ACADEMIC BULLETIN
2025-2026

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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 college's name 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 annually. 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 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 the 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 that 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.

Dr. Lin Zhan, the fourth dean of the college who served from 2010-2021, the college saw its Lambuth campus admit its first nursing students in 2012, with the first cohort graduating in December 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 the academic year 2015-2016; and the college launched a Doctor of Philosophy (Ph.D.) in Nursing program in 2019, with the first graduates completing in Spring 2023.

Dr. Linda Haddad served as the fifth dean of the college from 2023-2025. Under her leadership, the nursing programs underwent massive curricular changes to align with new national level educational standards. The BSN, MSN, and PhD programs were all transformed. Notably, the MSN Graduate Certificate programs expanded to include new tracks: Adult-Gerontology Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Nursing Leadership. Additionally, during Dr. Haddad's tenure, the nursing faculty were placed into two faculty departments.

Currently, the LCON offers the following programs: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Graduate Certificates, and a Ph.D. in Nursing. 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 clinical requirements for all concentrations/tracks: Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nursing Education, and Nursing Leadership. Graduate certificates are also offered in all five concentrations. The Ph.D. program curriculum is offered fully online.

College Mission and Vision

LCON's mission is to produce nurse leaders, scholars, and innovative research to promote health in our global society. LCON's vision is to be transformative leaders in nursing education, practice, and science through the advancement of health equity.

Accreditation

The baccalaureate degree program, master's degree program, and post-graduate certificates 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 Ph.D. 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 National League for Nursing, and the National Organization of Nurse Practitioner Faculties.

Our Dean

Dr. Debra Lynch Kelly became the LCON Interim Dean in July 2025. Prior to her appointment, she served the college as the Senior Associate Dean for Academic Affairs. She joins the team with a distinguished career in academic leadership and nursing education. Prior to her current role, Dr. Kelly served as the Associate Dean for Academic Affairs in Undergraduate Education at the University of Florida College of Nursing, where she managed students across multiple tracks at the Gainesville and Jacksonville campuses. Under her leadership, the program achieved a 97.7% NCLEX pass rate, solidifying its position as the top nursing program in Florida.

Dr. Lynch Kelly holds a PhD from Virginia Commonwealth University and is recognized as a fellow of the Academy of Nursing. She has extensive pedagogic experience with online and face-to-face instruction across undergraduate, DNP, and PhD programs. Her contributions to academic leadership include mentoring faculty and serving on many DNP project and PhD dissertation committees, spearheading curriculum innovations, and advancing accreditation standards at the CCNE and SACS levels.

In addition to her academic achievements, Dr. Lynch Kelly is a respected researcher with a focus on biobehavioral mechanisms underpinning distressing symptoms of chronic illness with a population focus in oncology. Recognized internationally as well as nationally, she has served on multiple research projects; including grants funded through the National Institutes of Health. Dr. Lynch Kelly serves on the Palliative Care Steering Committee and is a past chair for the Biobehavioral Research Special Interest Group in the American Society for Transplant and Cellular Therapy and is a member of the Quality of Life Working Group for the Center for International Bone Marrow Transplant and Cellular Therapy Research. She has authored more than 57 peer-reviewed articles in leading multidisciplinary journals.

Dr. Lynch Kelly is excited to serve as LCON's Interim Dean where she, together with the excellent leaders, faculty and staff, are committed to continue to advanced the mission of LCON where we prepare our graduates to become nurse leaders, scholars, and innovative researchers who promote health in the global community.

Philosophy of Nursing

The faculty of the Loewenberg College of Nursing support 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 community of interest.

The nursing curriculum is developed within the shared beliefs of the faculty regarding Person, Environment, Health, and Nursing.

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 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.

Leadership Team

Debra Lynch Kelly
Interim Dean
Professor

Jeremy Whittaker
Associate Dean for Student Success

Brad Harrell
Acting Associate Dean for Academic Affairs
Assistant Dean of Community Partnerships and Practice
Clinical Professor

Gloria Carr
Department Chair – Acute, Chronic, and Continuity Care
Associate Professor

Jill Dapremont
Department Chair – Family, Community, and Health System Science
Professor

Enrika Roberts
Director of Administration

Program Directors and Coordinators

Linda Billings
Acting Director of Undergraduate Programs
Director of Undergraduate Licensure and Achievement
Clinical Professor

Jason Sasser
Director of MSN Program
FNP Concentration Coordinator
Clinical Professor

Annapoorna Mary
Director of PhD Program
Associate Professor

Kerri Kitchen
Lambuth Campus Director

Clinical Assistant Professor

Dawn Kallaher
Director of Simulation
Clinical Assistant Professor

Sherri Howard
Nursing Leadership Concentration Coordinator
Nursing Education Concentration Coordinator
Associate Professor

Tracie Augusta
Adult-Gerontology Acute Care Nurse Practitioner Concentration Coordinator
Assistant Professor

Family, Community, and Health System Science Division Faculty

Dapremont, Jill	Professor, Department Chair
Adkins, Rebecca	Clinical Associate Professor
Allen, Shamika	Clinical Assistant Professor
Alzyoud, Fatima	Assistant Professor
Billings, Linda	Clinical Professor
Buford, Jacqueline	Clinical Associate Professor
Collins, Tracy	Clinical Professor
Cooley, Dama	Clinical Assistant Professor
Cupples, Julie	Clinical Associate Professor
El Hajj, Dana	Assistant Professor
Geater, Kristin	Clinical Assistant Professor
Gray, Marissa	Clinical Assistant Professor
Haddad, Linda	Professor
LaBarre-Powell, Stacey	Clinical Assistant Professor
McGowen, Candace	Clinical Associate Professor
Moore, Betsy	Assistant Professor
Oigbokie, Angela	Clinical Associate Professor
Papraniku, Shkendie	Clinical Associate Professor
Perry, Felesha	Clinical Associate Professor
Pleshkan, Viktoriya	Assistant Professor
Sasser, Jason	Clinical Professor
Stanton-Deener, Brenda	Clinical Assistant Professor
Strong, Genae	Professor
Wake, Amy	Assistant Professor
Williams-Click, Y'Esha	Assistant Professor
Wilson, Janye	Clinical Assistant Professor

Acute, Chronic, and Continuity Care Division Faculty

Carr, Gloria	Associate Professor, Department Chair
Augusta, Tracie	Assistant Professor
Byars, Culeta	Clinical Assistant Professor
Calhoun, Samantha	Clinical Assistant Professor
Flemmons, Yolanda	Clinical Assistant Professor
Harrell, Brad	Clinical Professor
Howard, Sheri	Assistant Professor
Jacobs, Melanie	Clinical Associate Professor
Kallaher, Dawn	Clinical Assistant Professor
Kitchen, Kerri	Clinical Assistant Professor
Lee, Sohye	Associate Professor
Litano, R. Kaye	Clinical Associate Professor
Lynch Kelly, Debra	Professor
Mary, Annapoorna	Associate Professor
Morris, Renee	Clinical Associate Professor
Palmer, Paulette	Clinical Associate Professor
Patrick-Lewis, Kristy	Clinical Assistant Professor
Shoaff, Melissa	Clinical Assistant Professor
Umberger, Reba	Associate Professor

Staff

Brisco, Ashley	Administrative Associate II/Assistant to the Dean
Burton, Jeri	Administrative Assistant I
DeJarnett, Alex	Academic Advisor II
Fortney, Brenda	Undergraduate Clinical Placement Coordinator
Johnson, Kendra	Administrative Associate II/Assistant to the Senior Associate Dean for Academic Affairs and the Associate Dean for Student Success
Judson, Mary	Assistant Director, Marketing and Communications
Lindsey, Cynthia	Administrative Associate I
Neal, Norma	Academic Services Coordinator II
Reeves, Brian	Laboratory Manager, Lambuth
Richmond, Paige	Business Officer II
Robertson, Enrika	Director of Administration
Schroeder, Leila	Academic Services Coordinator II – Graduate Programs
Turner, Jasmine	Administrative Associate I/Assistant to the Department Chairs
Van Dyke, Kensley	Academic Services Coordinator II - Lambuth
Williams-Miller, Angelica	Academic Success Advisor
Wilson, Verlesha	Community and Clinical Partnerships Coordinator
Yang, Ying	Research and Data Analyst I

B. GENERAL UNIVERSITY AND COLLEGE POLICIES, 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 at 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 or online at https://www.memphis.edu/parking/. 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 are 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 DeSoto 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 an 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 regularly. 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 [Educational Support Programs](#), 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). Sessions are available for classroom presentations or as a workshop with faculty support. The LLC is located at Wilder Student Union Lower Level 4A, Appointments can be made by contacting the office at (731) 425-7398.

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 University of Memphis University Libraries serve the faculty and students of the Loewenberg College of Nursing. All students should attend a library orientation before 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 the 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 library is a designated government repository and houses a complete set of government documents. In addition to the books, journals, and documents, other library resources are available through inter-library loans.

The Health Science Library is located on the second floor of the Community Health Building. 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.

Writing and Communication Services

[Writing and Communication Services]() is 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. Lambuth students can access online writing assistance through the [Writing and Communication Services]().

Veterans and Military Student Services

The University of Memphis [Veterans & 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 ROTCs 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. Additionally, after the first semester of nursing study, students may obtain employment as a patient care assistant or nurse extern/intern, in any one of the wide varieties of clinical settings in the mid-south or west Tennessee areas.

Graduate students may serve as graduate assistants (GAs). GAs may serve as clinical teaching assistants, 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.

Multi-Cultural Opportunities

In addition to the many cultural opportunities in the Memphis and Jackson regions, the University provides concerts, lectures, plays, art exhibits, sports, and other activities. The Office of Multicultural Affairs website lists many available opportunities.

Other LCON Services

Letters of Academic Standing

In most cases, the official transcript copy will indicate the academic standing of current and former students. Specific letters of academic standing or academic nursing program standing may be requested by submitting an online request.

Letters of Recommendation

Employment recommendations are 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 permit 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 the Learning Management System (Canvas) and Banner. Scores or grades may not be released 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 or is provided on a digital screen at LCON in the Community Health Building on the Memphis campus and Sprague Hall on the Lambuth campus. All graduating students are encouraged to complete their composite pictures. Information concerning dates and locations of composite pictures is widely disseminated each semester.

LCON Communication

LCON Website/LMS/Email

The LCON website (https://www.memphis.edu/nursing/index.php) serves as a means of communication between the LCON administration, staff, faculty, students, alumni, and the community. Syllabi, textbooks, orientation, and other important class or program information will be posted in the Learning Management System (LMS) or course specific sites. There are bulletin boards and audiovisual screens located throughout the nursing buildings (Community Health Building at Memphis and Sprague Hall at Lambuth). Students are encouraged to check these boards regularly.

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. Email is the official means of communication for the University of Memphis.

Communication Roadmap

The LCON Communication Roadmap is the expected process (Figure B-1) for student communication and 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 or coordinator, followed by the assistant and associate deans for issues that the program director or coordinator is not able to address. The last level of communication to resolve matters within the college is with the dean.

Figure B-1
LCON Student Support Roadmap
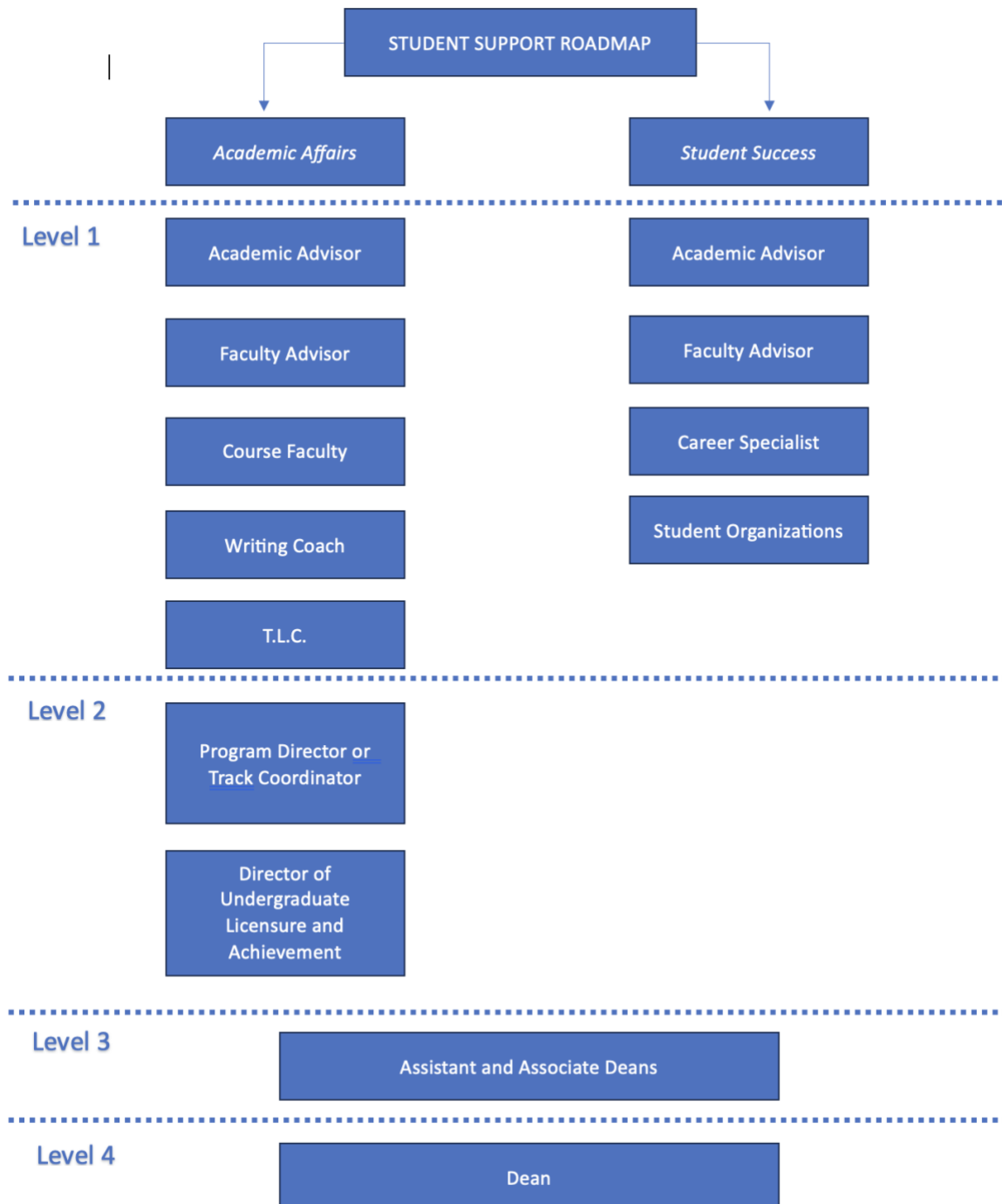
Inclement Weather and Emergencies

Emergency Notifications

The University of Memphis Office of Crisis Management is responsible for developing and implementing programs and projects in emergency planning, training, response, and recovery. The University of Memphis will use **UofM Alert** powered by Everbridge to make sure you know about issues that may affect your safety. This system allows the UofM to contact thousands of campus community members in seconds so you can find out about an emergency right away. More information on downloading the Everbridge app is found on this [website](#).

Inclement Weather and Emergency Closings

The University's official number to call for closing is 901-678-0888. The university reports closings via multiple media and social media outlets, apps, and websites. The university's various locations may be affected individually. Outlets about emergency closings are listed on this [website](#). Students will also receive information via email and the Learning Management System (Canvas) from the college administration and their course faculty/coordinators should class or clinical courses need to be rearranged.

