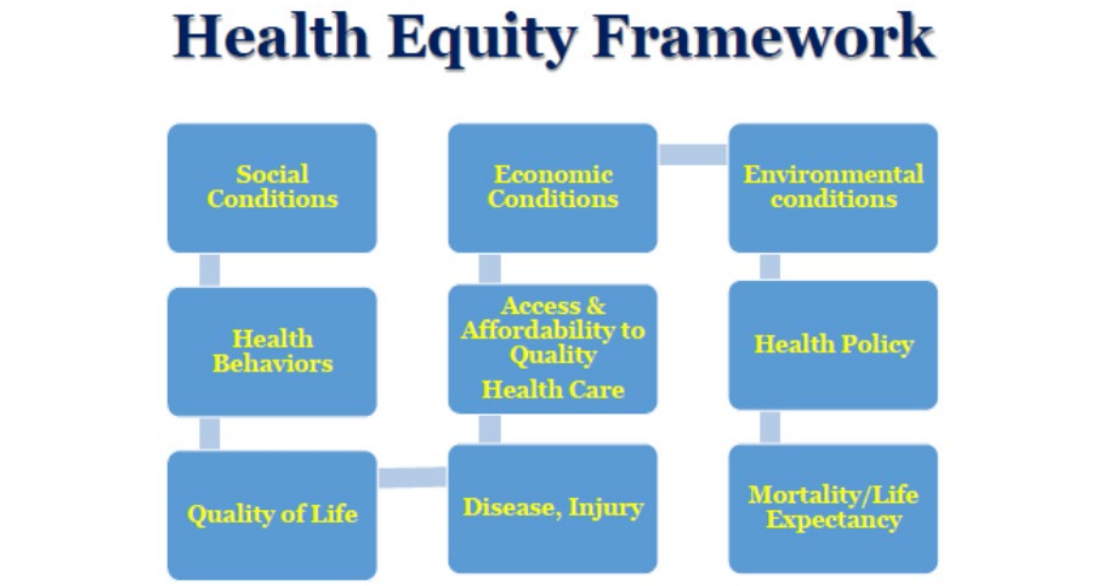
Graduates will be prepared to fill the gap of PhD prepared faculty in academic nursing to educate future nurses, clinicians, leaders, and nurse scholars/researchers as well as to prepare nurse scientists to help transform healthcare to be equitable, affordable, and high quality.

Health Equity Research

According to Health People 2020, health equity is defined as the “attainment of the highest level of health for all people”. The PhD Program is based on a health equity research model that supports interdisciplinary, impactful, and transformative for practice, education, and policy.

Faculty in nursing and at U of M have a variety of research backgrounds and conduct research in several areas centered around the theme health equity research. The Health Equity Framework represents faculty research areas and correlation of health equity concepts in the PhD Program (see Figure E-1). Examples of faculty research and scholarly work are improving health behaviors (e.g., obesity, physical inactivity, women health, pediatric asthma management, medication practice in the community dwelling elders), reducing health disparities, clinical management of chronic diseases, building a culture of health for urban children and families, quality of life across human lifespan, nursing interventions for the vulnerable, equitable healthcare policies, educational strategies to retain minority nursing students.

Figure E-1
Health Equity Framework



Reference: Healthy people 2020: Social Determinants of Health; Health Disparities and Health Equity

The PhD Program

The goal of the PhD Program in Nursing is to prepare nurse scholars who will build nursing science by leading transdisciplinary or interdisciplinary health equity research. The purpose of health equity research is to generate new knowledge, to develop and test innovative interventions, to translate research into practice, and to impact on practice, education, and policy toward achieving health equity.

The PhD Program builds on the foundational core knowledge of nursing and science acquired in the entry and advanced levels of nursing education in BSN, MSN, or master's degree in a health-related field, or DNP to develop nurse scientists who will contribute significant new knowledge to health equity. To that end, the PhD Program provides the student with:

- a broad perspective on philosophy of science and its application to solving solve challenging health problems facing the United States and across the globe, particularly those related to achieving health equity.

- middle-range theories from multiple disciplines and their application to frame health equity research.

- experience with common and emerging research design and methods including rigorous training in biostatistics.

- designed research seminars and practicum to mentor and guide research experience.

- mentored research and experiences that foster scientific inquiry and to reinforce knowledge acquisition and skill development.

- commitment to professional, and leadership development and experience stewardship, social justice, equity, accountability in all your professional actions.

The PhD Program is designed to support students' seamless progression. Faculty work closely with students to customize the plan of study for each student in an ongoing basis. For the first semester (spring), students take courses in Philosophy of Science and Middle Range Theories to gain foundational knowledge. The second semester (fall) courses focus on Health Equity Research, Quantitative Research Methodology, and Responsible Conduct of Research. Students are encouraged to take elective courses in the summer semesters to help progress and complete the program in the timeframe between three and four years.

The PhD Program provides graduate assistantships and/or scholarship support for students in need. Full-time doctoral students who have assistantships should acknowledge the year-round commitment required. All PhD students are expected to actively invest time in PhD level scholarly activities such as publications, professional presentations, engage with members of the academic or scientific community, and make efforts pursuing opportunities consistent with the student's career and research interests. Taking the initiative to invest in one's learning is of importance as to how much students gain from PhD education. Faculty will educate, mentor, and advise students. Working together, students can succeed to earn a PhD degree.

The PhD Program Committee is an integral part of the PhD Program. The PhD Program Committee includes the Dean or Dean's designee, Associate Dean for Academic Programs, Associate Dean for Student Success and Inclusion, PhD Program Director, and faculty who teach in the program. The PhD Program Committee reviews and selects PhD applicants, reviews, and revises PhD Program curriculum, designs, and implements the PhD Qualifying Examination, facilitates, or serves on PhD dissertation committees, and conducts formative and summative evaluations of the PhD Program quality.

Admission Policies

Admission Requirements

Admission requirements align with those of the U of M Graduate School. International student applicants will be expected to submit a minimum score of 550 on the paper, or 210 marks on the computer-based, or 79 on the internet-based Test of English as a Foreign Language (TOEFL).

There are additional application requirements for the PhD in Nursing Program. Applicants in the PhD in Nursing Program will:

- possess an unencumbered RN license or equivalent in the student's state/nation of residence.
- earned BSN, MSN, or master's degree in a related health field, or DNP with minimum GPA of 3.0. If a GPA is not available, the Graduate Record Examination (GRE) is considered which is written in last 5 years and with a minimum of 140 score in both verbal and quantitative and analytical writing score of at least 3.0.
- provide three letters of recommendations from individuals familiar with the applicant's capabilities for doctoral study and for future performance as a nurse scholar and researcher. Generally, two letters from former professors will be expected. Generally, two of the three letters from former professors should be included.
- submit a personal statement of approximately 750-1000 words indicating their present interests and career goals, including how the PhD in Nursing will prepare the student to achieve those goals. Applicants should describe how their research interests can be strengthened by identifying 2-3 potential faculty with expertise in the research area.
- provide a writing sample (e.g., published paper, or coursework from previous degree program is acceptable).
- provide a copy of the applicant's curriculum vitae (CV) or resume.
- interview via phone, face-to-face, or Zoom will be required.