Disaster Planning

While it is not feasible to have a disaster plan that applies to every disaster that can occur, some general guidelines are instructive. Memphis and Jackson are in geographic locations that experience tornadoes, floods, ice storms, and 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 that further disrupt communication to inquire about a clinical course, a scheduled test, or any nursing class. During the event of a natural disaster while in the clinical setting, the student should follow the facility guidelines and instructions from their clinical faculty. Additional information concerning the university's disaster planning is found on the Office of Crisis Management's [website](#).

Academic Success

The LCON dean, faculty, and staff support your academic success. We share a few tips for the 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 before 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 the required content before 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 create 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 to make 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 and specialized equipment 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 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 and satisfactory/developing on clinical evaluations). Students should complete the Practicum Leave of Absence Request form and submit it to their faculty for approval, and then to their program director or course coordinator.

Graduate Students

Graduate Student Nurses' Association

All master's 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 qualified students' needs and advocate for their interests, 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 and communicate with UofM administration and faculty on their behalf. 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.

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.

LCON Student Ethics and Conduct

Academic Integrity at the University of Memphis

Students enrolled in LCON are expected to abide by the [Student Code of 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 Accountability (OSA)]().

Academic Misconduct

Academic Misconduct consists of plagiarism, cheating, and fabrication and is defined by the University (University of Memphis, [Student Code of 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 written assignments 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 is obligated to take serious actions through university channels in these circumstances. Academic misconduct is harmful to the community and profession of nursing and is a serious allegation.

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

1. Falsification of any record (including patient care) and/or the documentation 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 relating to the nursing program, in the preparation of papers or projects, in any coursework, and/or in any clinical practicum or lab may fail the course and dismissal from the program.
3. Any deliberate action that is designed to harm another student's progress or course of study.
4. Any student who tampers with the academic records, clinical evaluations, tests, projects, or papers/property of another student.
5. Any deliberate action (either of omission or commission) concerning the misrepresentation of licensure or certification or of courses completed.

As described in The University of Memphis [Student Code of Rights and Responsibilities](), faculty members who have good cause to believe that a student has engaged in academic misconduct follow the Office of Student Accountability ([OSA) process](). In collaboration with the OSA, the college may determine collaborative resolutions. The college, offering multiple professional programs aligning with professional and regulatory standards, may determine solitary or additional resolutions including assignment and/or course failure and program disqualification.

The term "cheating" includes, but is not limited to the following and applies to all learning environments:

- using any unauthorized assistance (verbal, non-verbal, written, or otherwise),
- 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,
- bringing unauthorized digital devices into the testing environment (such as cell phones, smart watches, digital calculators, digital pens, and AI glasses)

- 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.

Student work should be the individual work of the student unless explicitly stated otherwise in course documents or as instructed by faculty.

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 acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers 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. We align with and uphold the American Nurses Association's Code of Ethics for Nurses.[1]

Beneficence means to do good and to prevent harm. By providing nursing care to 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 healthcare 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 implicit and mutual respect among members of this community and the consumers of our care. Together, we coexist within defined boundaries to bring about 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

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[1] https://codeofethics.ana.org/provisions

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 a 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 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 adhere to 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 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 maintained in all situations where the student is identified

as an LCON student, including situations off-campus, as well as in "virtual" sites, such as online 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 an 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 or social media platforms, if inappropriate postings are brought to their attention, faculty and administrators will investigate the report.

Inappropriate behaviors include offensive language, gestures, or remarks. Illegal conduct that violates HIPAA (Health Insurance Portability and Accountability Act) includes 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 will be addressed following processes established by the University of Memphis OSA and by the college in accordance with professional and regulatory standards.

LCON upholds the *American Nurses Association's Principles for Social Networking*.[2]

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 electronic media use. Online contact with patients blurs this boundary.

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[2] https://www.nursingworld.org/globalassets/docs/ana/ethics/social-networking.pdf

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 or clinical practice areas on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

Client Care and Ethics

LCON adheres to the ANA Code of Ethics for Nurses regarding the care of all persons.[3] 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[4] allows students to provide only 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 aspect of the HIPAA Privacy Rule for privacy and confidentiality.[5] 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. Due to the timing of electronic health record audits, results from our clinical partners documenting student breaches in confidentiality/misconduct in the EHR system**

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[3] https://codeofethics.ana.org/home
[4] https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/statutes-and-rules.html
[5] https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

may be retroactively applied to a course that students have already completed if the student is still enrolled in the nursing 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 take or 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 avoid taking any pictures or videos in patient care areas. 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 for cause by a clinical agency will earn an immediate final clinical course grade of unsatisfactory and may be disqualified from the nursing program.

Undergraduate Nursing Students' Rights and Responsibilities

LCON supports the [NSNA Bill of Rights and Responsibilities for Students of Nursing](#).

Graduate Nursing Students' Rights and Responsibilities

LCON supports the [University of Memphis' Graduate Student Rights and Responsibilities](#).

LCON Student Formal Complaints
LCON supports the resolution of any complaint following the LCON Student Support Roadmap as shown in Figure B-1 of this academic bulletin. LCON also defines and reviews any formal complaint consistent with the University of Memphis policies and procedures found at https://www.memphis.edu/report/submit-a-report/concern-complaint.php.

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 in a professional program. 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 Goals

The baccalaureate program prepares the graduate to:

1. Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings.
2. Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.

3. Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
4. Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.
5. Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
6. Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
7. Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

BSN Student Learning Outcomes

1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, while demonstrating clinical judgment aligned with the nursing process and founded on a broad knowledge base across different practice care settings.
2. Communicate effectively and compassionately in the planning, delivery, and evaluation of high quality, person-centered care using evidence-based nursing practice across the lifespan and the four spheres of care.
3. Integrate public health principles related to population management in collaboration with a broad range of individuals, populations, and stakeholders to develop and evaluate community-based activities across a continuum of practice care services using a socioecological framework.
4. Demonstrate the ability to access and critically appraise evidence-based studies for application to practice with diverse populations within different healthcare practice settings.
5. Apply quality improvement principles that incorporate best practices in care delivery, contribute to a culture of patient safety, and support the development of strategies/interventions designed to mitigate unsafe environments in diverse settings and within the four spheres of care
6. Collaborate with interprofessional team members, patients, families, communities, and other stakeholders across the four spheres of care in a professional, accurate, and timely manner using established tools and techniques to improve health outcomes.
7. Describe organizational principles as they relate to equitable healthcare delivery across the life span of diverse populations and different practice care settings and the relationship between the organization, external systems, and payers.
8. Use information and communication technologies to gather data to deliver, document, and review safe, ethical, and professional care within the four spheres of care to diverse populations in a variety of settings.
9. Demonstrate in varied practice care settings professional and ethical behaviors across one's professional lifespan that are well-grounded and supportive of the ANA Code of Ethics for Nurses.

10. Display actions aligned with a capacity to engage in self-reflection and leadership, continued lifelong learning through a spirit of inquiry across the four spheres of care, and an ongoing commitment to personal well-being.

Professional Standards of Nursing Practice and Education

The LCON faculty 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 LCON. *The Essentials* define ten domains, eight concepts, and 45 competencies for the practice of nursing. The relationship between the LCON BSN program goals, student learning outcomes, and *The Essentials* domains is displayed in Table C-1.

Table C-1
Relationship between The Essentials Domains and the LCON BSN Program Goals and Student Learning Outcomes

AACN Essentials Domain	BSN Program Goal	BSN SLO
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	1, 3, 4
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	2, 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,	1, 2, 3, 4, 5	3, 4, 8

industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes."		
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	1, 4, 5
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, 4, 5	5, 6, 8
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, 6	2, 6, 7, 8
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	4, 7, 8
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, 6	8
Domain 9: Professionalism	1, 3, 4, 6, 7	6, 9, 10

"Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values."		
Domain 10: Personal, Professional, and Leadership Development "Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership."	6, 7	9, 10

Featured Concepts of Nursing Practice

The Essentials define eight nursing concepts that are associated with professional nursing practice and are integrated within the ten domains. Table C-2 provides the relationship of each featured concept with the BSN Program Goals and Student Learning Outcomes.

Table C-2
Relationship between the AACN Essentials Concepts of Nursing Practice and the LCON BSN Program Goals and Student Learning Outcomes

AACN Essentials Concepts for Nursing Practice	BSN Program Goal	BSN SLO
1.　*Clinical Judgment* Clinical judgment is the process of acquiring and analyzing information and data related to the changing patient condition culminating in evidence-based care decisions and improved patient outcomes.	2, 5	2, 3, 5, 10
2.　*Communication* Communication is an exchange of information, thoughts, and feelings through a variety of mechanisms. Effective communication between nurses and patients/families and between nurses and other health professionals is central to the delivery of high quality, individualized nursing care.	4	2, 6, 8
3.　*Compassionate Care*	1, 3, 6, 7	2, 6

Compassionate care is a meaningful way in which the nurse delivers care to the individual through recognition of their specific needs and vulnerability. Because it is person-centered and respectful of the diversity and experience of all humans, compassionate care provides empowerment to every individual under the nurse's charge.		
4. *Diversity, Equity, and Inclusion* Diversity, Equity, and Inclusion (DEI) identifies inequities in healthcare and creates an environment that improves access and quality of care for diverse and underserved populations. The implementation of DEI leads to improved patient and population outcomes.	2, 3, 5, 6, 7	1, 2, 3, 7, 8
5. *Ethics* Nursing practice is guided by ethical principles such as beneficence, non-maleficence, autonomy, and justice. Ethics and moral agency are integral to every domain of nursing practice and are central to the delivery of high-quality, safe patient care.	6	8, 9
6. *Evidence-Based Practice* Questioning clinical practice, formulating clinical questions, collecting external evidence, integrating evidence for change, evaluating change, and disseminating research findings can promote improved quality of care and patient outcomes.	2, 3, 5	4, 5
7. *Health Policy* Health policy is the outcome of purposeful determination about health, health care, and healthcare access that results from public choice, legislative, or organizational processes. Nurses play a pivotal role in these decisions and outcomes by becoming involved in the policy process, development, and change on the local and national levels.	3	3, 6
8. *Social Determinants of Health*	1, 2, 3, 5, 6	2, 3, 4, 5

Social determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."		

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. The University of Memphis Undergraduate Catalog details these requirements.

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. The University of Memphis Undergraduate Catalog details these requirements.

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 <u>or</u> 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 PSYC 1030: General Psychology EDPR 2111: Dvlpmt Across Lifespan + one from the list of general education requirements	Promotes understanding of behavioral, developmental, social and cultural differences in the implementation of the nursing process with various and diverse populations.
Nutrition NUTR 2202: Nutrition	Provides foundational knowledge of nutritional principles that promote a holistic approach to the nursing process.
Math/Statistics MATH 1530: Prob/Statistics/Noncalculus	Serves as a basic math course to assist students with math in the health sciences and provides a basic understanding of statistical analysis which is the foundation for evidence-based reasoning.
Biology BIOL 1230/31 Microbiology/Lab BIOL 2010/11 Anatomy & Physiology I/Lab BIOL 2020/21 Anatomy & Physiology II/Lab	Provides a foundation for understanding the structure and function of the human body and how it is impacted by the environment.
Chemistry CHEM 1010/11 Chemistry of Materials/Lab	Provides a foundation for understanding the chemical function of the human body, fluids, electrolytes and the effects of pharmacologic changes.
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 Courses (6 hours)	Broadens nursing perspective and worldview by providing a liberal arts foundation.
Electives Upper Division Electives (5 hours)	Allows for course selection to reflect individual interests.

BSN Curriculum

Traditional BSN Curriculum Model

The traditional BSN curriculum is a four-semester curriculum 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
Four-Semester Traditional BSN Curriculum Plan

BACHELOR OF SCIENCE IN NURSING - Four-Year Plan

FRESHMAN YEAR

FALL					SPRING			
SUBJ	COURSE	TITLE	CREDITS		SUBJ	COURSE	TITLE	CREDITS
ENGL	1010	English Composition[1]	3		ENGL	1020	English Comp/Analysis[1]	3
CHEM	1010	Chemistry of Materials[1,2]	3		BIOL	2010	Anatomy/Physiology I[1,2]	3
CHEM	1011	Chemistry of Materials Lab[1,2]	1		BIOL	2011	Anat/Physiology I Lab[1,2]	1
PSYC	1030	General Psychology[1,2]	3		MATH	1530	Prob/Statistics/Non Calculus[1,2]	3
		Humanities[1]	3				Humanities[1]	3
		History[1]	3				History[1]	3
Total Credit Hours			**16**		**Total Credit Hours**			**16**

SOPHOMORE YEAR

FALL					SPRING			
SUBJ	COURSE	TITLE	CREDITS		SUBJ	COURSE	TITLE	CREDITS
COMM	2381	Oral Communication[1]	3		BIOL	1230	Microbiology[2]	3
BIOL	2020	Anatomy/Physiology II[2]	3		BIOL	1231	Microbiology Lab[2]	1
BIOL	2021	Anat/Physiology II Lab[2]	1		NUTR	2202	Nutrition[2]	3
EDPR	2111	Development Across Lifespan[2]	3				Electives	5
ENGL	2201	Literary Heritage[1]	3					
		Social/Behavioral Sciences[1]	3					
Total Credit Hours			**16**		**Total Credit Hours**			**12**

JUNIOR YEAR

FALL					SPRING			
SUBJ	COURSE	TITLE	CREDITS		SUBJ	COURSE	TITLE	CREDITS
NURS	3004	Intro to Pharm and Med Admin	1		NURS	3000	Pharmacology in Nursing	3
NURS	3005	Intro Professional Nursing	2		NURS	3127	Mental Health Nursing	2
NURS	3101	Health Assessment	2		NURS	3129	Mental Health Nurs Practicum	1
NURS	3103	Health Assessment Lab	1		NURS	3205	Nurs Adult I/Common Hlth Alt	3
NURS	3105	Foundations PT-Centered Care	3		NURS	3206	Nursing Adult I/Practicum	3
NURS	3106	Foundational Nursing Skills	2		NURS	3217	Nursing/Childbearing Family	2
NURS	3400	Clinical Pathophysiology	3		NURS	3219	Nurs Childbearing Family Pract	1
Total Credit Hours			**14**		**Total Credit Hours**			**15**

SENIOR YEAR

FALL					SPRING			
SUBJ	COURSE	TITLE	CREDITS		SUBJ	COURSE	TITLE	CREDITS
NURS	3227	Pediatric Nursing	2		NURS	4001	Senior Seminar	2
NURS	3229	Pediatric Nursing Practicum	1		NURS	4205	Transition Professional Nurs	3
NURS	3305	Nurs Adult II/Complex Hlt Alt	3		NURS	4206	Transition Prof Nurs Practicum	4
NURS	3306	Nurs Adult II/Complex Pract	3		NURS	xxxx	Nursing Elective	3
NURS	4110	Evidence Based Practice Nurs	3		NURS	xxxx	Nursing Elective	3
NURS	4127	Community Health Nursing	3					
NURS	4129	Community Hlth Nurs Practicum	1					
Total Credit Hours			**16**		**Total Credit Hours**			**15**

[1]Refer to the Bulletin of The U of M, Undergraduate Issue General Education Program at http://www.memphis.edu/ugcatalog/graduation/gened.php

[2]Required Nursing Prerequisite

Accelerated BSN Curriculum Model

Students who have previously completed a bachelor's degree may apply to and complete the accelerated BSN curriculum, assuming all required prerequisite courses have been completed. The accelerated curriculum is four consecutive semesters, including the summer. Table C-4 includes the four-semester accelerated BSN curriculum plan, with a total of 60 credit hours.

Table C-4
Four-Semester Accelerated BSN Curriculum Plan

FALL SEMESTER		SPRING SEMESTER	
NURS 3004 Intro to Pharm and Med Admin	1	NURS 3000 Pharmacology in Nursing	3
NURS 3005 Intro Professional Nursing	2	NURS 3127 Mental Health Nursing	2
NURS 3101 Health Assessment	2	NURS 3129 Mental Health Nurse Practicum	1
NURS 3103 Health Assessment Lab	1	NURS 3205 Nurs Adult I/Common Hlth Alt	3
NURS 3105 Foundations PT-Centered Care	2	NURS 3206 Nursing Adult I/Practicum	3
NURS 3106 Foundational Nursing Skills	2	NURS 3217 Nursing/Childbearing Family	2
NURS 3400 Clinical Pathophysiology	3	NURS 3219 Nurs Childbearing Family Pract	1
Total Credit Hours	14	Total Credit Hours	15

SUMMER SEMESTER		FALL SEMESTER	
NURS 3227 Pediatric Nursing	2	NURS 4001 Senior Seminar	2
NURS 3229 Pediatric Nursing Practicum	1	NURS 4205 Transition Professional Nurs	3
NURS 3305 Nurs Adult II/Complex Hlt Alt	3	NURS 4206 Transition Prof Nurs Practicum	4
NURS 3306 Nurs Adult II/Complex Pract	3	NURS xxxx Nursing Elective	3
NURS 4110 Evidence-Based Practice Nurs	3	NURS xxxx Nursing Elective	3
NURS 4127 Community Health Nursing	3		
NURS 4129 Community Hlth Nurs Practicum	1		
Total Credit Hours	16	Total Credit Hours	15

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 30 credits.

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

Semester 1		
Course	**Name**	**Credits**
NURS 3007	Introduction to Professional Nursing	3
NURS 3109	Health Assessment	2
NURS 3110	Health Assessment Lab	1
NURS 3401	Clinical Pathophysiology	3
Semester 1 Total		**9**

Semester 2		
Course	**Name**	**Credits**
NURS 3009	Pharmacology in Nursing	3
NURS 4126	Community Health Nursing	4
NURS 4111	Evidence-Based Practice and Research in Nursing	3
Semester 2 Total		**10**

Semester 3		
Course	**Name**	**Credits**
***NURS 4207	Nursing Leadership	4
**NURS 4209	Professional Portfolio in Nursing	4
**NURS 4108	Transcultural Nursing in Diverse Populations	3
Semester 3 Total **Program Total 30 credits**		**11**

[1,2]Co-requisite courses must be taken in the same semester.
** May be taken during any semester. Must be approved by an academic advisor.
***Must be taken in the final semester.

Matrix of BSN Program Goals by Level

The overall program goals for the BSN program are leveled throughout the four levels of the program. Table C-6 provides a matrix of BSN program goals and descriptors by level.

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

#	Level 1	Level 2	Level 3	Level 4 (Program)
1	Identify and understand how to apply the basic concepts and interventions of safe, compassionate, high-quality nursing care.	Analyze the needs of the patient, propose quality care outcomes, and apply previously learned interventions to achieve proposed outcomes.	Synthesize and evaluate the patient's condition to determine whether outcomes are met and adjust interventions as needed.	Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings.
2	Identify resources used for evidence-based practice, informatics, and technologies to provide patient care to diverse populations.	Understand the use of evidence-based research, informatics, and technologies to support best practices in providing care to diverse populations.	Apply principles of evidence-based practice using research, informatics, and technologies to solve clinical care issues.	Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
3	Recognize the importance of healthcare policies to assist with the implementation of healthcare delivery and professional nursing practice.	Describe the relationships between social determinants of health and their impact on professional nursing practice and healthcare delivery.	Model healthcare policy advocacy to provide positive changes in healthcare delivery and the healthcare profession.	Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
4	Identify and understand methods of therapeutic communication with the healthcare team, including the patient and interprofessional disciplines.	Describe and demonstrate effective collaboration with the healthcare team to improve care delivery and patient outcomes.	Facilitate, reflect, and revise communication and collaboration techniques to promote meaningful interactions within the context of variable patient care situations to foster safe and desirable care delivery.	Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.

#	Level 1	Level 2	Level 3	Level 4 (Program)
5	Identify evidence-based recommendations for prevention practices and health promotion strategies.	Understand the influence of social determinants of health on clinical interventions and health promotion and assess the health risks of patients and populations.	Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management.	Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
6	Identify personal values, professional values, and ethics and understand how they impact the delivery of person-centered care.	Demonstrate personal and professional integrity and ethical behaviors in the delivery of person-centered care.	Advocate for ethical policies and practices that promote health and prevent harm while demonstrating cultural sensitivity and humility.	Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
7	Identify self-care behaviors that promote wellness and resiliency and assist in managing personal and professional responsibilities.	Commit to lifelong personal and professional development and identify role models and mentors to support professional growth.	Incorporate a personal philosophy of leadership into practice that demonstrates nursing expertise and leadership in healthcare delivery.	Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

AACN Essentials Domains Matrix by Course Number

Table C-7 provides a matrix of the AACN Essentials' ten domains across courses in the BSN curriculum.

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

Expected Competency Domain	NURS 3004	NURS 3005/7	NURS 3101/9	NURS 3103/10	NURS 3105	NURS 3106	NURS 3400/01	NURS 3000/9	NURS 3127	NURS 3129	NURS 3205	NURS 3206	NURS 3217	NURS 3219	NURS 3305	NURS 3306	NURS 4110/11	NURS 4127/6	NURS 4129/8	NURS 3227	NURS 3229	NURS 4001	NURS 4205/7	NURS 4206/8
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
Person-Centered Care	X	X			X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Population Health		X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Scholarship for Nursing Discipline	X	X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
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
Interprofessional Partnerships	X	X	X	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Systems-Based Practice	X	X							X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Informatics and Healthcare Technologies	X		X	X	X	X		X			X	X			X	X	X			X	X	X	X	X
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
Personal, Professional, and Leadership Development		X			X	X			X	X			X	X								X	X	X

Student Clinical Evaluations

Undergraduate students are evaluated on the program goals based on each semester in the nursing program. These are leveled specifically to student performance expectations for each progressive semester and are aligned with *The Essentials*. Concepts included in the clinical evaluation include:

- Provide safe, compassionate, inclusive, high-quality nursing care across the lifespan and continuum of healthcare settings
- Use evidence-based research, informatics, and technologies in nursing practice to improve the health of diverse populations.
- Explore the impact of social determinants of health, legal factors, and political factors that shape healthcare delivery and professional nursing practice.
- Communicate and collaborate effectively as a leader and member of interprofessional teams to impact healthcare delivery.
- Implement clinical prevention and health promotion strategies to improve patient and population health outcomes.
- Integrate personal and professional values and ethical principles into the design and delivery of person-centered care.
- Demonstrate practices that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise and leadership.

In each clinical course, students will complete a self-evaluation of their performance on these outcomes at midterm and again at the end of the term. Their course faculty will provide both formative feedback at least once during the course, and summative feedback at course completion. This may include performance in the clinical setting, simulation lab, or skills/assessment lab areas.

Students are expected to demonstrate a Satisfactory (S) performance in all evaluation areas listed by the conclusion of the course to successfully pass the clinical/lab course. Formative feedback throughout the course is critical in helping students succeed in their continued growth in clinical judgement and management of patient care and achieve satisfactory performance. Students are expected to use this feedback to improve throughout the term and meet with faculty regularly if there are any questions about their performance.

Students and faculty are expected to review this evaluation together, sign it, and submit a final copy into the course learning management system as the final record of performance for the course.

Simulation and Laboratories

The nursing skills and simulation labs at the University of Memphis are located in the Community Health Building located on its Park Avenue campus in Memphis, TN and in Sprague Hall at the Lambuth campus in Jackson, TN. From the acquisition of skills to the development of clinical reasoning, students explore nursing in a simulated setting

that is safe to grow and develop throughout their course of training. These spaces expose students to various challenges in current healthcare settings through various levels of fidelity of simulation experiences. For graduate and undergraduate students alike, our simulation centers allow for robust and meaningful experiences. Opened in August 2015, the Community Health Building houses four skills labs, two health assessment labs, six simulation suites, a simulated home environment, and six debriefing rooms. Sprague Hall opened in 2022 and has seven simulation rooms, four debriefing rooms, two skills labs, a simulated home environment, and a virtual reality lab with headsets and controllers. All simulation spaces are equipped with the latest technology in simulation capture, advanced manikin simulators, and a variety of skill task trainers. Scenarios are brought to life using high-fidelity manikins, virtual reality, or standardized live patients with expert faculty working behind the scenes to create real-world patient problems and facilitate learning. Simulation experiences are recorded and broadcast to other students in debriefing rooms for observation. The current simulation team consists of a director, lab managers on each campus, and lab assistants. The team is guided by International Nursing Association for Clinical Simulation and Learning[6] and the Society for Simulation in Healthcare standards[7] while supporting the mission and values of Loewenberg College of Nursing and the University of Memphis.

Academic Success in the BSN Program

Academic Advising

All students are required to be advised by the LCON Academic Advisor according to the University advising calendar.

The RN-BSN Advising site located in the LMS contains important information and announcements for students enrolled in that track. The advising site serves 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*).

Traditional and accelerated BSN students receive their advising information through in-person meetings in class and via their UofM email. Students should check this email regularly for updated information from staff, faculty, and administration.

Faculty Advising

All students are required to be advised by LCON faculty throughout the duration of their program of study. Faculty advising is offered in both group and individual meetings. Students may request extra meetings on their own as needed.

Roles of the Faculty Advisor

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[6] https://www.inacsl.org/healthcare-simulation-standards
[7] https://www.ssih.org/full-accreditation

- Faculty Advisors act as the "process guide" through policy and procedure and early decision-making. They help guide the student toward appropriate resources and future professional mentors. The Faculty Advisor gets the student set up and ready to make decisions as a student in a professional program of study.
- Processes that the Faculty Advisor may assist students with include progressions, grade changes, elective choices, clinical performance, professionalism, etc.
- The Faculty Advisor will act as a mediator with sensitive student issues and guide students as needed.
- Faculty Advisors do not duplicate the efforts of the Academic Advisors in admissions, registration, permitting, or withdrawing.
- Faculty Advisors communicate regularly with the Academic Advisers.
- Faculty Advisors document all advising interactions in the appropriate student records system (Navigate, UMDegree, etc.)

Roles of the Student

Students are expected to take the initiative in planning their program of study, but students must maintain close contact with their Faculty Advisors while making the following important program-related decisions:

- Approving any forms requiring the signature of a Faculty Advisor
- Determining course and clinical sequences
- Changing plans of study or timelines
- Following any failing or unsatisfactory clinical grade at any time
- Following any grade less than C in an undergraduate didactic course
- Following any grade less than a B in a graduate didactic or clinical course

All students must meet with their Faculty Advisor at least twice per semester. Faculty Advisers will meet with advisees in small groups. Students may request extra meetings on their own as needed. They do not receive reminders from LCON faculty/staff.

Changing Faculty Advisors

Students may choose to change Faculty Advisor at any point. The student must take the lead to contact the Faculty Advisor and Director of Undergraduate Programs to request the change. The Student Success team will be notified when students change Faculty Advisors.

Peer Tutoring

LCON may also provide, depending on availability, peer tutoring. Students are provided information to sign up for tutoring . Students signing up and failing to show up for a session may lose the privilege of signing up for tutoring sessions for the remainder of the semester.

Peer Mentoring

Engage with a pioneering non-academic peer mentoring program within the Loewenberg College of Nursing. This innovative approach places a strong emphasis on fostering a sense of belonging through both group and individual interactions, creating a closely-knit student community. Recognizing that academic achievements can often be influenced by non-academic factors and lacking student success strategies; we collaborate with campus resources to provide comprehensive support that addresses these multifaceted needs. Beyond academics, our workshops and experiential learning opportunities bolster professional growth, while promoting lifelong learning to make a substantial impact on the healthcare landscape.

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 be legible (typewritten preferred).
- Meet with the course professor as soon as possible during the first week of the semester to discuss assignments. The 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, and documentation of work.
- Maintain a portfolio and present it to the course professor during contract discussions and project evaluation.
- Present a synthesis of coursework during the final semester before graduation.

BSN Academic Policies

General Education Coursework

All general education courses must be complete or in progress at the time of the nursing program application.

Nursing Course or Program Transfer

For students desiring to transfer to LCON from another professional nursing program, the following is required at the time of program application:

1. Apply to UofM and be accepted.
2. Apply to LCON and be accepted.
3. Meet all stated admission, general education, and pre-requisite requirements for LCON.
4. A maximum of 6 credit hours of nursing courses with grades of C or higher may be transferred after review and approval by the program director and faculty. Copies of the course syllabi are required and should be submitted to the Director of Undergraduate Programs.
5. Nursing course credit hours from the transfer institution must be less than one year old at the time of beginning the program of study at LCON.
6. Clinical and lab courses are not accepted for transfer credit.
7. A letter proving good standing from the prior institution is required.
8. The program director or coordinator may request additional proof of competency in relevant course content (i.e. - skills evaluation, health assessment evaluation, dosage examination, content examination).
9. Transfer applicants are accepted into the traditional BSN pathway and may not transfer into the accelerated BSN pathway.

Progression in the Nursing Major

1. Students must complete the nursing major within four 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 at any point in the program can only be entered twice and must be completed successfully by the end of the second attempt.
3. If a student receives below a C in one required nursing course, that course must be repeated. If a student then receives below a C in another required nursing course, the student will be academically disqualified from the program.
4. Students may withdraw from any required nursing course(s) throughout the entirety of the program. If a student withdraws from a course(s), it/they must be repeated, and the student must pass the second attempt. If the student is unsuccessful in the repeated attempt of any course, the student will be academically disqualified from the program.
5. 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 in subsequent semesters.
6. Repeating a course to achieve a grade of C does not replace the prior course attempt (i.e. remove the course failure) or grade in terms of progression and retention in LCON. The first failure will be recorded in the academic record, and any subsequent failures will result in academic disqualification from the program.
7. When a theory or clinical/lab course must be repeated, the companion theory or clinical/lab course must also be repeated even if a satisfactory grade was earned.
8. Students may request a leave of absence (LOA) for one semester through their advisor and the Director of Undergraduate Nursing Programs. Students not enrolled in any nursing courses for two consecutive semesters for any reason

(fall/spring; spring/fall) must reapply for LCON admission. There are no automatic readmissions. Re-admission occurs on a space-available basis.

9. 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 (here) from courses. Withdrawal from courses should be discussed with the course faculty, Academic Advisor, Faculty Advisor, and Program Director/Coordinator for a clear understanding of program progression implications including the 4-year requirement for program completion and that nursing courses may only be entered twice. Students who withdraw from all nursing courses in their first semester must reapply for admission into the program.

LCON may employ a registration and withdrawal hold on all NURS courses for this purpose.

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 circumstances that are beyond the student's control, unforeseeable, and severe. Refer to the University Office of the Registrar's policy on Late and Retroactive Withdrawals.

Students must meet with the Associate Dean for Student Success and Director of Undergraduate Programs as soon as possible following the significant emergency or extreme circumstance to discuss the possibility of 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 a legitimate purpose. Instructors are responsible for ensuring that individuals who attend their classes are properly enrolled or have been invited to make special announcements, guest lectures, or another authorized reason. The instructor is responsible for addressing any situation when unauthorized individuals (including children) attend their classes.