Admission Process

Admissions decisions are made on the overall quality of the applicant's professional background, scholarship, academic ability (based on GPAs, undergraduate or graduate coursework completed, research conducted, recommendations, and interviews) as well as the applicant's "fit" for the program in terms of their research interests related to health equity and the strong desire and commitment to pursue a PhD in Nursing. The PhD Program Committee will review all submitted materials, conduct applicants' interviews, and make the admission decision. The decision will be communicated to the applicant by the Associate Dean for Student Success and Inclusion.

Transfer Credit Evaluation

Previously earned doctoral credits may be considered for transfer by the PhD Program Committee in accordance with the Graduate School policy; however, residency

requirements stipulate that the last thirty semester hours of credit for the doctoral degree (including 9 dissertation hours) must be earned at the University of Memphis.

Credit towards a graduate degree does not transfer automatically. In general, graduate work completed at another institution in a program accredited at the graduate level may be accepted in a graduate degree program at the University, with the following provisions: (1) the credits relate to the content of the graduate program and/or are comparable to those offered at the University; and (2) the credits do not exceed time limitations set for doctoral programs. Credit previously earned at another institution must be presented for evaluation no later than the end of the student's second semester of enrollment. Forms are available on-line or from the Graduate School Graduation Analyst. Only transcripts received directly from an issuing institution are considered official.

Approved transfer credit may be accepted for one-half the number of semester hours of course credits toward a doctoral degree. Individual academic units may set more stringent limitations. Credit will be transferred to apply toward a doctoral program upon approval of the PhD Program Committee.

Courses proposed for transfer credit must meet the following two requirements: (1) a minimum of 750 contact minutes for each semester credit (2250 for a 3-hour course); and (2) a minimum of 3 hours of class work per week for 3 hours of credit. Grades earned at another institution will not be computed in the University cumulative grade point average, nor will they be accepted for transfer, unless they are "B" (3.0) or better. No credit will be transferred unless it meets with the approval of the PhD Program Committee.

PhD Program Curriculum

The PhD Program curriculum is designed with six core areas: Nursing Science, Research, Health Equity Research, Education, Elective, and Dissertation. The PhD degree requires the completion of 80 semester credit hours post BSN degree, 60 semester credit hours post the MSN or master’s degree in health-related field, 38 semester credit hours post the DNP degree.

Post BSN to PhD in Nursing degree is an alternative pathway available for highly qualified BSN graduates. The PhD Program is streamlined, allowing students to proceed to doctoral level courses in theory and research without taking MSN level courses in these areas. Post BSN to PhD students must complete core MSN courses (30 credits) including two designed clinical focused practica and internship or residency (total of 7 credits) for exposure to clinical experiences guided by clinical experts and faculty. The curricular path would lead to an MSN Nurse Educator specialization.

Post BSN to PhD in Nursing degree students who desire to earn an MSN with Nurse Practitioner (NP) specialization need to take NP required courses and clinical practica to meet requirements of the MSN degree and require advisement regarding meeting

specialty credentialing competencies. Students opting to earn an MSN while in the Post BSN to PhD Program will need to complete 23 credits in MSN core courses and seven (7) courses designed for clinical practice, residency, or internship.

Course requirements and examples of possible online and on ground elective courses for post-master's degree are listed in Table E-1. Electives courses may vary depending on availability. Applicants interested in the post-BSN to PhD or post-DNP to PhD may talk directly to the PhD Program Director for more information. LCON PhD curriculum for full-time study and part-time study over the academic year are listed in Table E-2 and Table E-3, respectively.

Table E-1
Post-Master's Degree Course Requirements (60 credits)

Course Prefix and Number	Course Title	*SCH	†Distance Learning (Y/N)
Nursing Science Core: 6 credit hours			
NURS 8111	Philosophy of Science	3	Y
NURS 8112	Middle-Range Theories in Nursing and Health Equity	3	Y
Research Core: 18 credit hours			
NURS 8311	Doctoral Research Seminar 1	3	Y
NURS 8312	Doctoral Research Seminar II	3	Y
NURS 8313	Responsible Conduct of Research	1	Y
NURS 8314	Doctoral Research Practicum	2	Y
NURS 8211	Qualitative Methods	3	Y
NURS 8213	Quantitative Methods	3	Y
PUBH 7150	Biostatistical Methods I	3	Y
Education Core: 6 credit hours			
EDPR 8541	Statistical Methods & Apps in	3	Y
ICL 8003	Curriculum Design and Evaluation	3	Y
Health Equity Core: 6 credit hours			
NURS 8113	Health Equity Research	3	Y
PUBH 7160	Social and Behavioral Science	3	Y
Dissertation: 12 credit hours			
NURS 9000	Doctoral Dissertation	1-12	Y

Course Prefix and Number		Course Title	*SCH	†Distance Learning (Y/N)
Electives: 12 credit hours ***Note***. Students are required to complete 6 hours of coursework in the Education Focus Area from this list of electives. Students should consult with their advisor to take courses not on this list.				
Electives: Online Course Options				
Education Focus Area	HIAD 8541	Issues and Trends in Teaching	3	Y
	ICL 7030	Assessment and Evaluation	3	Y
	HIAD 8410	Overview of Higher Education	3	Y
	HIAD 8420	Legal/Ethical Issues in Higher Education	3	Y
	LEAD 7000	Intro to Education Leadership	3	Y
	LEAD 8500	Adult Learning Leadership	3	Y
	EDPR 8121	Learning and Cognition	3	Y
	EDPR 8131	Culturally Diverse Students	3	Y
Research Focus Area	EDPR 8561	Qualitative Methods in Education	3	Y
	EDPR 8562	Designing Qualitative Research	3	Y
	EDPR 8565	Qualitative Methods and Analysis	3	Y
	EDPR 8521	Intro to Research Design & Methods	3	Y
	EDPR 8542	Stats Methods Application Ed II	3	Y
Health Equity Focus Area	HADM 7140	Population Health Management	3	Y
Electives: On-Ground Course Options				
Education Focus Area	ICL 8004	Innovative Curricula	3	N
	ICL 8054	Creativity in Teaching and Curriculum	3	N
	EDPR 8131	Culturally Diverse Students	3	N
	HIAD 8420	Legal and Ethical Issues in Higher Education	3	N
Research Focus Area	HIAD 8403	Research in Higher and Adult Education	3	N
	EDPR 8543	Research Design and Analysis	3	N
	HIAD 8406	Designing Research in Higher and Adult	3	N

Course Prefix and Number		Course Title	*SCH	†Distance Learning (Y/N)
	PSYCH 8309	Focus Group Research	3	N
	PSYCH 8312	Qualitative Research /Psychology	3	N
	EDPR 7512	Psychometric Theory and	3	N
	EDPR 8511	Measurement and Evaluation	3	N
	PUBH 8311	Applied Categorical Data Analysis	3	N
	ICL 8953	Writing for Academic Publications	3	N
	EDPR 8547	Sampling Design and Survey	3	N
Health Equity Focus Area	PUB 8130	Social Determinants of Health	3	N
	HADM 7204	Quality and Outcomes Management in Healthcare	3	N
	HADM 7107	Health Care Ethics	3	N
	SOCI 7583	Rural and Urban Poverty	3	N