Attendance

Class participation within the BSN Program is integral to student learning. Class attendance within the BSN program is expected for all class and exam days unless otherwise indicated within the course syllabus.

Class attendance in all BSN courses will account for five percent of the course grade. If a student misses no more than 20% of course days and has not been tardy (see below), the student will receive the full five percent.

The actual number of hours/days that may be missed varies by course and depends on the number of days/hours the students are supposed to be in class.

Planned excused absences for university-sponsored activities or legally recognized reasons for absences (e.g., sporting events for students on athletic scholarships; military service requirements for ROTC and the Reserves; jury duty/court appearances; Student Nurses' Association Leadership conferences) do not count into the 20%. Such planned absences, however, require prior notification and approval.

Attendance process and late/leave policy:
1. Students who arrive late will only receive partial attendance for the day as follows:
    a. Students who arrive 1-29 minutes late are tardy and will receive credit of 1/2 attendance for the day.
    b. Students who arrive 30 minutes or more late will be considered absent for the day. *Students should still plan on arriving and attending the remainder of the class, even if being marked absent for lateness, to maximize class and learning time.*
2. Students who leave class early (15 minutes or more before the end of class) will be marked absent for the day.

Each course syllabus may have additional 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 to financial aid due to class attendance are valid.

Class and Clinical Specific Policies and Procedures

Each course syllabus contains 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. This includes the use of Artificial Intelligence note-taking software programs.

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 the 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 or cellular phones, text messaging, iPods, MP3 players, etc. while class is in session. *Note: Students may use electronic devices in class when permitted 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 instructors 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   S = Satisfactory
B = 84 – 91   U = Unsatisfactory
C = 75 – 83
D = 65 – 74
F = 64 and below

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 exams) to successfully complete the course. Other course assignments will not be added to 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, school obligated absences (i.e. SNA or scholarship related sponsored activities) or serious illness* must petition in writing before the time of the exam. A student who is seriously ill on the day of the exam must contact the course coordinator/faculty before the test by e-mail **_and_** leave a message by voicemail. 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. Arrangements to take the missed exam are to be agreed upon between the student and faculty and will occur within 5 business days unless otherwise arranged. It is the responsibility of the student to communicate continued illness to the faculty in relation to the make-up exam. **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.** Faculty 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.
3. Students are expected to arrive at the testing environment with the needed login information, a laptop (no iPads/tablets) with an attached privacy screen, the testing program already downloaded, all firewalls and notifications turned off, and ready to download the exam per the faculty's instructions. Students who fail to meet these requirements will need to complete the test in the remaining time allotted for the test. The test will be closed after the allotted testing time and no additional testing time or review time will be given. All BSN students must have their own laptops for testing purposes. Students must present student ID badges/Picture ID upon entry to the testing environment. Student ID badges will then be placed next to their computer. No other badges or tags should be attached to the student ID during testing times.
4. All students must have student IDs in order to test. All other personal belongings are prohibited inside the testing area unless prearranged. This specifically includes, but is not limited to, any personal electronic communication devices (cell phones, smart watches, AI glasses or other AI devices, digital pens, etc).
5. Please do not leave personal belongings unattended outside of the testing area or in open classrooms. 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.
6. All students will be seated by random assignment upon entering the testing room. Students should proceed to the assigned seat and remain quiet throughout the testing period.
7. The proctor will supply the exam password when all students are seated and quiet.
8. 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.
9. During tests, no questions should be asked aloud 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.
10. 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.
11. Students who have completed the exam must remain quiet and demonstrate professional behavior toward those who are still taking the exam.
12. Scratch paper should be collected by the proctors at the end of the exam, prior to beginning the review.
13. 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.
14. 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 items from the course exam will not be reviewed during this time; rather, similar questions may be

reviewed using other resources. Students are also encouraged to reach out to the Office of Student Success and the Director of Undergraduate Learning and Achievement (DULA) for assistance in tutoring, time management, and other resources offered by the university/LCON.

15. Students who are not compliant with exam procedures will be given verbal and/or written counseling and the Director of Undergraduate Programs 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. Repeated behaviors will be referred to the Director for Undergraduate Programs for formal counseling.

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

17. LCON courses are taught during non-standard university times and final exams may be administered on any day/time during the final exam period.

Undergraduate Grade Appeals

The Loewenberg College of Nursing follows the University of Memphis Undergraduate Grade Appeals policies and procedures as found in the current undergraduate student catalog.

Grade Appeal Procedures

NOTE: Please refer to the Undergraduate Catalog link above for details and timelines associated with each step in the appeals process.

Step 1: Course Faculty

Step 2: Director of Undergraduate Programs

Step 3: Sr. Associate Dean for Academic Affairs

Step 4: University Undergraduate Grade Appeals Committee

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 any nursing course.
2. Failure to earn a "C" or "S" (clinical) in two nursing courses at any point in the program of study regardless of prior or repeat grades in any course.
3. Withdrawal from the same nursing course twice at any point in the program of study.
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. Violation of HIPAA or confidentiality regulations at a clinical site
7. False documentation in any clinical experience/environment
8. Clinical practice that places patients in physical or emotional jeopardy after the student is taught otherwise.
9. Failure to adhere to LCON substance misuse policy.

Notification of Dismissal

A student who is dismissed from the LCON nursing program is notified by email as the official form of communication from the LCON and University of Memphis.

Dismissal Appeal Process

A student may appeal dismissal from the nursing program. Formal appeals are reviewed by the LCON. Requests must be submitted in writing via this link: https://www.memphis.edu/nursing/student-life/current/grade-appeal.php within (5) days of official notification of dismissal. LCON will then notify the student of the final decision.

LCON Intercampus Transfer Guidelines

LCON's 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, scheduling, and orientation in 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 as soon as they become aware of the need for

transfer via the online transfer request form found on the Current Nursing Student [homepage](). LCON will review requests based on the availability of didactic and clinical course seats at both campuses to support academic success of the student. Students will be notified of a decision no later than two (2) weeks prior to the start of the semester.

Summer Courses

Students in the accelerated curriculum must take courses during the summer semester which may also include the May-mester (during the month of May). Failure to do so could result in the student being transitioned to the traditional BSN track.

Students enrolled in summer courses must be prepared for the intensive nature of summer classroom and clinical coursework, which spans three to ten weeks instead of a full academic semester. This typically means students take 3-4 clinical courses in the summer term. This may include two days of didactic course work in addition to 8 or 12-hour shifts multiple days per week, including Saturdays. Students taking summer classes should not plan to take any trips while classes are in session, and it is highly recommended that students do not work during this term.

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 policy. This grade will automatically convert to an "F" after one major term/semester if course requirements have not been met. This policy does not apply to graduating seniors. Students graduating during the term in which the "I" grade is issued must adhere to graduation deadlines. Students will have three weeks after the commencement ceremony to have the final grade posted to the transcript.

Nursing Standardized Testing

To successfully progress in the nursing program, students must perform adequately on mandatory standardized tests, which are integral to course assessments as outlined in the syllabi. Failure to achieve the required score can affect course grades and slow academic progression or lead to disqualification. Faculty provide support for students with low scores to enhance their performance.

Additionally, students in their final semester of either traditional or accelerated BSN programs must score a 90% probability of passing the ATI Comprehensive Predictor exam to obtain authorization for the NCLEX-RN exam. Those failing to meet this benchmark after two attempts receive an incomplete grade, preventing them from program completion and board licensure until they meet the necessary criteria. LCON progression and retention policies apply.

National Council Licensure Examination (NCLEX-RN)

Upon successful completion of all requirements in the nursing program, pre-licensure graduates are eligible to take the NCLEX-RN to obtain state licensure at designated testing locations. In the semester before graduation, the college will notify the applicable state board of nursing of all students who are eligible to take the licensure examination. The application and procedure for the NCLEX-RN is provided by the LCON Academic Success Advisor. Students should refer to the instructions provided in the LMS course.

Substance Misuse

Students should not consume alcohol while in uniform or within 12 hours of an LCON scheduled activity (clinical, seminar, class, lab, other). When substance use or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to a program director for appropriate management.

BSN Clinical Policies

Core Performance Standards for Clinical Courses

The following standards are required to enroll in all BSN clinical courses:

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
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care
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

BSN Health Clearance Requirements

Upon admission to LCON, students must purchase an account with an online health data management system, which is utilized for uploading essential health documents for their nursing program. Requirements including background checks and urine drug screenings must be completed promptly to enable registration for classes and participation in clinical sessions. These requirements, along with immunizations, must be maintained throughout any semester involving practicum. Students are encouraged to ensure all documents are up to date before each semester starts to avoid being barred from clinical sessions due to outdated documents. A registration hold may be

applied as a reminder to update documents, ensuring compliance. Any absence from clinical or lab sessions due to document expiration is deemed unexcused.

Below is a summary of the required health documentation at admission and ongoing throughout the program of study:

- LCON Physical Exam Form
- LCON Student Signature Form
- LCON Release of Student Information and Acknowledgement Form
- Proof of current health insurance coverage
- Government-issued photo ID
- 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. Students may also provide a signed Hepatitis B Waiver. Students 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 the 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/Blood 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 (optional): Proof of up-to-date Covid vaccination.
  - Vaccine waivers are reviewed on an individual basis, must be requested, and are approved by the Office of Community Partnerships and Practice by emailing LCONocpp@memphis.edu
- American Heart Association CPR Certification
  - Obtain Basic Life Support for Healthcare Provider certification as offered through American Heart Association. **Only the AHA course** will be accepted.
  - Online CPR certification or re-certification without an in-person skills demonstration *will not* be accepted.
  - Students must submit a copy of the front and back of the certification card
- Fit testing for N-95 Respirator use
- Criminal background check results from approved vendor

- Malpractice Insurance-Professional liability insurance with a minimum of $1,000,000 per occurrence/$3,000,000 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 the student as directed within 30 days of the start of the clinical learning experience. This is typically completed on campus the week prior to the start of each term. Students should plan to sign up and be available for an appointment that week.

Students must complete and comply with all these requirements during the semester before 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 clinical partners 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 not enrolled in nursing courses for a semester or more may be required to complete additional background checks and/or urine drug screening upon their return.

Students not enrolled or absent for health-related reasons will be required to submit authorization and release (with evident release date) from a healthcare provider for returning to clinical or lab learning experiences.

Required Drug Testing

All students are required to complete a drug screen at the student's expense within 30 days prior to entering a clinical practicum each semester. Instructions on how to do this are emailed to students each semester by the clinical placement coordinator. This test detects alcohol and THC and CBD-related products. Students should refrain from ingesting these products. Any positive test or negative-dilute test will require the student to retest at the student's expense. See the substance misuse policy for specific information.

Health Insurance

Students are responsible for all medical expenses and are **highly** encouraged to always secure and maintain healthcare insurance 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. The

LCON and the University of Memphis are not responsible for medical expenses incurred from a student's injury or exposure during clinical or lab experiences.

Clinical Placements

Students are assigned random clinical placements which may include various times during days, evenings, or weekends due to site availability and student numbers. Changes to practicum schedules may occur if alterations in enrollment, clinical/lab section balancing, or faculty and site availability necessitate them. These adjustments will be communicated via email from the program director or clinical placement coordinator. Additionally, it is essential for students to regularly verify their course schedules in Banner before the term begins for any last-minute updates. Except in cases where a student is placed in their place of employment, practicum assignment changes cannot be requested from the Clinical Placement Coordinator or the Director of Undergraduate Programs.

Clinical Placement System and Orientations

To obtain uniform and consistent clinical orientation with partner hospital facilities, clinical placement software and orientation programs are used. Completion of all learning activities in this placement system software are required as part of the clinical partner clearance process. 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. LCON **does not** provide transportation to and from clinical sites; nor does it provide financial assistance or reimbursement for transportation to and from sites.

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 course faculty and the Clinical Placement Coordinator.

Nursing Student Employment

Students who are enrolled in a clinical nursing course may not work 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 simulation and labs, is mandatory. Students are expected to participate in all learning 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). Students must have preapproval from the faculty regarding these absences. Students should use the LCON Planned Clinical Absence Form to obtain approval from their faculty at least one week prior to the planned absence. 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.

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 their clinical setting with symptoms of illness may be excused by the faculty or preceptor, resulting in clinical absence. A student who fails to notify the faculty of an unplanned absence is considered a no call/no show, and the student will receive an Unsatisfactory for the full clinical day which will count as an unexcused absence.

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 their 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 by the nursing faculty. To assist in meeting clinical outcomes, supplemental work or an alternative learning experience may be assigned by faculty.

Clinical Tardy

Students are expected to be at the clinical site or in their lab/simulation room and ready 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 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 the tardy will be noted on their evaluation and will be considered in the reflective notes as in need of improvement related to professional performance. 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 discretion of the faculty based on the type of clinical learning experience and the amount of time missed at the time of the student's arrival.

Clinical Evaluation Policy

Students are evaluated on critical concepts and competencies in the clinical setting continuously throughout the semester. Students must display progressive improvement and demonstrate 'Satisfactory' performance of all 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 performs Unsatisfactorily in three or more critical or course-specific competencies will receive comments in the reflective notes with guidelines for expected future improvement. Multiple entries in the reflective notes showing repeated performance concerns will be marked as NI or Unsatisfactory at the next formal evaluation period in the course. A student who demonstrates these types of behaviors will be required to meet with the assigned faculty to be counseled regarding measurable behaviors that the student must demonstrate to meet expectations. Faculty members will substantiate all 'Unsatisfactory' grades or weekly performance concerns with anecdotal comments in the reflective notes section of the evaluation tool. If a student receives 'Needs Improvement' on the same competency in subsequent formative evaluation points, this will result in an 'Unsatisfactory' for the competency. Lack of improvement by the end of the course will result in a clinical failure.

Three clinical days of repeated concerns with the same or similar behaviors 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 evaluation will have two additional attempts to demonstrate competence in the skill(s) before the end of the semester. All course-specific skills must be demonstrated successfully prior to the last

day of class to pass the course. A student who is unable to demonstrate competence in any of the course-specific skills after three attempts fails the course.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Students should follow standard precautions for bloodborne pathogens and adhere to current [Centers for Disease Control Guidance](#) for managing exposures as follows:

If a student experiences blood and body fluid exposure following a sharps injury:

Provide immediate care to the exposure site:
- Wash puncture and small wounds with soap and water for 15 minutes. Be aware of wash station locations in your facility based on what shift you are working.
- Apply direct pressure to lacerations to control bleeding and seek medical attention as outlined below.
- Flush mucus membranes with water:
  - Mouth:
    - Rinse several times with water
  - Eyes:
    - Remove contact lenses.
    - If eye wash station available, flush eyes for 15 minutes.
    - If eye was station not available, have a peer flush exposed eyes with 500 mL lactated ringers or normal saline.
    - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated. Keep the eyes open and rotate the eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold tyee ylids open.
- Go to the emergency department (hospital fees may apply) OR employee health as soon as possible, per 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. LCON and the University of Memphis are not responsible for any treatment fees incurred by the student due to emergency care for injury or exposure. Students are highly encouraged to maintain their own health insurance to help cover any medical fees associated with treatment.

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 Undergraduate Programs 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 primary care provider or local health department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's personal expense.

Clinical Dress and Uniform Policy

Whenever a student is wearing the University of Memphis Clinical Uniform, the following policies 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 chest 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. Legging style scrub pants are not permitted.
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 chest.
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, minimalist in style, and must be safe. White nursing shoes or white 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 actual and simulated patient care areas, hair should be confined as 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, brown, or white. In consideration of specific observances, head covering colors or patterns that fall outside of the policy must be approved by the faculty before 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. Only clear nail polish is permitted. Artificial nails, including dips or tips are ***not*** allowed in the clinical or lab setting.

9. *Jewelry:* No more than two small stud earrings per earlobe may be worn. Flesh tone or clear gauges may be worn to cover visible holes in nose, lip, eyebrow and ear piercings. **There can be no other visible body piercings with jewelry other than those mentioned previously**. Only one simple and thin chain necklace with a small charm or religious symbol may be worn. No bracelets are allowed. Wedding bands and/or engagement rings are acceptable. Jewelry may not be attached in patient care settings. 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 clinical placement coordinator.

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). Clinical sites have the right to require these be covered while attending clinical. LCON students and faculty are required to abide by the policy at each agency. Refusal to comply with an agency's specific policy as requested will result in disciplinary action and inclusion on the clinical evaluation tool.

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. In many areas, lanyards are considered a safety risk and should be avoided. Instead, students are recommended to use a clip to adhere the ID to their uniform chest/pocket area.

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

15. *Clinical Professional Dress:* Dress clothing will be dependent on the clinical experience and will be per the clinical instructor for that experience. The following outlines clinical professional dress at LCON.

a. Professional clothing: Jeans should not be worn in any clinical setting. Clothing should be such that undergarments are not visible. Questions about professional dress should be directed to the faculty.
b. White laboratory coat: 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

c. Closed toe, closed heel, non-porous shoes are required that are preferably black, brown, or white. Students **may not** wear sandals, other open-toed shoes, or tennis shoes.
d. Jeans, T-shirts, sweats, sweatshirts/hoodies, leggings, or shorts are not considered professional dress, and students may be asked to leave the clinical setting if worn.

These requirements are considered professional expectations and those who are in violation of this repeatedly (more than twice), are at risk of a "U" grade. If students are not appropriately dressed, they will be sent home and receive a Needs Improvement for the first offense and an Unsatisfactory for repeated offenses.

Clinical Supplies Required

Students should bring the following to all clinical, lab and simulation experiences.

1. Watch that can count seconds. 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.
5. Bandage scissors
6. Pen light

In addition, first semester students should bring their skills supplies totes to every skills/health assessment lab. It is recommended to keep the skills totes throughout the duration of the nursing program. Students may be asked to bring them for various skill practice days in subsequent semesters.

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 or preceptor is also listening on the phone line as the order is given and thus is able to co-sign that order, and only if allowed by the clinical site. Students should encourage the provider to enter orders per clinical site policy at all times.

Dosage Calculation Policy

LCON BSN students receive instruction on dosage calculation beginning in the first semester and continuing throughout the curriculum, incorporating specialty and advanced content appropriate to individual courses.

Requirements

Students must demonstrate clinical competency of 90% accuracy or higher to successfully pass the clinical course and administer medications in the clinical setting. The student will have a total of three attempts to satisfactorily achieve a score of 90% or higher.

Students who score less than 90% on the first attempt will be required to remediate with the faculty member and repeat the testing until achieving a score of 90% or higher within three attempts. If the student is unsuccessful on the second attempt, the student will be required to remediate with a different faculty member or the Director for Undergraduate Licensure and Achievement (DULA). Each week the student cannot administer medications in the clinical setting will be denoted on the Clinical Evaluation Tool (CET) under the course specific competency section. **Failure to achieve a score of 90% or higher after three attempts on the dosage exam will result in failure of the clinical course in which the exam was given. In addition, students will not be able to administer medications in any other clinical courses during that semester, which may result in failure of those courses due to inability to administer medications if applicable.**

Dosage Calculation Competency Outcomes

Course Implementation
Student competency in dosage calculation and medication administration will be evaluated in the following courses:

NURS 3004—Introduction to Pharmacology and Medication Administration
NURS 3206—Nursing Adult I Practicum
NURS 3306—Nursing Adult II Practicum
NURS 4206—Transition to Professional Nursing Practicum

Dosage Calculation Competency Content Topics
Upon completion of each of the following courses, the student will:

NURS 3004—Introduction to Pharmacology and Medication Administration:
- Comprehend safe dosage and medication administration techniques
- Calculate medication dosages in a manner consistent with client safety and health promotion in the following categories:
  - Oral Medications
  - Injectable Medications
  - Parenteral (IV) Medications
  - Powdered Medications
  - Dosages by Weight
  - Pediatric Medications
  - Critical Care Medications
  - Medication Administration
  - Safe Medication Administration

NURS 3206—Nursing Adult I Practicum:
- Remediate and calculate dosage based on all previously learned objectives
- Specifically focus on parenteral (IV) medications

NURS 3306—Nursing Adult II Practicum:
- Remediate and calculate dosage based on all previously learned objectives
- Specifically focus on dosages by weight, pediatric medications, and critical care medications

NURS 4206—Transition into Professional Nursing Practicum:
- Remediate and calculate dosage based on all previously learned objectives

Required Dosage Calculation Resources
Students are required to purchase the adopted dosage resource(s) as part of the required course texts and resources at the beginning of the first semester of study. These resources are used across all semesters of study for dosage instruction and practice. Continued use of the resources is reviewed regularly by faculty.

Dosage Calculation Evaluation
NURS 3004 - Introduction to Pharmacology and Medication Administration
Ongoing: Regular assessment of student progress will be completed throughout the semester through various modules.

Completion: 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 considered successful in the course.

NURS 3206—Nursing Adult I Practicum; NURS 3306—Nursing Adult II Practicum, and NURS 4206—Transition to Professional Nursing Practicum

Entry: A written dosage examination that assesses mastery of content taught and reinforced in each previous course will be administered during the first week of the semester. Students have three attempts to score 90%.

Ongoing: Clinical competence in dosage calculation and medication administration is evaluated on an ongoing basis. Faculty may include dosage calculation questions on didactic unit and final exams.

RN-BSN Program Policies

Prior Learning Experience

RN-BSN students may earn college credit for prior learning experience with approval through credit by examination.

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 at LCON 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 are ineligible to request credit through prior learning experience. In cases where courses were taken for credit in a prior degree program, faculty will review on a case-by-case basis for transfer credit or course validation.

Credit by Examination (CBE)

Credit by examination (CBE) can be earned for three RN-BSN courses: Health Assessment and Lab (NURS 3109/3110), Pathophysiology (NURS 3401), and Pharmacology (NURS 3009). 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 Coordinator.

RN-BSN Credit by 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.

Associate Degree Nursing 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 3009 and NURS 3401, respectively.

1. The student is responsible for initiating contact with the former nursing school and requesting that the school provide the official test results.
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 to earn college credit for NURS 3009, NURS 3401, and NURS 3109/3110, respectively. Student costs associated with CBE through the national standardized exams are as provided in Table C-9.

Table C-9
CBE Fees for National Standardized Exams (Please note these fees are subject to change without notice).

CBE Course	Credit Value	University Test Fee	Evolve Costs	Proctoring Fee	Total Estimated Cost
NURS 3009 Pharmacology	3	$60	$45	$35	$140
NURS 3401 Pathophysiology	3	$60	$45	$35	$140
NURS 3109 Health Assessment	2	$60	$45	$35	$140
NURS 3110 Health Assessment Lab	1	$60	$0	$0	$60
Total Cost for 3 courses without practice exams					**$480**
Optional additional cost for practice exams for 3 courses					$126
Total Cost for 3 courses with practice exams					**$606**

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

Step 1) RN-BSN Program Advisor Approval

The student contacts the RN-BSN Program Coordinator to request to test using the credit by exam process for one or more courses. The RN-BSN Program Coordinator reviews the student's transcript to determine eligibility. If the student is eligible and approved, the RN-BSN Program Coordinator 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 Program Advisor 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 Coordinator.
- The student pays on-line for the exam requested by the RN-BSN Program Coordinator.
- 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 3109/3110), Pathophysiology (NURS 3401), and Pharmacology (NURS 3009). 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 may be obtained from the RN-BSN Program Advisor.

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 for required signatures and approval. Lastly, the student must pay the university test fees. These fees allow the credit hours to be placed 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 before the examination.

Step 5) Scheduling the Exam

Next, the student schedules the exam by contacting the Office of Professional & Academic Testing Services.

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 Coordinator 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.

D. THE MASTER OF SCIENCE IN NURSING and GRADUATE CERTIFCATE PROGRAMS

MSN and Graduate Certificate Program Goals

The goals of the Master of Science in Nursing and Graduate Certificate programs are to:

1. Educate baccalaureate prepared registered nurses for advanced roles in advanced nursing practice (APRN), nursing education, and nursing leadership.
2. Prepare life-long scholars well equipped to translate evidence into practice.
3. Produce well prepared graduates to deliver high-quality evidence-based care, lead healthcare system transformation, and facilitate exceptional teaching & learning.
4. Prepare graduates to properly and effectively apply interprofessional communication, current technologies, and professionalism to advance health, health policy, and health equity for diverse populations from local to global.
5. Produce graduates with exceptional leadership attributes that leads to ethical practice, patient advocacy, attention to quality & safety, and commitment to the advancement of the professional nursing discipline.

(Revised April 2014, Approved by CCNE March 2015; June 2020; April 2024)

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* National Task Force (NTF) for Quality Nurse Practitioner Education, National League for Nursing (NLN) Core Competencies for Academic Nurse Educators, and American Organization for Nursing Leadership (AONL) Nurse Leader Core Competencies as the professional standards for the MSN program at The University of Memphis.

MSN and Graduate Certificate Student Learning Outcomes

Graduates of the MSN program are prepared to:
1. Synthesize and integrate advanced knowledge from nursing, liberal arts, and natural and social sciences to transform and advance nursing practice and promote excellence in clinical judgment and innovation.
2. Develop and apply person-centered, culturally sensitive care focused on delivering health promoting and disease-preventing interventions.
3. Analyze and develop collaborative practices to reduce health disparities, promote equitable healthcare delivery, and influence health policy while advocating for optimal health across populations and healthcare settings from local to global.
4. Apply innovative, high-quality healthcare to various populations by translating evidence to practice and evaluating outcomes at an advanced level.

5. Apply the most current quality and safety principles, including quality improvement, a culture of safety, civility, and respect, to mitigate risks for patients and healthcare professionals.
6. Use effective communication methods and leadership strategies to foster the development and facilitation of diverse and inclusive interprofessional partnerships to enhance health outcomes.
7. Employ evidence-based leadership practices within complex and evolving healthcare systems to provide safe, high-quality, equitable, and innovative care.
8. Utilize current information technologies to communicate, manage, and improve care delivery through knowledge discovery, data analysis and management, and the accessing and applying of standards and policies.
9. Demonstrate and advance nursing professionalism by applying nursing core values (e.g., integrity, courage, advocacy, autonomy, equity, and justice) and ethical practices in diverse settings.
10. Develop and demonstrate a commitment to self-care and well-being, professional maturity, and population advocacy through nursing leadership.

Table D-1
Relationship between the AACN Essentials Domains and the LCON MSN Program Goals and Student Learning Outcomes

AACN Essentials Domain	MSN Program Goal	MSN SLO
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	1, 4, 9
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, 3, 4, 5	2, 3, 4
Domain 3: Population Health	1, 3, 4	3, 4, 9

"Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes."		
Domain 4: Scholarship for the Discipline of Nursing "The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care."	1, 2, 3, 4	1, 4, 5, 7, 9
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, 3, 5	4, 5, 7
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	3, 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, 3, 5	3, 5, 7
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	4	4, 8

delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards."		
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, 3, 4, 5	3, 9
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."	3, 4, 5	9, 10

Featured Concepts of Nursing Practice

The Essentials define eight nursing concepts that are associated with professional nursing practice and are integrated within the ten domains. Table D-2 provides the relationship of each featured concept with the MSN Program Goals and Student Learning Outcomes.

Table D-2
Relationship between the AACN Essentials Concepts of Nursing Practice and the LCON MSN Program Goals and Student Learning Outcomes

AACN Essentials Concepts for Nursing Practice	MSN Program Goal	MSN SLO
1. *Clinical Judgment* Clinical judgment is the process of acquiring and analyzing information and data related to the changing patient condition culminating in evidence-based care decisions and improved patient outcomes.	1, 3, 5	1, 2, 3, 4, 7, 8
2. *Communication* Communication is an exchange of information, thoughts, and feelings through a variety of mechanisms. Effective communication between nurses and patients/families and between nurses and other	4	2, 6, 8

health professionals is central to the delivery of high quality, individualized nursing care.		
3. *Compassionate Care* Compassionate care is a meaningful way in which the nurse delivers care to the individual through recognition of their specific needs and vulnerability. Because it is person-centered and respectful of the diversity and experience of all humans, compassionate care provides empowerment to every individual under the nurse's charge.	3, 5	2, 8, 9
4. *Diversity, Equity, and Inclusion* Diversity, Equity, and Inclusion (DEI) identifies inequities in healthcare and creates an environment that improves access and quality of care for diverse and underserved populations. The implementation of DEI leads to improved patient and population outcomes.	4	2, 3, 6, 7, 9
5. *Ethics* Nursing practice is guided by ethical principles such as beneficence, non-maleficence, autonomy, and justice. Ethics and moral agency are integral to every domain of nursing practice and are central to the delivery of high-quality, safe patient care.	5	5, 9
6. *Evidence-Based Practice* Questioning clinical practice, formulating clinical questions, collecting external evidence, integrating evidence for change, evaluating change, and disseminating research findings can promote improved quality of care and patient outcomes.	2, 3	1, 4, 5, 7, 8
7. *Health Policy* Health policy is the outcome of purposeful determination about health, health care, and healthcare access that results from public choice, legislative, or organizational processes. Nurses play a pivotal role in these decisions and outcomes by	4, 5	3, 9, 10

becoming involved in the policy process, development, and change on the local and national levels.			
8. *Social Determinants of Health* Social determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."	2	1, 3, 4	

MSN Curriculum

Nursing Leadership MSN Curriculum

The Nursing Leadership (NL) concentration prepares nurses for leadership and executive positions in various healthcare settings. The NL concentration is based upon well-founded principles, including The American Organization for Nursing Leadership (AONL) Nurse Leader Competencies. Table D-3 provides the NL concentration curriculum.

Table D-3
Nursing Leadership Curriculum Plan

	Advanced Nursing Core Courses	
NURS 7021	Scholarly Nursing I	3
NURS 7022	Scholarly Nursing II	3
NURS 7023	Population Health in Our Global Society	3
NURS 7024	Nursing Leadership and Technologies	3
		(12)
	Nursing Leadership Specialty Courses	
NURS 6900	Power of Workplace Civility and Diversity	3
NURS 7912	Collaborative Professional Relationships Management	3
NURS 7913	Accountable and Ethical Nursing Leadership Practices	3
NURS 7914	Healthcare Business & Finance	3
NURS 7915	Evidence-Based Leadership to Improve Patient Care	3
NURS 7917	Nurse Leader Immersion I (120 hours)	2
NURS 7919	Nurse Leader Immersion II Roles & Transition to Practice Residency (240 hours)	4
		(21)
	Total Program Credit Hours	33

Total Specialty Clinical Hours	360
Total Program Clinical Hours	500

Nursing Education MSN Curriculum

The Nursing Education concentration prepares nurse educators in various healthcare settings. Over the course of study, students 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 concentration. Table D-4 provides the Nursing Education MSN Curriculum.