Note. For Electives (12 credit hours), students are required to complete 6 hours of coursework in the Education Focus Area from the list of electives and 6 credit hours in a Research Focus Area or Health Equity Focus Area.
*SCH is Student Credit Hours
†Distance Learning includes virtual or online formats

Table E-2
PhD Curriculum Full-Time Post Master's Degree Sample Academic Plan

Spring (Year 1)		**Fall (Year 1)**	
NURS 8111 Philosophy of Science	3	NURS 8213 Quantitative Methods	3
NURS 8112 Middle Range Theories	3	NURS 8113 Health Equity Research	3
PUBH 7150 Biostatistical Methods I	3	NURS 8313 Responsible Conduct of Research	1
Total Credits	**9**	**Total Credits**	**7**
Spring (Year 2)		**Fall (Year 2)**	
NURS 8311 Doctoral Research Seminar I	3	EDPR 8541 Statistical Methods & Apps in Education	3
NURS 8211 Qualitative Methods	3	ICL 8003 Curriculum Design and Evaluation	3
PUBH 7160 Social and Behavioral Science Principles	3	NURS 8312 Doctoral Research Seminar II	3
Total Credits	**9**	**Total Credits**	**9**

Spring (Year 3)		Fall (Year 3)	
NURS 8314 Doctoral Research Practicum	2	NURS 9000 Doctoral Dissertation	6
Elective	3	Elective	3
Elective	3		
Total Credits	**8**	**Total Credits**	**9**
Spring (Year 3.5)			
NURS 9000 Doctoral Dissertation	*6		
Elective	3		
Total Credits	**9**		

* Students may enroll in up to 9 dissertation credits to maintain full-time status or convert to part-time status.

Table E-3
PhD Curriculum Part-Time Post Master's Degree Sample Academic Plan

Spring (Year 1)		Fall (Year 1)	
NURS 8111 Philosophy of Science	3	NURS 8113 Health Equity Research	3
NURS 8112 Middle Range Theories	3	NURS 8213 Quantitative Methods	3
		NURS 8313 Responsible Conduct of Research	1
Total Credits	**6**	**Total Credits**	**7**
Spring (Year 2)		**Fall (Year 2)**	
NURS 8211 Qualitative Methods	3	ICL 8003 Curriculum Design and Evaluation	3
NURS 8311 Doctoral Research Seminar I	3	EDPR 8541 Statistical Methods & Apps in Education	3
Total Credits	**6**	**Total Credits**	**6**
Spring (Year 3)		**Fall (Year 3)**	
PUBH 7150 Biostatistical Methods I	3	NURS 8314 Doctoral Research Practicum	2
NURS 8312 Doctoral Research Seminar II	3	Elective	3
		Elective	3
Total Credits	**6**	**Total Credits**	**8**
Spring (Year 4)		**Fall (Year 4)**	
NURS 9000 Doctoral Dissertation	3	NURS 9000 Doctoral Dissertation	3
Elective	3	Elective	3
Total Credits	**6**	**Total Credits**	**6**

Spring (Year 5)		Fall (Year 5)	
NURS 9000 Doctoral Dissertation	3	NURS 9000 Doctoral Dissertation	3
Elective	3		
Total Credits	**6**	**Total Credits**	**3**

Research Requirements

All students are expected to actively participate in mentored research and publications with their faculty, faculty advisor, and/or faculty researchers while enrolled. For students on graduate assistantships, this work will be part of their contracted duties. Part-time students not supported by assistantships will be required to work collaboratively on research with their faculty advisor and/or other faculty members or researchers.

Students will be allowed to gain course credit for research experiences by registering for an Independent Study. Like other doctoral programs at the university, credit hours gained from an independent study will not count toward the 60 total credits required for graduation but may be used to maintain full-time academic standing.

Credit Load

Full-time doctoral students must register for a minimum of 9 credits hours per semester throughout their tenure in the program, which will also fulfill the University's residency requirement prior to graduation. Part-time students are expected to carry a minimum of 6 credits per semester unless permission is granted from the advisor for a reduced course load. Formal requests for an exception to this policy must be submitted to the PhD Program Director and will be reviewed by the PhD Program Committee including the Dean and Associate Dean of Academic Programs for approval.

Progression and Retention

Retention requirements are per policies stipulated by the U of M Graduate School. For a doctoral student, grades are not the only or primary metric for academic success. Academic performance does matter, but research and other scholarly pursuits are important measures of success and are critical to be competitive for post-graduate training opportunities and professional positions. In terms of course performance, no more than seven (7) credit hours in which a grade of C or below was earned will be counted toward degree requirements. To remain eligible for college funding, the student must maintain an overall grade point average (GPA) of 3.0 on a 4-point scale and a minimum of 3.0 is required for graduation. According to the Graduate School, grades of "D" and "F" will not apply toward any graduate degree but will be calculated in the GPA. Grades from other institutions are not computed in calculating the GPA.

Students are expected to maintain "Good Academic Standing" which means that progress has been judged as satisfactory by the faculty. In making this assessment, the faculty expects that the student maintains at least a B average, the student does not have a grade below a B in a core course, and that the student is making satisfactory

progress toward the academic degree on all evaluation measures (i.e., course work, research productivity including, collaborative presentations and publications, and professional behavior).

Faculty are committed to working with each student accepted into the program. Faculty make every effort to facilitate students 'successful completion of the PhD Program. If needed, faculty may work with a student to develop a remediation plan based on the time interval determined for progression. During this time, a student would normally be placed on probation. Faculty will provide as much support and direction as possible in effort to support the student's success. Written feedback will be given to the student at the conclusion of a remediation plan to clearly indicate whether the problem was successfully resolved. The student can discuss the matter directly with the faculty.

Under rare circumstances, a student may be asked to leave the program. Dismissal typically occurs after a period of probation in which expectations for remediation are clearly stated. Reasons for dismissal can include failure to perform adequately in courses, inadequate progress toward program milestones (such as PhD Qualifying Examination and dissertation defense), and unethical or unprofessional behavior. In the case of failing several courses or egregious misbehavior that cannot be safely rehabilitated, a student may be dismissed from the program without a period of probation.

Timetables for Completion of Degree Requirements

Students must fulfill all the Graduate School requirements. Additionally, Post-BSN to PhD students must completed the MSN core courses plus PhD courses including NURS 9000 Doctoral Dissertation for a total of 80 credit hours. Post-MSN or master's degree to PhD students must complete a minimum of 48 credit hours of graduate course work beyond the master's degree plus 12 hours of NURS 9000 Doctoral Dissertation for a total of 60 credit hours. Post-DNP to PhD students must complete 38 credit hours plus 16 credits transferred from the DNP degree for a total of 54 graduate credit hours.

Students should negotiate their planned deadlines with the PhD Program Director and their faculty mentor as early as possible in their graduate education and re-evaluate the plan at least annually to see whether any changes should be made. Full-time students normally are expected to finish the program in about 2-4 years and part-time students in 3-5 years.

Qualifying (Comprehensive) Examination

Overview

The purpose of the PhD Qualifying (comprehensive) Examination is to assess students' mastery knowledge of content areas covered in the doctoral program. The content of the examination may include broadly the areas of philosophy, theory, research, methodology, and health equity research central to the student's research topic. The

examination includes separate written and oral components. Prior to enrolling for dissertation hours (NURS 9000), a student must successfully pass both a written and oral component of the PhD Qualifying or comprehensive Examination.

Eligibility Requirements

To initiate the examination process, a student must have completed the required core coursework in the program including the Nursing Science Core, Research Core, Education Core, and Health Equity Core courses. Additionally, they are required to be enrolled during the semester they propose to take the PhD Qualifying Examination.

Timeline for PhD Qualifying Examination

PhD Qualifying Examination is typically offered in the spring semester. Students are allowed two weeks to complete the online written component of the exam. The 1-hour oral component of the exam is administered virtually via Zoom approximately two weeks following the completion of the written exam. An overview of the phases for the PhD Qualifying Examination timeline is listed in Table E-4. Exact dates for each phase will be determined in consultation with the student's faculty mentor or dissertation chair and the PhD Program Committee. Once the student passes both written and oral parts of the qualifying examination, they are granted the doctoral candidate status.

Table E-4
Timeline for Spring Semester Qualifying Examination Schedule

October	Students submit a request via email to the PhD Program Director or the student's faculty mentor to take the PhD Qualifying Examination
Oct - Nov	The PhD Program Committee hosts an online Q&A session to communicate about the process of the PhD Qualifying Examination
Nov - Jan	The PhD Program Committee finalize exam questions. Students prepare for the PhD Qualifying Examination.
Feb - Mar	Students allow two weeks to take the written component of the PhD Qualifying Examination. In turn, faculty allow two weeks to review and evaluate the exams.
Mar-April	Each student is scheduled a date and time to take the 1-hour oral component of the PhD Qualifying Examination.
April-May	Students will receive notification from the PhD Program Committee regarding the exam results as "Pass with Distinction", "Pass", or "Fail". Students who fail the Qualifying Examination are provided a second chance to retake the exam.
May	After passing the PhD Qualifying Examination, students will work with their faculty mentor to complete the Graduate School Comprehensive Exam Results Form and submit it to the U of M Graduate School https://www.memphis.edu/gradschool/pdfs/forms/comp_exam_results.pdf

Preparation for the Qualifying/Comprehensive Examination

The PhD Program Committee will communicate with students about the expectations, format, and timing of the written and oral components of the exam. Individual student reading preparation typically contains 25-30 current reviews, seminar articles, and empirical studies.

Written Examination Component

The written portion of the examination will test the student's competency in four areas: (1) philosophical and epistemological perspectives: 2) theoretical and conceptual knowledge, (3) methodological preparedness in both quantitative and qualitative techniques, and (4) content knowledge of the student's research project area of interest... Written exam questions will be distributed to the student and the student will be allowed two weeks to complete the written exam questions. Responses should be typed in Times New Roman, 12-point font, double-spaced, 1-inch margins, and should be approximately 15-20 pages, excluding references and graphics.

Oral Examination Component

During the oral exam, mastery of the subject area as noted in the written examination will be further assessed through a question/answer session by the PhD Program Committee. The Committee will ask the student questions related to the written portion of the exam along with any omitted areas or unclear responses from the student in the written exam. The oral exam will last approximately one hour.

Evaluation

Evaluation criteria are broadly defined in relation to students' a) quality of written and oral examinations; b) ability to conceptualize and analyze the research topic in depth; c) capacity for original thought and substantive knowledge in the research focused area; and d) integration of state-of-the-art knowledge about the selected research topic. The PhD Program Committee members will independently evaluate the student's written answers as well as the student's performance on the oral exam. If a student does not perform at a satisfactory level on a particular question, the committee may allow the student to retake the exam at the discretion of the committee. A student will be allowed to retake the comprehensive exam a maximum of one time. The PhD Program Committee decides whether the second oral exam necessary. After the student passes both the written and oral components of the PhD Qualifying Examination, they are given the PhD candidate status.

Academic Integrity

Students are expected to work on and answer the questions independently. No collaboration is allowed among students. Any questions or clarification regarding the

exam should be first raised to the PhD Program Director. In turn, the PhD Program Director may advise the student to consult with faculty who wrote the exam question.

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) that are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. The LCON will follow University of Memphis policies and procedures regarding investigating, documenting, and responding to plagiarism (Academic Misconduct - Office of Student Accountability).

University policy does not consider comprehensive or qualifying examinations similar to a course; therefore, the results of the examination are not appealable. University policy allows the student to take the comprehensive or qualifying examination twice; failure to pass on the second attempt results in dismissal from the university. The dismissal may be appealed as outlined in the Retention Appeals section of the University of Memphis Graduate Catalog.

Dissertation

Getting Started

PhD students are highly recommended to think about their general research topic at the beginning or in the first semester of the PhD program. To explore and confirm a research topic, students should begin early in the program reading articles about their potential research interests and discuss routinely the evolving ideas with faculty until full development of the idea occurs. This engaging process helps students investigate their research interests with faculty and identify faculty whose research expertise is compatible to mentor and guide students. The student will finalize their dissertation committee membership and begin their dissertation proposal after passing the PhD Qualifying Examination.

Composition of Dissertation Committee

The dissertation committee consist of a minimum of four members including a content expert, statistician, and methodology expert with at least one member from the Loewenberg College of Nursing. Other committee members may be from inside or outside of the university. In the event of an invited committee member from outside the university, the Graduate School guidelines for such appointments must be followed as specified in the University of Memphis Thesis and Dissertation Preparation Guide. The Dissertation Faculty Committee Appointment Form must be completed and submitted by the student to the graduate school as soon as the committee is formed.

Dissertation Committee and Chair

Students are assigned a faculty mentor as the advisor during their semester of enrollment in the NURS Doctoral Research Seminar I of the PhD program. This assignment is made based on compatibility of the student's research topic and faculty research expertise. The faculty mentor may become the Chair of the student's dissertation committee depending on the matched research experience. The Dissertation Committee Chair must be an Associate Professor or Professor with full graduate faculty status and have active research or scholarship and experience in the PhD Program. Dissertation committees may be chaired by as seasoned professor from nursing or another discipline at the U of M. In this case, a nursing faculty should serve as co-Chair. The PhD Program Committee works to ensure quality of the Dissertation Committee Chair and members support students' dissertation research.

Process and Responsibilities

The PhD student should consult with their dissertation chair and/or PhD Program Director prior to registering for courses while conducting their dissertation study. It is expected that students will develop a professional relationship with their dissertation committee members and seek advice/feedback on a regular basis. By initiating regular meetings, students ensure professional success and enhance academic performance. The student is responsible to communicate with their dissertation committee chair and members about the dissertation research. Examples of discussion topics include but are not limited to:

- expectations for the proposal hearing.
- human subject protection.
- PhD study planning and expected degree completion time.
- feasible dissertation topic and turnaround time.
- authorship on research papers related to the dissertation.
- opportunity to seek PhD student related federal grants.
- plan for taking or not taking summer courses.
- recommendations for other members of your dissertation committee.
- frequency of meetings.
- development of a plan and tentative time frame for the dissertation defense.