Table D-4
Nursing Education MSN Curriculum Plan

Advanced Nursing Core Courses		
NURS 7021	Scholarly Nursing I	3
NURS 7022	Scholarly Nursing II	3
NURS 7023	Population Health in Our Global Society	3
NURS 7024	Nursing Leadership & Technologies	3
		(12)
Nursing Education Specialty Courses		
NURS 7105	Advanced Patho, Pharm, and Health Assessment for Nurse Educators	3
NURS 7106	Adv Patho, Pharm, and Health Assessment for Nurse Educators Lab	1
NURS 7204	Curriculum Design and Educational Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7206	Teaching Methods for Nurse Educators	3
NURS 7207	Nurse Educator Immersion I (120 hours)	2
NURS 7209	Nurse Educator Immersion II – Roles & Transition to Practice Residency (240 hours)	4
		(19)
Total Program Credit Hours		31
Total Specialty Clinical Hours		360
Total Program Clinical Hours		500

Family Nurse Practitioner MSN Curriculum

This Family Nurse Practitioner (FNP) 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 are provided with knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses. There are 750 practicum hours in the FNP MSN concentration. Table D-5 provides the FNP MSN Curriculum.

Table D-5
Family Nurse Practitioner MSN Curriculum Plan

Advanced Nursing Core Courses		
NURS 7021	Scholarly Nursing I	3
NURS 7022	Scholarly Nursing II	3
NURS 7023	Population Health in Our Global Society	3
NURS 7024	Nursing Leadership & Technologies	3
		(12)
Advanced Nursing Practice Core Courses		
NURS 7101	Advanced Health Assessment	3
NURS 7102	Advanced Health Assessment Clinic/Lab	1
NURS 7103	Advanced Pathophysiology	3
NURS 7104	Advanced Pharmacology	3
		(10)
Family Nurse Practitioner Specialty Courses		
NURS 7641	FNP I Acute Manifestations & Differential Diagnosis	1
NURS 7642	FNP I Acute Problems Management	3
NURS 7643	FNP I Acute Problems Practicum (250 hrs)	3
NURS 7644	FNP II Chronic Manifestations & Differential Diagnosis	1
NURS 7645	FNP II Chronic Problems Management	3
NURS 7646	FNP II Chronic Problems Practicum (250 hrs)	3
NURS 7649	FNP Roles & Transition to Practice Residency (250 hrs)	4
		(18)
	Total Program Credit Hours	40
	Total Specialty Clinical Hours	750
	Total Program Clinical Hours	750

Adult-Gerontology Acute Care Nurse Practitioner MSN Curriculum

This Adult-Gerontology Acute Care Nurse Practitioner concentration prepares advanced practice registered nurses to deliver advanced nursing care and services to adult patients with complex acute, critical, and chronic health conditions. There are 750 practicum hours in the AG-ACNP MSN Concentration. Table D-6 provides the AGACNP MSN curriculum.

Table D-6
Adult-Gerontology Acute Care Nurse Practitioner MSN Curriculum plan

Advanced Nursing Core Courses		
NURS 7021	Scholarly Nursing I	3
NURS 7022	Scholarly Nursing II	3
NURS 7023	Population Health in a Global Society	3
NURS 7024	Nursing Leadership & Technologies	3
		(12)
Advanced Nursing Practice Core Courses		
NURS 7101	Advanced Health Assessment	3
NURS 7102	Advanced Health Assessment Clinic/Lab	1
NURS 7103	Advanced Pathophysiology	3
NURS 7104	Advanced Pharmacology	3
		(10)
Adult Gerontology Acute Care Nurse Practitioner Specialty Courses		
NURS 7621	AGACNP I	3
NURS 7622	AGACNP I Practicum (180 h)	3
NURS 7623	AGACNP II	3
NURS 7624	AGACNP II Practicum (180 h)	3
NURS 7625	AGACNP III	3
NURS 7626	AGACNP III Practicum (180 h)	3
NURS 7629	AGACNP Roles & Transition to Practice Residency (240 hrs)	4
		(22)
Total Program Credit Hours		44
Total Specialty Clinical Hours		780
Total Program Clinical Hours		780

Graduate Certificate Curriculum

LCON offers graduate certificates for Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Nursing Education, and Nursing Leadership concentrations for applicants with a graduate nursing degree (e.g., MSN, DNP, PhD) in another specialty.

Adult-Gerontology Acute Care Nurse Practitioner Certificate Curriculum

The Adult-Gerontology Acute Care Nurse Practitioner Certificate program provides a formal program of study for graduate-prepared registered nurses interested in taking the national certification exam to practice as an Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP).

Table D-7 provides the AG-ACNP Certificate curriculum.

Table D-7

Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate Curriculum Plan

Course	Title	
NURS 7621	AGACNP I	3
NURS 7622	AGACNP I Practicum (180 hrs)	3
NURS 7623	AGACNP II	3
NURS 7624	AGACNP II Practicum (180 hrs)	3
NURS 7625	AGACNP III	3
NURS 7626	AGACNP III Practicum (180 hrs)	3
NURS 7629	AGACNP Roles & Transition to Practice Residency (240 hrs)	4
Total Credit Hours		22
Total Clinical Hours		780

Family Nurse Practitioner Certificate Curriculum

The Family Nurse Practitioner (FNP) graduate certificate prepares nurses interested in taking the national certification exam to practice as a Family Nurse Practitioner.

Table D-8 provides the FNP Certificate curriculum.

Table D-8

Family Nurse Practitioner Graduate Certificate Curriculum Plan

Course	Title	Credits
NURS 7641	FNP I Acute Manifestations & Differential Diagnosis	1
NURS 7642	FNP I Acute Problems Management	3
NURS 7643	FNP I Acute Problems Practicum (250hrs)	3
NURS 7644	FNP II Chronic Manifestations & Differential Diagnosis	1
NURS 7645	FNP II Chronic Problems Management	3
NURS 7646	FNP II Chronic Problems Practicum (250hrs)	3
NURS 7649	FNP Roles & Transition to Practice Residency (250hrs)	4
Total Credit Hours		18
Total Clinical Hours		750

Psychiatric-Mental Health Nurse Practitioner Certificate Curriculum

The Psychiatric-Mental Health Nurse Practitioner Graduate Certificate provides a formal program of study for graduate-prepared registered nurses interested in taking the national certification exam to practice as an Psychiatric-Mental Health Nurse Practitioner (PMHNP).

Table D-9 provides the PMHNP Certificate curriculum.

Table D-9
Psychiatric- Mental Health Nurse Practitioner Graduate Certificate Curriculum Plan

Course	Title	
NURS 7610	Psychopharmacology	3
NURS 7611	Advanced Mental Health Assessment & Diagnosis	3
NURS 7612	Advanced Mental Health Assessment & Diagnosis Practicum (120 hrs)	2
NURS 7613	PMHNP I	3
NURS 7614	PMHNP I Practicum (190 hrs)	3
NURS 7615	PMHNP II	3
NURS 7616	PMHNNP II Practicum (190 hrs)	3
NURS 7619	PMHNP Roles & Transition to Practice Residency (250 hrs)	4
Total Credit Hours		24
Total Clinical Hours		750

Graduate Certificate – Nursing Education Curriculum

The Nursing Education Graduate Certificate prepares nurses for various roles as a nurse educator. The certificate 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 Nursing Education Graduate Certificate program or during the plan of study, students must complete 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 -

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

Table D-10 provides the Nursing Education Certificate curriculum.

Table D-10
Nursing Education Graduate Certificate Curriculum Plan

Course	Title	Credit
NURS 7204	Curriculum Design and Educational Theory	3
NURS 7205	Evaluation Methods in Nursing Education	3
NURS 7206	Teaching Methods for Nurse Educators	3
NURS 7207	Nurse Educator Immersion I (120 hours)	2
NURS 7209	Nurse Educator Immersion II – Roles & Transition to Practice Residency (240 hours)	4
Total Credit Hours		15
Total Clinical Hours		

Nursing Leadership Certificate Curriculum

The Nursing Leadership Graduate Certificate prepares nurses for management and executive nursing roles in various healthcare settings. Table D-11 provides the Nursing Leadership Certificate curriculum.

Table D-11
Nursing Leadership Graduate Certificate Curriculum Plan

Course	Title	Credits
NURS 6900	Power of Workplace Civility and Diversity	3
NURS 7912	Collaborative Professional Relationships Management	3
NURS 7913	Accountable and Ethical Nursing Leadership Practices	3
NURS 7914	Healthcare Business & Finance	3
NURS 7915	Evidence-Based Leadership to Improve Patient Care	3
NURS 7917	Nurse Leader Immersion I (120 hours)	2
NURS 7919	Nurse Leader Immersion II Roles & Transition to Practice Residency (240 hours)	4
Total Credit Hours		21
Total Clinical Hours		

MSN Academic Policies

Admissions

Because the University seeks to provide in as much as possible a reasonably safe environment for its health career students and their patients, students may be required during the course of the program to demonstrate their physical and/or emotional fitness to meet the essential requirements of the program. Such essential requirements include freedom from communicable diseases, the ability to perform certain physical tasks, and suitable emotional fitness. Any appraisal measures used to determine such physical and/or emotional fitness will be in compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, so as not to discriminate against any individual on the basis of disability.

Core performance standards for admission and progression:

1. Critical thinking ability sufficient for clinical judgment.
2. Interpersonal abilities sufficient to interact 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.
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care.
6. Auditory ability sufficient to monitor and assess health needs.
7. Visual ability sufficient for observation and assessment necessary in nursing care.
8. Tactile ability sufficient for physical assessment.

Admission Requirements

Admission to the program will be based on competitive selection from the pool of applicants. Multiple criteria will be used when considering applicant admission including, but not limited to, personal statement, undergraduate and graduate grade point averages, professional experience, applicant interview, and letters of recommendation. Meeting the minimum department standards does not entitle an applicant to admission. Meeting such standards only ensures consideration of the application.

1. Admission Requirements for all MSN Applicants:

- 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 prior to the start of the program.
- An undergraduate minimum cumulative or all undergraduate nursing course grade point average (GPA) of 3.0 on a 4.0 scale.
- Applicants with a 2.75 - 2.99 GPA may be assigned to take two concurrent graduate nursing courses as a non-degree seeking student. If grades of B or

better are earned in both courses, the student may be admitted to the MSN program.

- Personal statement which discusses prior professional experience, future career goals, and reasons for pursuing graduate study.
- Professional resume/CV reflecting current/recent clinical nursing practice.
- Letters of recommendation from at least three persons 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. It is recommended that at least one letter is provided by a former nursing professor.
- Students transferring from another graduate nursing program must submit a letter of good standing and transcript from the dean/director of the previous nursing program.
- The standardized admission test is successful completion of the NCLEX-RN.
- Successful completion of 3 semester hours or 4 quarter hours of undergraduate statistics.
- All applicants who will be attending the University on a student visa who are not native speakers of English and are not graduates of The University of Memphis must meet the minimum language proficiency requirements set by the University of Memphis Graduate School. Refer to the graduate catalog.

2. Additional Requirements for applicants with a BSN Degree (BSN to MSN)

- Completion of BSN
- An unrestricted registered nursing license to practice in Tennessee or license to practice in an approved state in which clinical assignments are to be completed.

3. Additional Requirements for applicants with a non-nursing bachelor's degree (RN to MSN)

- Completion of a non-nursing bachelor's degree.
- An unrestricted registered nursing license to practice in Tennessee or license to practice in an approved state in which clinical assignments are to be completed.
- Completion of the following undergraduate nursing prerequisite courses taken at LCON:
    - NURS 3007 Professional Nursing for RNs** Credit Hours: (3)
    - NURS 4108 Transcul Nursing of Div Popul** Credit Hours: (3)
    - NURS 4111 EBP & Rsch in Nursing for RNs** Credit Hours: (3)
    - RN to MSN graduates will not be awarded the BSN degree.

4. Additional requirement for applicants to the Adult-Gerontology Acute Care Nurse Practitioner concentration.

1. Minimum of the equivalent of 2 years full-time adult critical care or adult emergency department registered nursing experience in the last 3 years at admission.

5. Admission deadlines and procedure

- Fall semester applications are received between September 15th and July 1st.
- Spring semester applications are received between May 1st and December 1st.
- Applications are reviewed by a panel of graduate directors and faculty on an ongoing basis (rolling admission). The LCON aims to notify applicants of their acceptance status in a timely fashion. Applicants are encouraged to apply early in the application period.

6. Additional admissions requirements for the graduate certificates include:

1. A graduate degree in nursing from an accredited program (CCNE, CNEA, ACEN).
2. 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 prior to the start of the program.
3. Overall G.P.A. of 3.0 on a 4.0 scale
4. A personal statement which discusses prior professional experience, future career goals, and reasons for pursuing graduate study.
5. Professional resume/CV reflecting current/recent clinical nursing practice.
6. Letters of recommendation from at least three persons 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. It is recommended that at least one letter is provided by a former nursing professor.
7. All applicants who will be attending the University on a student visa who are not native speakers of English and are not graduates of The University of Memphis must meet the minimum language proficiency requirements set by the University of Memphis Graduate School. Refer to the graduate catalog.
8. Students admitted to MSN program or graduate certificate programs must have and maintain while in the program:
   - An unrestricted license to practice as a registered nurse in Tennessee or license to practice in an approved state in which clinical assignments are to be completed.
   - Current BLS/CPR certification through American Heart Association.
   - Evidence of hepatitis B; measles, mumps, rubella (MMR); tetanus, diptheria, pertussis (Tdap), varicella, annual influenza, and COVID vaccinations and/or titers if available.
   - Freedom from tuberculosis as evidenced by a negative PPD or health provider examination.
   - Current professional malpractice insurance in the amount of $1,000,000 per occurrence and $6,000,000 in the aggregate, which is obtained and maintained by LCON.

General MSN Program Requirements

1. Students enrolled in the MSN program must complete **31-44 semester hours** (based on concentration) with the *minimum cumulative grade point average of 3.0*.
2. Nurse practitioner students must complete a minimum of 750 clock hours to meet the academic and practicum requirement for national certification.
3. 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(s) must also be retaken. Courses that are companion courses, such as a clinical and didactic courses, must be taken and successfully completed concurrently in the same semester to progress in the 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 no 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.
*   Once a student begins a plan of study, it is required that all courses within that plan of study be completed at the LCON.

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 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.

Late drops must be approved by the 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. **The course repeat should occur at the next offering.** A maximum of two courses can be repeated during the student's total graduate career to improve a grade. A student may only enroll in a course twice. 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 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, examinations, 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 withdrawal date only when circumstances beyond the student's control prevent the student from being able to complete the semester. Late withdrawals must be approved by the Program Director, the Senior Associate Dean for Academic Affairs, 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 MSN program must comply with all retention standards of the University of Memphis Graduate School.
2. MSN students must maintain a 3.0 GPA ("B"). **Grades of "C" or lower will not apply toward the MSN degree but will be computed in the GPA.**
3. A student may withdraw from only one course throughout the plan of study unless discussed and approved by the Senior Associate Dean for Academic Affairs in collaboration with the MSN Program Director.
4. All requirements for the MSN degree must be completed in 5 calendar years.
5. 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 LCON Academic Bulletin and Graduate School Catalog.

Academic Probation

An MSN student whose cumulative GPA drops below 3.00 will be placed on probation for the semester. A second consecutive semester on probation will result in academic disqualification. If, in the opinion of the Senior Associate Dean of Academic Affairs in collaboration with the MSN Program Director, and the Graduate School, a degree-seeking student is not making satisfactory progress toward degree completion, the student may be dismissed from the degree program. If, in the opinion of the Senior Associate Dean for Academic Affairs in collaboration with the MSN Program Director, 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.

Advising

All MSN students who have been accepted into the nursing major are assigned to a Faculty Advisor. All students are required to be advised throughout the duration of their program of study (each semester). The Faculty Advisor will advise students regarding academic and program progression and course registration.
LCON has Advising Sites, which are available in Canvas. The Advising Sites serve as a means of communication between the faculty, administration, and 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.

Roles of the Faculty Advisor

- Faculty Advisors act as the "process guide" through policy and procedure and early decision-making. They help guide the student toward appropriate resources and future professional mentors. The Faculty Advisor gets the student set up and ready to make decisions as a student in a professional program of study.
- Processes that the Faculty Advisor may assist students with include registration, progressions, grade changes, elective choices, clinical performance, professionalism, etc.
- The Faculty Advisor will act as a mediator with sensitive student issues and guide students as needed.
- Faculty Advisors document all advising interactions in the appropriate student records system (Navigate, UMDegree, etc.)

Roles of the Student

Students are expected to take the initiative in planning their program of study, but it is essential that students maintain close contact with their Faculty Advisor while making the following important program-related decisions:

- Approving any forms requiring the signature of a Faculty Advisor
- Determining course and clinical sequences
- Changing plans of study or timelines
- Following any failing or unsatisfactory clinical grade at any time
- Following any grade less than a B in a graduate didactic or clinical course

All students must meet with their Faculty Advisor at least twice per semester. Faculty Advisers will meet with advisees in small groups. Students may request extra meetings on their own as needed. They do not receive reminders from LCON faculty/staff.

Changing Faculty Advisors

Students may choose to change Faculty Advisor at any point. The student must take the lead to contact the Faculty Advisor and Program Director to request the change. The Student Success team will be notified when students change Faculty Advisors.

Academic Disqualification

A graduate student may 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 dismissed from the LCON nursing program is notified by email as the official form of communication from the LCON and University of Memphis.

MSN Program Re-Entry after Disqualification

Following academic disqualification, students are eligible to reapply to the MSN program after 3 years or to a graduate certificate program after 1 year. Minimum course requirements following readmission include the completion of all specialty and co-requisite courses. All MSN progression, retention, and graduation policies apply.

Graduation Requirements

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

1. 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. Up to 7 hours of C in didactic courses taken prior to spring 2025 may be applied toward the MSN degree. Cs are not acceptable for courses taken spring 2025 and beyond.
3. The student must have at least a 3.0 average on all coursework at the time of application for graduation, as well as any other graduate work undertaken at The University of Memphis within the specified time limit. **Grades of "C" or lower will not apply toward the MSN degree but will be computed in the GPA.**
4. The program must include a minimum of 70% of the total required hours as 7000 level courses.
5. All requirements of the Graduate School and LCON graduate program must be met.
6. If a student wishes to substitute a course for a required course, the substitution must be approved by the Program Director on the Course Substitution Form. The form must accompany the application for graduation.
7. The student's graduate work up to this point must be acceptable in quality and quantity to the major advisor, and/or 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.

Programmatic Cumulative Evaluation (PCE) for MSN Students

Each MSN student in their final semester of study will be cumulatively evaluated within their respective Roles & Transition to Practice Residency course:

- NURS 7629 - Adult-Gerontology Acute Care NP
- NURS 7649 - Family NP
- NURS 7619 - Psych-Mental Health NP
- NURS 7209 - Nursing Education
- NURS 7919 - Nursing Leadership

The purpose of the Programmatic Cumulative Evaluation (PCE) is for the student to demonstrate the ability to apply the content learned in the MSN program. The PCE may take various forms across the different MSN concentrations, including but not limited to, evidence-based practice projects and certification exam preparation. The residency course faculty, course coordinator, track coordinator, and program director work collaboratively to develop and review the PCE for the purpose of ongoing program improvement. The faculty of the residency course will administer and evaluate the PCE. It will be included in the course grade and must at least be evaluated as satisfactory to successfully complete the course.

Classroom and Didactic Course Expectations

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

Presence in Classrooms

All MSN courses are online. Faculty are responsible for ensuring that who participate in their classes are properly enrolled or have been invited for the purpose of making special announcements, guest lecturing, or for other authorized reasons.

Class Participation

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

Class and Clinical Specific Policies and Procedures

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

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 Student Code of Rights and Responsibilities.

Grading Policies

All grades are assigned by course faculty. LCON uses letter grades for didactic and practicum courses.
        A = 93 – 100
        B = 85 – 92
        C = 77 – 84
        D = 70 – 76
        F = 69 and below

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

Incomplete Grades

The LCON follows the [UM Graduate School – Graduate Catalog](#) policy regarding Incomplete grades.

Grade Point Average (GPA) Requirements

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

- **Grades of "C" or lower will not apply toward the MSN degree but will be computed in the GPA, for courses taken spring 2025 and thereafter.**
- 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 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. Students 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 Accountability.
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 may 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. Details 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

The Loewenberg College of Nursing follows the University of Memphis Graduate Grade Appeals policies and procedures as found in the current graduate student catalog and as outlined below.

Grade Appeal Procedures

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

Step 1: Course Faculty

Step 2: Senior Associate Dean for Academic Affairs

Step 3: Dean

Step 4: Graduate School

Academic Performance Retention Appeals

The Loewenberg College of Nursing follows the University of Memphis Graduate Academic Performance Retention Appeals policies and procedures as found in the [current graduate student catalog](#) and as outlined below.

Step 1: College

Step 2: Graduate School

MSN Clinical Policies

Core Performance Standards for Clinical Courses

The following standards are required to enroll in all MSN clinical courses:

9. Clinical thinking ability sufficient for clinical judgment
10. Interpersonal abilities sufficient to interaction with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
11. Communication abilities sufficient for interaction with others in verbal and written form
12. Physical abilities sufficient to move from room to room and maneuver in small spaces
13. Gross and fine motor abilities sufficient to provide safe and effective nursing care
14. Auditory ability sufficient to monitor and assess health needs
15. Visual abilities sufficient for observation and assessment necessary in nursing care
16. Tactile ability sufficient to perform physical assessments

Clinical Practicum Health Clearance Requirements

- Students admitted to MSN program or graduate certificate programs must complete and maintain the following health-related documents:
    - ο LCON Physical Exam Form
    - ο LCON Student Signature Form
    - ο LCON Release of Student Information and Acknowledgement Form
    - ο An unrestricted license to practice as a registered nurse in Tennessee or license to practice in an approved state in which clinical assignments are to be completed.
    - ο Proof of current health insurance coverage
    - ο Current BLS Healthcare Provider CPR certification
    - ο Government-issued photo ID
    - ο 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. Students may also provide a signed Hepatitis B Waiver. Students 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 the 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/Blood 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 (optional): Proof of up-to-date Covid vaccination.
- Vaccine waivers are reviewed on an individual basis, must be requested, and are approved by the Office of Community Partnerships and Practice by emailing LCONocpp@memphis.edu

- Completed CDC TB Screening Form
- Negative tuberculosis screening as evidenced by a negative PPD or health provider examination.
- Annual flu vaccination, unless medically contraindicated.
- Criminal background check results from approved vendor
- 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. See the Substance Abuse Policy for more specific information.

Health Insurance

Students are responsible for all medical expenses and are highly 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.

Before the first day of clinical, the preceptor agreement form must be completed, and reviewed and approved by the Office of Community Partnerships and Practice.

A clinical practicum day may not be scheduled on university breaks or holidays as indicated in the university calendar unless otherwise arranged by program faculty and administration. Students may not complete practicum hours at a clinical site in which the student is currently employed unless compelling circumstances prevail. If so, the faculty and program administration 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.

Nurse practitioner students may spend a maximum of 60 hours during the final Residency semester in a specialty area of practice with prior approval of the respective Track Coordinator.

AG-ACNP and PMHNP concentrations

- At least one clinical rotation must be precepted by a nurse practitioner.

FNP concentration
- 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.

Clinical Attendance

The student is expected to responsibly participate in clinical 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 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 when possible. 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.

Roles & Transition to Practice Residency Courses

Students must have satisfactorily completed all core courses and specialty courses before the final semester in which the Roles and Transition to Practice Residency. No courses may be repeated in the semester in which the student takes Roles and Transition to Practice Residency. The FNP Roles and Transition to Practice Residency must be completed in a family practice or internal medicine setting. Nurse practitioner students may return to a previous clinical site for the Roles and Transition to Practice Residency course. Nursing Leadership students may return to a previous site for the Roles and Transition to Practice Residency course, given the preceptor qualifications are met. Nursing Education students will not return to a previous clinical site.

Grading Policy for Clinical Nursing Courses

Each course syllabus contains 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. LCON does not provide shuttle service or reimbursement for travel to and from clinical sites.

Substance Misuse

Students should not consume alcohol while in uniform or within 12 hours of an LCON assignment (pre-lab, clinical, seminar, class, etc.). When substance use or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the respective program director or another designee, who will substantiate observations and concerns about the student in an investigation consistent with the LCON Substance Use Policy.

Clinical Safety

Blood and Body Fluid Exposure Prevention and Treatment

Student should always follow standard precautions for bloodborne pathogens and adhere to current Centers for Disease Control Guidance for managing exposures as follows:

If a student experiences blood and body fluid exposure following a sharps injury:

Provide immediate care to the exposure site:
- Wash puncture and small wounds with soap and water for 15 minutes. Be aware of wash station locations in your facility based on what shift you're working.
- Apply direct pressure to lacerations to control bleeding and seek medical attention as outlined below.
- Flush mucus membranes with water:

- o Mouth:
  - Rinse several times with water
- o Eyes:
  - Remove contact lenses.
  - If eye wash station available, flush eyes for 15 minutes.
  - If eye was station not available, have a peer flush exposed eyes with 500 mL lactated ringers or normal saline.
  - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated. Keep the eyes open and rotate the eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold tyee ylids open.
- Go to the emergency department (hospital fees may apply) OR employee health as soon as possible, per 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. LCON and the University of Memphis are not responsible for any treatment fees incurred by the student due to emergency care for injury or exposure. Students are highly encouraged to maintain their own health insurance.

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 Affairs 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 primary care provider or local health department for appropriate follow-up care. All recommended and/or necessary testing and treatment will be at the student's 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. As the highest academic achievement in nursing, our flexible-hybrid PhD program offers a blend of on-campus and/or online coursework, providing you with the flexibility you need to balance your academic pursuits with your professional and personal commitments.

Throughout your journey in our program, you will delve deep into nursing research, experimentation, and theory application, equipping you with the skills and knowledge needed to drive innovation and shape the future of healthcare. Our curriculum strongly emphasizes health equity, empowering you to address critical issues in practice, education, and policy locally and globally.

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
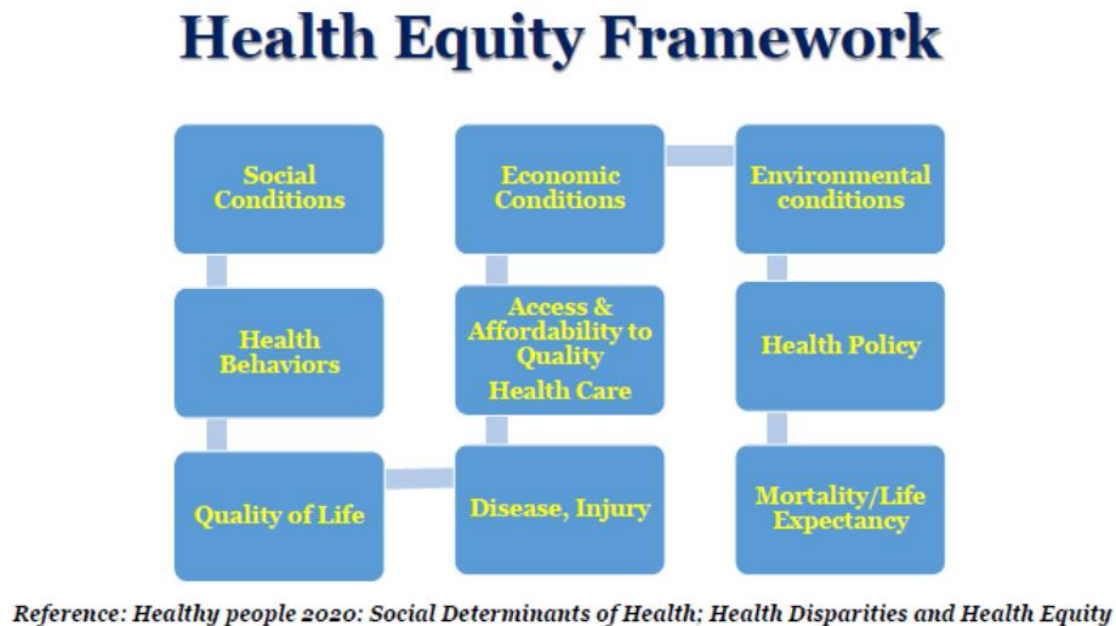
The PhD Program

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. Students are offered a hybrid program that combines synchronous and asynchronous learning, either on-line or in-person on campus. Students are required to schedule their work/life to attend classwork synchronously, either on-line or in-person. Failure to attend required classes may result in the student being administratively dropped from the program.

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 is co-lead by the PhD Program Chair and the Associate Dean for Research and includes the Graduate Student Advisor and the Associate Dean for Student Success and faculty who mentor students or 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 core areas: Nursing Science, Research, Health Equity Research, 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 teaching practica for exposure to clinical experiences guided by 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.
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.