The dissertation is a major piece of scholarly work and the first guided original research by a PhD student. The student needs to allow considerable time for reviewing literature, considering theoretical or conceptual framework, designing methodology, writing, and rewriting, routing of their work to their dissertation committee for review and feedback. The designed courses of NURS 8311, NURS 8312 – Research Seminar I and II and NURS 8413 Doctoral Research Practicum provide opportunities for students to work on first three chapters of the PhD dissertation and develop the dissertation proposal.

Dissertation Proposal

The *pre-proposal* should be a 2–3-page document that provides the rationale and preliminary research question(s) and study design of the dissertation. It helps orient potential committee members to your research and serves as a starting point for committee discussions leading to the full proposal. The pre-proposal should be approved by the faculty mentor and then submitted to individuals who are asked to serve on the student's dissertation committee, if already formed.

At some point after completing the pre-proposal, students must submit a written *dissertation proposal* for the dissertation committee prior to conducting their research. The proposal will constitute the first 3 chapters of the dissertation (introduction, literature review, methodology) and references section. The proposal should also discuss expected result and include references. The student shall allow faculty at least 15 working days (three weeks) from submission to providing feedback.

The Introduction chapter includes an overarching literature review, the significance of the research, the research problem, and research questions/hypotheses. The literature review should be a detailed review of literature on the topic of interest. The Methods section should include sub-sections that are appropriate for the student's project and the selected research methodology, such as Design, Procedures/Intervention, Measures, and Data Analysis (including proposed outcome analyses, power calculations, thematic analyses, if appropriate). Because students will not have collected data before writing the dissertation proposal, results will not be available. However, students may write a section on the expected results. Expected results may be a paragraph or two that describe what findings are expected based on hypotheses or research questions, as well as potential obstacles and their solutions. The References section should be formatted in APA style and include all citations.

Each student's dissertation proposal must be reviewed and approved by the dissertation committee. For this purpose, the student will submit their dissertation proposal to the committee and coordinate a scheduled time for an oral defense within four weeks after submission of their dissertation proposal.

As a reminder the student must also submit a proposal to the University Human Subjects Review Committee for human subject research after committee approval prior to collecting data. After the approval of the proposal, the student will carry through the research project and write up the results with committee advisement.

Dissertation Guidelines

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must contain original research based on either primary data collection or secondary data analysis. The empirical data for the dissertation may be quantitative, qualitative, or mixed methods. The research work must be of publication quality, and acceptable to the LCON and to a committee of dissertation readers. The

material contained in the dissertation must be of publication quality in scientific journal(s) in the relevant field.

There are two options for writing the dissertation. The first option is the traditional-oriented dissertation with five chapters, and the second option is the manuscript-oriented dissertation. The traditional doctoral dissertation consists of a statement of the problem, specific aims, and related hypotheses; a literature review; explanation of research methodology, data collection procedure, analysis of data, presentation of results; and a discussion of findings and their nursing implications. Students who opt to use qualitative approaches to research will follow principles of writing a qualitative dissertation as directed by their dissertation committee.

Students have the option of completing a manuscript-oriented dissertation as an alternative to the traditional dissertation. In case of the second option, students should prepare three published or publishable quality manuscripts on the subthemes derived from the main dissertation topic. These three manuscripts will consist of the three chapters of the dissertation and should be accompanied by the first introductory chapter that introduces the overarching theme and one concluding chapter that synthesizes all the findings. Students should discuss both options with their advisor before deciding on a dissertation strategy.

Regardless of which option is selected, students must understand that writing a dissertation is an iterative process that requires careful planning and time dedicated to thinking, writing, and re-writing based on feedback from the dissertation committee. After the student's written dissertation receives final approval from their dissertation committee, then the student will work with their dissertation chair to schedule an oral defense presentation date.

Oral Defense of Dissertation

The oral defense of the dissertation conducted by the student's dissertation committee is a requirement for the PhD degree. The defense is concerned primarily with the student's research project but also may include other information in the major field as the committee deems pertinent. When the student's committee has agreed that the dissertation is ready for defense, the student should schedule the oral defense. When scheduling the oral defense, the student should be mindful of the graduate school deadlines for submitting completed dissertations. Deadlines and other information about the dissertation oral defense can be found at the University of Memphis Thesis and Dissertation Preparation Guide.

At the defense, the student presents their dissertation work to their dissertation committee and other interested persons. The student and entire dissertation committee must attend the defense. For some reason, if one of the committee members cannot attend the defense in person, she/he can attend the defense either via video, skype, or telephone. The student presents their work for approximately 30 minutes followed by an open question and answer session with guests. After guests' questions are answered,

they are dismissed, and the student responds to questions from their committee members. After this questioning, the committee votes to approve or disapprove the dissertation. The total defense will last approximately one and a half hours.

The student should bring the partially completed Dissertation Faculty Committee Appointment Form with them to their defense. Once the student has successfully defended their dissertation, the committee will complete the form and submit it to the graduate coordinator at the U of M Graduate School.

Graduation Requirements

Students must apply to graduate and submit the doctoral candidacy form in the semester before they plan to graduate. The forms are there in your MyMemphis portal on the "My Degree" tab. Deadlines and specific instructions for filling out these forms can be found at the University of Memphis Thesis and Dissertation Preparation Guide.

Following successful defense of the dissertation, the student should make the necessary changes/corrections suggested by their committee and submit one plain paper copy of their dissertation to the Graduate School before the dissertation review deadline. After receiving the reviewed dissertation from the Graduate school, the student should make all necessary changes and submit an electronic copy of their dissertation before the final deadline using the Electronic Thesis & Dissertation (EDT) Repository.

Assistantships and Financial Support

The LCON is committed to seeking opportunities that provide financial support to its students. Students are also encouraged to seek individual funding early in their program. Faculty will mentor students when applying for National Institute of Nursing Research (NINR) or other individual predoctoral awards.

Graduate assistantships provide in-state tuition and a stipend in return for 20 hours of work per week with faculty in LCON. A graduate assistant is a student who, under faculty supervision, performs functions related to teaching, research and/or service, and in doing so, receives valuable, practical experience. Graduate assistants (GAs) must maintain a 3.0 GPA and be registered for at least 9 credits to retain their assistantships. Additionally, GAs must adhere to the work schedule determined jointly by the supervisor and the student at the beginning of each semester. The GA who does not perform their duties satisfactorily may be terminated from their appointments.

Students are encouraged to seek funding to support their graduate studies, including research fellowships. Students should work in close consultation with their faculty mentor or the PhD Program Director to prepare such applications. Because fellowships typically involve a commitment of college resources to support the student's education, students should not submit any application for funding without the explicit approval of

their faculty mentor or PhD Program Director in consultation with the Associate Dean for Student Success and Inclusion.

Academic Conduct

The University of Memphis' Code of Student Conduct defines academic misconduct as all acts of cheating, plagiarism, forgery, and falsification. The term "cheating" includes, but is not limited to: using any unauthorized assistance in taking quizzes or tests; using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquiring tests or other academic material before such material is revealed or distributed by the instructor; misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort; failing to abide by the instructions of the proctor concerning test-taking procedures; influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation; any forgery, alteration, unauthorized possession, or misuse of University documents. Academic dishonesty also includes furnishing false information to any University official, faculty member or office, and forgery, alteration, or misuse of any University document, record, or instrument of identification. More information is available in the Student Code of Rights and Responsibilities.

Training in the Responsible Conduct of Research

In addition to the NURS 8313 Responsible Conduct of Research course for one-credit, the LCON requires doctoral students to demonstrate training in the responsible conduct of research by completing Collaborative Institutional Training Initiative (CITI) training. CITI training is a web-based training program for university personnel and students in many research compliance areas such as human subjects, animals in research, conflict of interest, research biosafety and export control. As of October 31, 2011, researchers (including students and faculty) at the University of Memphis who apply for Institutional Review Board (IRB) review must have a current CITI certification on file. Your certificate of completion will be forwarded to the IRB Administrator by CITI once you have completed training.

The following are basic learner instructions to logon to the CITI site for the first time.

1. New Users need to register at www.citiprogram.org for CITI online training. Once there, simply click on "New Users Register Here".

2. Under the "Select your institution or organization" page, select your institution (University of Memphis) in the "Participating Institutions" drop down box.

3. Next, proceed to create your own username and password and select the Learner group.

4. The file: (Steps to registering with CITI.ppt) will also help you register with CITI for the first time.

Withdrawing from the Program and Leave of Absence

Occasionally, students' career interests or personal circumstances change, and they decide to withdraw from the program. In such circumstances, we strongly suggest that the student schedule a meeting with their faculty mentor and the PhD Program Director. In some cases, a student may benefit from a "Leave of Absence" instead of a withdrawal, and your faculty advisor can provide you with information about this option, if needed. The final decision is made by Associate Dean for Academic Programs in consultation with PhD Program Director.

LCON Annual Progress Report for PhD Students

The student is required to complete this form each spring term. Next, the faculty mentor and student should discuss and review the information therein, and the faculty submits form to the PhD Program Director.

Student Name: _____

Faculty Advisor: _____

Date of Review: _____

Year in the Program: _____

Discuss and evaluate the progress toward completion of degree requirements that has been made in the past academic year. Please indicate if your progress is on target as specified by your program plan.

Discuss specific research goals for the upcoming year and how they will be accomplished. If you will be completing your comprehensive exam or defending your dissertation, please list committee members.

List any publications in the past academic year.

List any presentations in the past academic year.

List any awards or honors received in the past academic year.

Student Signature/Date _____

Faculty Mentor Signature/Date _____

PhD Program Director Signature/Date _____

Appendix A. LCON Substance Abuse Policy

The University of Memphis, Loewenberg College of Nursing's Substance Abuse Policy Statement is guided by the philosophy of the American Nurses Association's 1982 and 1984 resolutions stating that appropriate treatment should be offered prior to disciplinary action. The student should understand that the College of Nursing will use this policy to assist the student into recovery. This philosophy is intended to protect our clients by removing the impaired students quickly and promoting an atmosphere for the student to self-report and receive help. Early detection, intervention, and treatment of substance abuse and chemical dependency enhance the likelihood of a successful outcome.

The College of Nursing maintains a drug free environment. Students are expected to provide safe, effective, and supportive care for their clients. To fulfill the academic requirements for nursing education, nursing students must be free from chemical impairment while participating in all aspects of nursing education. Faculty recognize substance abuse and chemical dependency as occupational health hazards of nursing practice. Any student suffering from the disease of chemical dependency or use will receive the same consideration for treatment and recovery as a student having any other chronic illness. The College of Nursing's Substance Abuse Policy and Procedure Statement is particular to the College of Nursing.

The College of Nursing requires that students neither possess nor use drugs and alcohol while in the academic setting. The academic setting includes both didactic and clinical course work. The faculty defines impairment as: being under the influence of, possessing in the student's body, blood, or urine, consuming, transferring, selling or attempting to sell while on college or clinical affiliate sites. This policy does not prohibit the possession or dispensing of patient medications in accordance with clinical assignments. Abuse of substances includes episodic misuse or chronic use.

Any nursing student in violation of the policy will be subject to disciplinary actions up to and including dismissal from the college, reporting to state licensing board, and possible referred to local police authorities. Faculty will intervene as outlined in the policy statement.

A. Substance Abuse Education

Substance abuse education is included in the LCON curriculum.

B. Testing for Cause

Testing for cause will require that the student undergo an immediate blood test, urine screen, hair follicle screen, saliva screen, or breath alcohol test, and possibly a physical body examination under any of the following circumstances:

1. When there is reasonable suspicion that the student is under the influence of intoxicants, non-prescribed or prescribed narcotics, hallucinogens, marijuana or other non-prescribed or prescribed controlled substances.

2. After the occurrence of a work-related injury, illness, or accident while on college/hospital property.

3. Observation of poor judgment or careless acts.

Students who refuse to undergo an immediate drug and alcohol screen will be subject to immediate disciplinary actions, up to and including dismissal from the program.

C. Drug Testing Procedure

1. Tests will be conducted by a qualified laboratory using established methods and procedures.

2. Confidentiality of the student as well as the integrity of the urine, hair, salvia, or breath sample will be protected.

3. The procedure for collection will be regulated, as determined by the collection site, may involve a witness to the voiding or collection of the sample, securable split specimen containers, and chain of custody procedures.

4. The sample will be screened for drugs and alcohol. Presumed positives will be confirmed by a second test (split sample) from the original urine sample and confirmed using Gas Chromatography/Mass Spectrometry GCMS technology.

5. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. A second test may be required, and the student may not be allowed to attend class/clinical until resolved.

6. The testing laboratory will notify the Director of Clinical Education with test results.

7. The College of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate College of Nursing faculty.

8. The costs of the tests are the responsibility of the student.

D. Controlled Medications and Alcohol

1Students who are taking over-the-counter or prescribed medications are responsible for being aware of the effect the medication may have on their academic performance

or personal behavior and should report to their instructor or advisor the use of any medication that may impair their performance. Students are held accountable for policies and procedures in the healthcare settings for controlled substances per department policy for controlled substances at all clinical sites.

The College of Nursing recommends that students not consume alcohol or mood-altering substances **for a minimum of 12 hours prior to clinical or class**.

E. Identification

The College is responsible for identifying individuals with deteriorating academic performance, behavioral changes, and excessive absenteeism, but is not responsible for diagnosing the nature of the problem. Chemical dependency should not be determined on faculty judgment alone. The student should be evaluated by an appropriately prepared professional with an educational background in chemical dependency, mental health issues, and treatment methodology. It is the responsibility of every faculty member, clinical instructor or preceptor, and nursing student to immediately report unsafe working conditions or hazardous activities related to chemical impairment that may jeopardize the safety of the individual, the patient, or colleagues. Faculty are also responsible for recognizing the signs and symptoms of chemical impairment on academic and clinical performance. Faculty will follow procedure for suspicion/identification (Appendix B of this policy).