UNIVERSITY OF MEMPHIS	Doctor of Philosophy (PhD)		LOEWENBERG COLLEGE OF NURSING	

BSN to PhD Curriculum Plan--Full-Time

*Plan does not include classes which may be taken in Summer Term
^Full hybrid program not available for BSN to PhD

YEAR 1

	Spring	Cr		Fall	Cr
NURS 7021	Scholarly Nursing I	3	NURS 7105	Advanced Assessment, Pharmacology, and Pathophysiology for the Nurse Educator	3
NURS 7023	Population Health in a Global Society	3	NURS 7106	Advanced Assessment, Pharmacology, and Pathophysiology for the Nurse Educator Lab	1
NURS 8115	Role of the Nursing Scientist	1	NURS 7204	Curriculum Design & Education Theory	3
	Elective or Directed Study	3	NURS 7022	Scholarly Nursing II	3
	Total	**10**		**Total**	**10**

YEAR 2

	Spring	Cr		Fall	Cr
NURS 7205	Evaluation Methods in Nursing Education	3	NURS 8113	Health Equity Research	3
NURS 7209	Nurse Educator Immersion 2	4	NURS 8213	Quantitative Research Methods	3
PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3	PUBH 7150	Biostatistical Methods I	3
	Total	**10**		**Total**	**9**

YEAR 3

	Spring	Cr		Fall	Cr
NURS 8114	Philosophy of Science and Theory in Nursing	4	NURS 8210	Synthesizing the Literature	3
NURS 8211	Qualitative Research Methods	3	NURS 8212	Advanced Research Methodology	3
PUBH 7152	Biostatistical Methods II	3	NURS 8311	Doctoral Research Seminar I	3
	Total	**10**		**Total**	**9**

YEAR 4

	Spring	Cr		Fall	Cr
NURS 8310	Grant Writing and Preliminary Studies	4	NURS 9000	Doctoral Dissertation	12
NURS 8312	Doctoral Research Seminar II	3			
	Elective or Directed Study	3			
	Total	**10**		**Total**	**12**

UNIVERSITY OF MEMPHIS   Doctor of Philosophy (PhD)   LOEWENBERG COLLEGE OF NURSING

MSN to PhD Curriculum Plan--Full-Time					
Plan does not include classes which may be taken in Summer Term					
YEAR 1					
	Spring	Cr		Fall	Cr
NURS 8114	Philosophy of Science and Theory in Nursing	4	NURS 8113	Health Equity Research	3
NURS 8115	Role of the Nursing Scientist	1	PUBH 7150	Biostatistical Methods I	3
PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3	NURS 8213	Quantitative Research Methods	3
	Elective or NURS 8110 Directed Study	3			
	Total	**11**		**Total**	**9**
YEAR 2					
NURS 8211	Qualitative Research Methods	3	NURS 8210	Synthesizing the Literature	3
PUBH 7152	Biostatistical Methods II	3	NURS 8212	Advanced Research Methodology	3
	Elective or NURS 8110 Directed Study	3	NURS 8311	Doctoral Research Seminar I	3
	Total	**9**		**Total**	**9**
YEAR 3					
NURS 8310	Grant Writing and Preliminary Studies	4	NURS 9000	Doctoral Dissertation	12
NURS 8312	Doctoral Research Seminar II	3			
	Elective or NURS 8110 Directed Study	3			
	Total	**10**		**Total**	**12**
				TOTAL PROGRAM CREDIT HOURS	**60**

UNIVERSITY OF MEMPHIS   Doctor of Philosophy (PhD)   LOEWENBERG COLLEGE OF NURSING

DNP to PhD Curriculum Plan--Full-Time*					
*Plan does not include classes which may be taken in Summer Term *Program will be tailored, as elective requirements may be fulfilled in DNP studies or additional electives may be required..					
YEAR 1					
	Spring	Cr		Fall	Cr
NURS 8115	Role of the Nursing Scientist	1	PUBH 7150	Biostatistical Methods I	3
NURS 8114	Philosophy of Science and Theory in Nursing	4	NURS 8113	Health Equity Research	3
PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3	NURS 8213	Quantitative Research Methods	3
	Elective or NURS 8110 Directed Study	1			
	Total	9		**Total**	9
YEAR 2					
NURS 8211	Qualitative Research Methods	3	NURS 8210	Synthesizing the Literature	3
PUBH 7152	Biostatistical Methods II	3	NURS 8212	Advanced Research Methodology	3
	Elective or NURS 8110 Directed Study	2	NURS 8311	Doctoral Research Seminar I	3
	Total	8		**Total**	9
YEAR 3					
NURS 8310	Grant Writing and Preliminary Studies	4	NURS 9000	Doctoral Dissertation	12
NURS 8312	Doctoral Research Seminar II	3		**Total**	12
	Total	7		**TOTAL PROGRAM CREDIT HOURS**	54

UNIVERSITY OF MEMPHIS   Doctor of Philosophy (PhD)   LOEWENBERG COLLEGE OF NURSING

BSN to PhD Curriculum Plan--Part-time^					
				^Full hybrid program not available for BSN to PhD	
YEAR 1					
	Spring	**Cr**		**Fall**	**Cr**
NURS 7021	Scholarly Nursing I	3	NURS 7105	Advanced Assessment, Pharmacology, and Pathophysiology for the Nurse Educator	3
NURS 7023	Population Health in a Global Society	3	NURS 7106	Advanced Assessment, Pharmacology, and Pathophysiology for the Nurse Educator Lab	1
NURS 8115	Role of the Nursing Scientist	1	NURS 7022	Scholarly Nursing II	3
	Total	**7**		**Total**	**7**
YEAR 2					
NURS 7205	Evaluation Methods in Nursing Education	3	NURS 7209	Nurse Educator Immersion 2	4
PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3	NURS 7204	Curriculum Design & Education Theory	3
	Total	**6**		**Total**	**7**
YEAR 3					
	Spring	**Cr**		**Fall**	**Cr**
NURS 8114	Philosophy of Science and Theory in Nursing	4	NURS 8113	Health Equity Research	3
NURS 8211	Qualitative Research Methods	3	NURS 8213	Quantitative Research Methods	3
	Total	**7**		**Total**	**6**
SUMMER					
	PUBH 7150	Biostatistical Methods I			3
YEAR 4					
PUBH 7152	Biostatistical Methods II	3	NURS 8210	Synthesizing the Literature	3
	Elective or NURS 8110 Directed Study	3	NURS 8212	Advanced Research Methodology	3
	Total	**6**		**Total**	**6**
YEAR 5					
NURS 8310	Grant Writing and Preliminary Studies	4	NURS 8311	Doctoral Research Seminar I	3
	Elective or NURS 8110 Directed Study	3			

		Total	7			Total	3

						YEARS 6	

NURS 8312	Doctoral Research Seminar II		3	NURS 9000	Doctoral Dissertation		6
		Total	3			Total	6
		SUMMER					
NURS 9000	Doctoral Dissertation		6				
						TOTAL PROGRAM CREDIT HOURS	80

UNIVERSITY OF MEMPHIS   Doctor of Philosophy (PhD)   LOEWENBERG COLLEGE OF NURSING

MSN to PhD Curriculum Plan--Part-time							
		YEAR 1					
	Spring		Cr		Fall		Cr
NURS 8115	Role of the Nursing Scientist		1	NURS 8113	Health Equity Research		3
NURS 8114	Philosophy of Science and Theory in Nursing		4	NURS 8213	Quantitative Research Methods		3
		Total	5			Total	6
		SUMMER					
PUBH 7150	Biostatistical Methods I		3			Total	3
		YEAR 2					
NURS 8211	Qualitative Research Methods		3	NURS 8210	Synthesizing the Literature		3
PUBH 7152	Biostatistical Methods II		3	NURS 8212	Advanced Research Methodology		3
		Total	6			Total	6
		SUMMER					
	Elective or Directed Study		3			Total	3
		YEAR 3					
NURS 8310	Grant Writing and Preliminary Studies		4	NURS 8311	Doctoral Research Seminar I		3
	Elective or NURS 8110 Directed Study		3		Elective or NURS 8110 Directed Study		3
		Total	7			Total	6
		YEAR 4					
NURS 8312	Doctoral Research Seminar II		3	NURS 9000	Doctoral Dissertation		8

PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3			
	Total	**6**		**Total**	**8**
	SUMMER				
NURS 9000	Doctoral Dissertation			**Total**	**4**
				TOTAL PROGRAM CREDIT HOURS	**60**

UNIVERSITY OF MEMPHIS		Doctor of Philosophy (PhD)		LOEWENBERG COLLEGE OF NURSING	
DNP to PhD Curriculum Plan--Part-time					
YEAR 1					
	Spring	Cr		Fall	Cr
NURS 8115	Role of the Nursing Scientist	1	NURS 8113	Health Equity Research	3
NURS 8114	Philosophy of Science and Theory in Nursing	4	NURS 8213	Quantitative Research Methods	3
	Total	5		Total	6
SUMMER					
PUBH 7150				Total	3
YEAR 2					
NURS 8211	Qualitative Research Methods	3	NURS 8210	Synthesizing the Literature	3
PUBH 7152	Biostatistical Methods II	3	NURS 8212	Advanced Research Methodology	3
	Total	6		Total	6
YEAR 3					
NURS 8310	Grant Writing and Preliminary Studies	4	NURS 8311	Doctoral Research Seminar I	3
PUBH 8604 or PUBH 7160	PUBH 8604 Research Methods in Social and Behavioral Sciences Or PUBH 7160 Social & Behavioral Science Principles	3		Elective or NURS 8110 Directed Study	3
	Total	7		Total	6
YEAR 4					
NURS 8312	Doctoral Research Seminar II	3	NURS 9000	Doctoral Dissertation	8
	Total	3		Total	8
SUMMER					
NURS 9000				Total	4
				TOTAL PROGRAM CREDIT HOURS	**54**

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 can count as an elective credit.

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 before 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. Students are required to maintain enrollment (exception: summer months). 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 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), failure to maintain continuous enrollment in Fall & Spring semesters, 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. Before 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. 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 in-person or virtually 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 finalizes 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/or 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 a 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 before 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 regularly. 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.

Dissertation Proposal

Students must submit a written *dissertation proposal* for the dissertation committee before 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 results and include references. The student shall allow faculty at least 10 working days (two 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 presentation and defense. As a reminder the student must also submit a proposal to the University Human Subjects Review Committee for human subject research after committee approval before collecting data. The student will be responsible to maintain human subjects training certification (Social & Behavioral Research available in CITI training) 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 two data-based published or publishable quality manuscripts from the main dissertation topic. These two manuscripts will consist of the three chapters of the dissertation and results and conclusions.
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 virtually. 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 Research.

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

The LCON requires doctoral students to demonstrate training in the responsible conduct of research by completing Collaborative Institutional Training Initiative (CITI) training in Social and Behavioral Research. 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 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 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

Graduation Checklist/Resources/Forms/Guidelines

Thesis/Dissertation Preparation Guide - Electronic Method

https://www.memphis.edu/gradschool/current_students/td-prep.php#checklists

Graduation Forms:
https://www.memphis.edu/gradschool/resources/forms_index.php

Graduation Analyst:
https://www.memphis.edu/commencement/graduates/graduation-analyst.php

Appendix A. LCON Substance Use/Misuse Policy

The University of Memphis, Loewenberg College of Nursing's Substance Use/Misuse Policy Statement is guided by the philosophy of the American Nurses Association's 1982 and 1984 resolutions stating that appropriate treatment should be offered before 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 use/misuse 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 use and chemical dependency as occupational health hazards of nursing practice. Any student experiencing substance use/misuse or chemical dependency will receive the same consideration for treatment and recovery as a student having any other chronic illness. The College of Nursing's Substance Use Policy and Procedure Statement is particular to the College of Nursing.

The College of Nursing requires that students neither possess nor use illicit drugs and alcohol or misuse any other substance 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.

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 law/drug enforcement authorities. Faculty will intervene as outlined in the policy statement.

A. Substance Use/Misuse Education

Substance use/misuse 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 a physical 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 substances and alcohol. Presumed positives will be confirmed per laboratory testing site policy including confirmatory testing as necessary.
5. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug use/misuse. 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 respective program director 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

Students 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 requires that students not consume alcohol or mood-altering substances **for a minimum of 12 hours before 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. Substance use/misuse and chemical dependency should not be determined by faculty judgment alone. The student should be evaluated by an appropriately prepared professional with an educational background in chemical dependency, mental health, and treatment. It is the responsibility of every faculty member, clinical preceptor, and nursing student to immediately report unsafe working conditions or hazardous activities related to substance use/misuse and impairment that may jeopardize the safety of the individual, the patient, or colleagues. Faculty are responsible for recognizing the signs and symptoms of substance use/misuse and 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 use/misuse and chemical dependency related to 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 impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior, or performance; physical signs of impairment or withdrawal, and misuse 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 and/or 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

Performance	Physical Signs
- 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	- 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

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 medication 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

F. Documentation

When substance use/misuse or chemical dependency is suspected, students and faculty are responsible for reporting their concerns and observations to the faculty, clinical coordinator, and program director. The program director 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 Program Director marked "confidential" as soon as possible. Notify the program director by phone to request a drug screen if indicated.

2. Review of records, including but not limited to patient records, medication 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 substances 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 diagnosis and possible treatment.

1. The student will sign consent forms for drug and alcohol testing and assessment for substance use/misuse and 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 student's own state regulatory board and professional assistance program if already licensed.

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 Assistant Dean of Community Partnerships and Practice will facilitate communications between the student, TNPAP, or Professional Assistance Program, and the College of Nursing.

J. Treatment

Following a positive assessment for substance use/misuse 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 period, they will be dismissed from the program and reported to the state professional assistance program and/or the state licensing board.
3. Following agreement to treatment, a leave of absence may be granted to the student and cannot exceed 12 months.
4. If a student fails to complete treatment and re-enter the college within the specified length of time, they 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 re-enter the College of Nursing with a conditional enrollment status that is dependent upon: abstinence from all substance misuse, 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 assistance program and the program director. **Reentry after treatment will be granted only once.**

1. The professional assistance program will recommend re-entry 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, professional assistance program liaison, and the program director.
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 their 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 professional assistance program's plan.
9. The recovering student will be treated with respect and afforded all opportunities granted to other students.
10. Graduates can apply for licensure at the appropriate time if they comply 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 use/misuse 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 use/misuse 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 (RN-BSN and graduate students).
7. Criminal activity related to substance use/misuse or chemical dependence.
8. Failure to allow search of property.

M. Due Process

The College of Nursing considers the Substance Use/Misuse Policy as procedural due process. Any student may appeal decisions through established university procedures.

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

Appendix B. LCON Substance Use/Misuse Procedure Form
The University of Memphis
Loewenberg College of Nursing

College of Nursing Substance Use/Misuse Policy Agreement and Drug Testing Procedure

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 college.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE COLLEGE OF NURSING SUBSTANCE USE/MISUSE POLICY AND DRUG TESTING PROCEDURE.

THIS NOTORIZED 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 CONSITITUES CONSENT FOR THE LABORATORY TO RELEASE THE RESULT OF MY DRUG TEST TO THE DEAN OF THE COLLEGE OF NURSING. URINE TESTS WILL BE SPLIT SPECIMAN SAMPLES AND CONFIRMED USING GCMS TECHNOLOGY.

In Witness Whereof, this instrument is executed this ____ day of _____, 20____.

_____

Signature Student's Signature   Student's Printed Name & U-number

STATE OF __Tennessee_____

COUNTY OF _____

On this ____ day of _____, 20____, before me appeared above named student to be known to be the person described in and who executed the foregoing instrument, and acknowledged that he/she executed the same as his/her 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 C. LCON Substance Use/Misuse Faculty Procedure

The University of Memphis
Loewenberg College of Nursing

Faculty Procedure for Identification/Suspicion of Drug/Alcohol Use/Misuse by Students

The Loewenberg College of Nursing maintains a substance-free environment. Any nursing student who demonstrates behavioral changes suspected to be related to the use or misuse of substances 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 substance use and or physical symptoms or manifestations of being under the influence of a substance including the odor of alcohol.

- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, mood swings, and deterioration of 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 Program Director of the suspicious behavior.
6. The program director calls the current drug testing affiliate to report situation and location of student.
7. Faculty completes LCON *Faculty Report of Reasonable Suspicion of Drug/Alcohol Use* form (Appendix A of Academic Bulletin)
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 is made to the Tennessee Professional Assistance Program (TNPAP) or the student's state regulatory board's professional assistance program.
12. If a student accepts the professional assistance program referral and completes that program, with appropriate treatment/monitoring, they can be accepted back into the nursing program.
13. If student does not accept the professional assistance program referral or does not complete that program, with appropriate treatment/monitoring, they will not be accepted back into the nursing program.

Appendix D. Faculty Report of Substance Use or Misuse Form

The University of Memphis
Loewenberg College of Nursing
Faculty Report of Reasonable Suspicion of Substance Use or Misuse

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 for Clinical Affairs.

Notify the Director for Clinical Affairs **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 Use/Misuse 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 _____

Adapted from the University of South Alabama

Appendix E. Student Wellness Contract

The University of Memphis
Loewenberg College of Nursing
Student Wellness Contract

I, _____, will receive a comprehensive evaluation to determine chemical dependency or substance use/misuse. 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 Program Director before I may return to my academic studies. I understand that academic studies include clinical, laboratory, and didactic coursework. If treatment is recommended, I must complete the treatment program determined by the evaluator. Written evidence of my treatment program completion, release to return safely to school, and my after-care plan will be submitted to the Program DirectorI understand that the College of Nursing may impose restrictions on certain academic components of my studies including limited access to controlled substances. 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 substance use/misuse or chemical dependency 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'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 _____, 200__, 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