There are numerous signs of substance abuse and chemical dependency related to job performance and attendance. While single incidences of these behaviors may not be significant, the presence of several, and an increasing frequency or a consistent pattern of these behaviors are the basis for reasonable suspicion of chemical impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior, or performance; physical signs of impairment or withdrawal, and unusual/abnormal use of controlled substances.

Attendance	**Behavior**
• Excessive sick calls • Repeated absences with a pattern Tardiness • Frequent accidents on the job Frequent physical complaints Peculiar/improbable excuses for absences Frequent absence from clinical area Frequent trips to rest room/locker room Long coffee or lunch breaks • Early arrival or late departure • Presence in clinical during scheduled time off Confusion about work schedule • Request for assignments at less supervised setting	• Unkempt/inappropriate clothing Poor hygiene • Mood swings • Frequent irritability with others Excessive talkativeness • Poor recall Physical abuse • Rigidity/inability to change plans Incoherent or irrelevant statements Drowsiness at work Uncooperativeness with staff Tendency towards isolation Deteriorating relationships • Wears long sleeves all the time

<table>
<tr>
<td>Performance
Excessive time required for record keeping Assignments require more effort /time Difficulty recalling/understanding instructions Difficulty in assigning priorities
Display of disinterest in work Absentminded/forgetful
Alternate periods of high and low activity Increasing inability to meet schedules Missed deadlines
Frequent requests for assistance Carelessness Overreaction
to criticism Illogical or sloppy charting Deteriorating handwriting Poor judgment Inattentive
Disorganized
Tendency to blame others Complaints regarding poor care</td>
<td>Physical Signs
Hand tremors Excessive sweating Marked nervousness
Coming to clinical area intoxicated Blackouts
Frequent hangovers Odor of alcohol
GI upset Slurred Speech Increased Anxiety Unsteady gait
Excessive use of breath mints/mouthwash Sniffling, sneezing
Clumsiness Flushed Face Watery eyes Anorexia</td>
</tr>
<tr>
<td colspan="2">Use of Controlled Substances
Signs out more controlled substances than other providers Frequently breaks or spills drugs
Waits to be alone before obtaining controlled substances for assigned cases Discrepancies between patients’ charts and narcotic records
Patient complaining of pain out of proportion to medication charted Frequent medication errors
Defensive when questioned about medication errors
Frequent disappearance immediately after signing out narcotics Unwitnessed or excessive waste of controlled drugs
Tampering with drug vials or containers Use of infrequently used drugs</td>
</tr>
</table>

F. Documentation

When Substance Abuse or Chemical Dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the faculty, clinical coordinator, or Director of Clinical Education. The Director of Clinical Education or designee will substantiate observations and concerns about the student in an investigation that will include:

1. Documentation is to be written, clear, concise, and include dates, times, locations, and names and signatures of witnesses when possible. The Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form will be used (Appendix C). Please return the form in a sealed envelope to the Dean marked “confidential” as soon as possible. Notify the Dean’s office by phone to request a drug screen if indicated.

2. Review of records, including but not limited to patient records, narcotic inventory/usage, attendance records, record of grades, and clinical evaluations. Trends, violations, or errors will be documented.

3. Confidentiality will be assured. The student should be made aware of adverse actions and counseled whenever possible.

G. Inspection of Students and Their Property

Searches of students and their property include but are not limited to lockers, mailboxes, lunch boxes, book bags, purses, or other items on medical center property and private vehicles if parked on college or medical center property. Whenever possible, searches of student personal property will take place in the presence of the student. Inspections may be conducted by authorized personnel, including but not limited to college of nursing representatives, faculty members, or college/medical security officers without notice, without student consent and without a search warrant. Physical evidence such as used syringes, medication vials, or containers of alcohol, found during a search of a student locker or property will be retained as supporting evidence.

A student who refuses to submit to an immediate search or inspection shall subject to immediate dismissal.

H. Off-Campus Arrests or Convictions

A student who is arrested or charged with a felony or misdemeanor offense including offenses which involve the off-campus sale, distribution, or possession of legal or illegal drugs must promptly inform the college of the arrest and the nature of the charges. The college will determine whether the student may continue in the program. Failure to notify the college of any arrest or charge is grounds for disciplinary action up to and including dismissal from the college.

I. Intervention

Intervention is a planned method of confrontation that attempts to provide an objective and factual presentation of the problem to the impaired student. The objective of intervention is for the student to agree to an assessment for diagnoses and possible treatment.

1. The student will sign consent forms for drug and alcohol testing and assessment for chemical dependence (Appendix D of this policy).

2. The student will self-report to the Tennessee Professional Assistance Program (TNPAP) for Nurses or to the students state Board of Nursing of Nursing Assistance Program if licensed as an RN.

3. All information, interviews, reports, statement, memoranda, and drug test results, written or otherwise, received by the intervention team are confidential. Documentation will be kept by the College of Nursing in a secure file, separate from the student academic file and will be destroyed following successful completion of the program. All documentation will become part of the permanent academic file should disciplinary action be warranted.

4. The Director for Clinical Education will facilitate communications between the student, TNPAP, or Professional Assistance Program, and the College of Nursing.

J. Treatment

Following a positive assessment for substance abuse or chemical dependency, the student will be suspended from the program and required to immediately enroll in treatment.

1. The cost of the evaluation, subsequent treatment, and associated fees are the responsibility of the student.

2. If the student fails to enter treatment within the recommended time period, he or she will be dismissed from the program and reported to the state peer assistance program and/or the state licensing board.

3. Following agreement to treatment, a leave of absence will be granted to the student and cannot exceed 12 months.

4. If a student fails to complete treatment and reenter the college within the specified length of time, he or she will be subject to immediate dismissal from the College of Nursing.

K. Reentry to the College of Nursing

Following successful completion of an approved treatment program, a student may be allowed to reenter the College of Nursing with a conditional enrollment status that is dependent upon: abstinence from all psychoactive substance, participation in on-going after-care programs, and compliance with the monitoring contract. Access to controlled substances in the clinical area will be determined by the professional monitoring program and the Director of Clinical Education and the Dean of the College of Nursing. **Reentry after treatment will be granted only once.**

1. The TNPAP or Professional Monitoring Program will recommend reentry to the College of Nursing. The student must have a planned program for continued recovery (aftercare). The student will follow any restrictions for clinical practice as determined by the College of Nursing.

2. A conference will be conducted with the student, the student's treatment counselor, TNPAP liaison, and the Dean or designee.

3. A written contract with the college will be required for all students reentering the program.

4. The contract will include the responsibilities and requirements of the student and the consequences of failure to meet any of the requirements.

5. The contract will be specific for the individual according to his or her situation and state licensing regulations/requirements/guidelines.

6. A re-entry contract may be more restrictive than the state requirements.

7. Faculty/clinical instructors will be notified of any clinical practice and schedule restrictions.

8. Continuation will be contingent on documented compliance with the TNPAP or Professional Monitoring Program rehabilitation plan.

9. The recovering student will be treated with respect and afforded all opportunities granted to other students with disabilities.

10. Graduates can apply for licensure at the appropriate time if they are in compliance with the monitoring contract.

L. Dismissal from the College of Nursing

Reasons for dismissal of a student with a suspected or known problem with substance abuse or chemical dependency, include, but are not limited to the following:

1. Failure to provide a written consent for a drug screen.

2. Failure to provide a blood, urine, saliva, hair follicle, or breath sample for a drug screen.

3. Refusal to have an assessment for possible substance abuse or chemical dependence.

4. Failure to complete treatment.

5. Failure to abide by the terms of the re-entry contract with the college.

6. Loss of licensure as a registered nurse (graduate students).

7. Criminal activity related to Substance Abuse or Chemical Dependency.

8. Failure to allow search of property.

M. Due Process

The College of Nursing considers the Substance Abuse Policy Statement as procedural due process. Any student may appeal decisions through the University of Memphis Grievance Procedure. The Dean of the College of Nursing may determine on a case-by-case basis special circumstances to this policy.

** Adapted from the University of South Alabama, The University of Tennessee Memphis, Northwestern University, Boise State University, and Purdue University North Central.*

Appendix A

The University of Memphis
Loewenberg College of Nursing
Substance Abuse Policy and Drug Testing Procedure Agreement

I understand that the University of Memphis, Loewenberg College of Nursing may ask me to submit to a drug test for cause, at a designated laboratory, which will provide the result of the test to the Director of Clinical Education.

By signing this document, I indicate that I have read, I understand, and I agree to the college of nursing substance abuse policy and drug testing procedure.

This notarized document constitutes my consent for drug testing by a college of nursing designated laboratory in the event I am asked to submit to a drug screen for cause. It also constitutes consent for the laboratory to release the result of my drug test to the Director of Clinical Education. Urine tests will be split specimen samples and confirmed using GCMS technology.

In Witness Whereof, this instrument is executed this the_____day of_____, 20__.
WITNESSES:

_____ _____
Witness #1 Signature Student's Signature

_____ _____
Witness #2 Signature Student's Printed Name

STATE OF _____

COUNTY OF _____

On this_____day of_____, 20___, before me appeared_____to be known to be the person described in and who executed the foregoing instrument, and acknowledged that _____executed the same as _____free act and deed.

Given under my hand and seal on the day and year above written.

SEAL_____

NOTARY PUBLIC
My commission expires: _____

Adapted from University of South Alabama

Appendix B

The University of Memphis
Loewenberg College of Nursing
Faculty Procedure for Notification/Suspicion of Drug/Alcohol Use by Students

The College of Nursing maintains a drug-free environment. Any nursing student who demonstrates behavioral changes suspected to be related to the use of drugs or alcohol will be subjected to testing. The nursing faculty member's decision to refer a student for drug testing will be based on, but not limited to:

- Observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug including the odor of alcohol.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction or being found guilty of a drug, alcohol or controlled substance violation.

Drug Testing Procedure:

1. There is a report of suspicious student behavior(s).
2. The **faculty and another health care provider** together **witness** the suspicious behavior(s).
3. The **student remains in the presence** of a faculty or other designated person until drug testing procedure is complete.
4. The **student is not allowed to leave the premises** or engage in driving or other unsafe behaviors that may threaten self or others.
5. Notify the LCON of the suspicious behavior.
6. The **Director for Clinical Education (or designee) calls the current drug testing affiliate** to report situation and location of student.
7. **Faculty completes the LCON *Faculty Report of Reasonable Suspicion of Drug/Alcohol Use*** form (Appendix A of BSN Student Handbook)
8. **Student is suspended** from classes pending test results.
9. Test results will be reviewed within 24 hours.
10. If negative results, the student may need further review for other conditions affecting behavior; appropriate referrals should be made
11. If positive results, a referral to Tennessee Professional Assistance Program (TNPAP) or the student's state Board of Nursing Professional Assistance Program if licensed as an RN, is provided to student.
12. If a student accepts the professional assistance referral and completes that program, with appropriate treatment/monitoring, he/she can be accepted back into the nursing program.
13. If student does not accept referral or does not complete that program, with appropriate treatment/monitoring, he/she will not be accepted back into the nursing program.

Current drug testing vendor:
Mid-South Drug Testing
3294 Poplar Ave., Suite 250
Memphis, TN 38111
p. 901.320.9295; f. 901.320.9359
www.midsouthdrugtesting.com

Appendix C

University of Memphis
Loewenberg College of Nursing
Faculty Report of Reasonable Suspicion of Drug/Alcohol Use Form

Please use the space below to provide a detailed description of student behavior. All information is to be kept ***confidential***. Please return this form in a sealed envelope to the Director of Clinical Education. Notify the Director of Clinical Education office immediately to request a drug screen.

1. Name of Student: _____

2. Date of Incident: _____

3. Time of Incident: _____

4. Location of Incident: _____

5. Detailed description: Include any behaviors, visual, olfactory, or auditory observations

    * Refer to the list in the Substance Abuse Policy and consider the following:
    * Speech
    * Coordination
    * Performance
    * Alertness
    * Demeanor
    * Eyes
    * Clothing
    * Odor of alcohol on breath
    * Other observed behaviors
    * List reports of complaints of student behavior
    * List unexplained absences or tardiness

_____
_____
_____
_____
_____
_____
_____
_____
_____

Faculty/date/time_____Witness/date/time_
Student/date/time_____ _____

**Adopted from the University of South Alabama*

Appendix D

The University of Memphis
Loewenberg College of Nursing
Student Wellness Contract

I,_____, will receive a comprehensive evaluation to determine chemical dependency or substance abuse. The exam will include a psychological evaluation. I understand that the payment for the evaluation, treatment, and follow-up care will be my responsibility. If treatment is not recommended, evidence of such shall be presented to the Director of Clinical Education before I may return to my academic studies. I understand that academic studies include both clinical and didactic course work. If treatment is recommended, I must complete the treatment program determined by the evaluator. Written evidence of my treatment program completion, ability to return safely to college, and my after-care plan will be submitted to the Director of Clinical Education. I understand that the College of Nursing may impose restrictions on certain academic components of my studies including limited access to narcotics. It has been explained to me that the grade of (W) withdraw will be awarded for the nursing course(s) interrupted by my treatment. I understand that a written reinstatement request be submitted for the semester that I desire to return to the nursing program. I understand that further evidence of chemical impairment will result in the recommendation by the nursing faculty for my administrative dismissal from the program. My signature allows the release of information between TNPAP or my state Board of Nursing's Professional Assistance Program and the College of Nursing.

In Witness Whereof, this instrument is executed this the_____day of_____, 20__.
WITNESSES:

_____ _____
Witness #1 Signature Student's Signature

_____ _____
Witness #2 Signature Student's Printed Name

STATE OF _____

COUNTY OF _____

On this_____day of_____, 20___before me appeared_____to be known to be the person described in and who executed the foregoing instrument, and acknowledged that _____executed the same as_____free act and deed.

Given under my hand and seal on the day and year above written.

SEAL _____

NOTARY PUBLIC

My commission expires: _____

**adopted from Boise State University and Purdue University North Central*