

University of Tennessee Health Science Center
College of Nursing
DNP and Post-Graduate APRN Certificate Handbook



THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

COLLEGE OF NURSING

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

**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
Family Nurse Practitioner (FNP)
Nurse Anesthesiology (NA)
Nurse Midwifery (NM)
Neonatal Nurse Practitioner (NNP)
Pediatric Acute Care Nurse Practitioner (PACNP)
Pediatric Primary Care Nurse Practitioner (PPCNP)
Psychiatric Mental Health Nurse Practitioner (PMHNP)
Certificate Programs**



Academic Year 2023 – 2024

Revised July 2023

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SECTION I: ADMINISTRATIVE GUIDE

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Introduction

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

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

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Welcome From The Dean



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

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

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

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

Wendy M. Likes, PhD, DNSc, FAANP

Dean and Professor

Ruth Neil Murry Endowed Chair in Nursing

College of Nursing Mission Statement

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

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

College of Nursing Vision

Nurses leading innovative transformation of health care.

College of Nursing Values

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

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

College of Nursing Philosophy

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

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

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

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economic, legal, and political factors within the healthcare system and society. “These and other factors affect the cost, access to, and quality of health care and the vitality of the nursing profession” (p.6).

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

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

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Notice of Intent

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

This handbook supplements *CenterScope*, the UTHSC Student Handbook, found at [UTHSC Centerscope 2023-2024](#) and the Academic Bulletin (Catalog). It has been developed to familiarize Doctor of Nursing Practice (DNP) and Post-Graduate APRN Certificate students with the College of Nursing (CON) DNP and Post-Graduate APRN Certificate program policies. Nurse Anesthesiology and Nurse Midwifery students have an additional student handbook specific to their concentration. Please carefully review all the information available to you in each resource, as it provides valuable information to help you successfully navigate your program.

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

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

The Nursing Academic calendar [DNP Academic Calendar for live events](#) provides dates and deadlines that may help you to successfully navigate the program. University holidays, registration dates, on-campus dates, and specific progressions dates are listed on the calendar. For additional questions or clarification of information in this handbook, please contact the DNP Program Coordinator at: 901-448-6099 or the DNP Program Director.

Reviewed by:

***Bobby Bellflower DNSc, NNP-BC, FAANP
Professor/DNP Program Director***

July 2023

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Purpose of DNP and Post-Graduate APRN Certificate Student Handbook

The Purpose of this Handbook is to:

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

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Forward

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

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

As an Advanced Practice Registered Nurse (APRN) graduate student, you will be stimulated to analyze the principles and difficulties of problem-solving. You will be assisted in the investigation and understanding of the ramifications of the problem. You will also understand the principles of problem-solving by gathering facts to develop the best possible solution then implementing and evaluating the solution. This process can also be adapted to other situations encountered in life and the realizations of your educational goals.

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

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

History

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

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

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

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National Certification Corporations, the Pediatric Nursing Certification Board or the American Midwifery Certification Board.

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

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Accreditation

The Doctor of Nursing Practice (DNP) program at The University of Tennessee Health Science Center is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791, <http://www.ccnaccreditation.org>, through December 31, 2024, and approved by the Tennessee Board of Nursing. The University of Tennessee Health Science Center is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

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DNP Coordinator

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DNP Clinical Coordinator

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UTHSC College of Nursing
ATTN: DNP Program Coordinator
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Memphis, TN 38163
Fax: 901.448.1762

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

[UTHSC: CON Faculty & Staff](#)

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College of Nursing Administration

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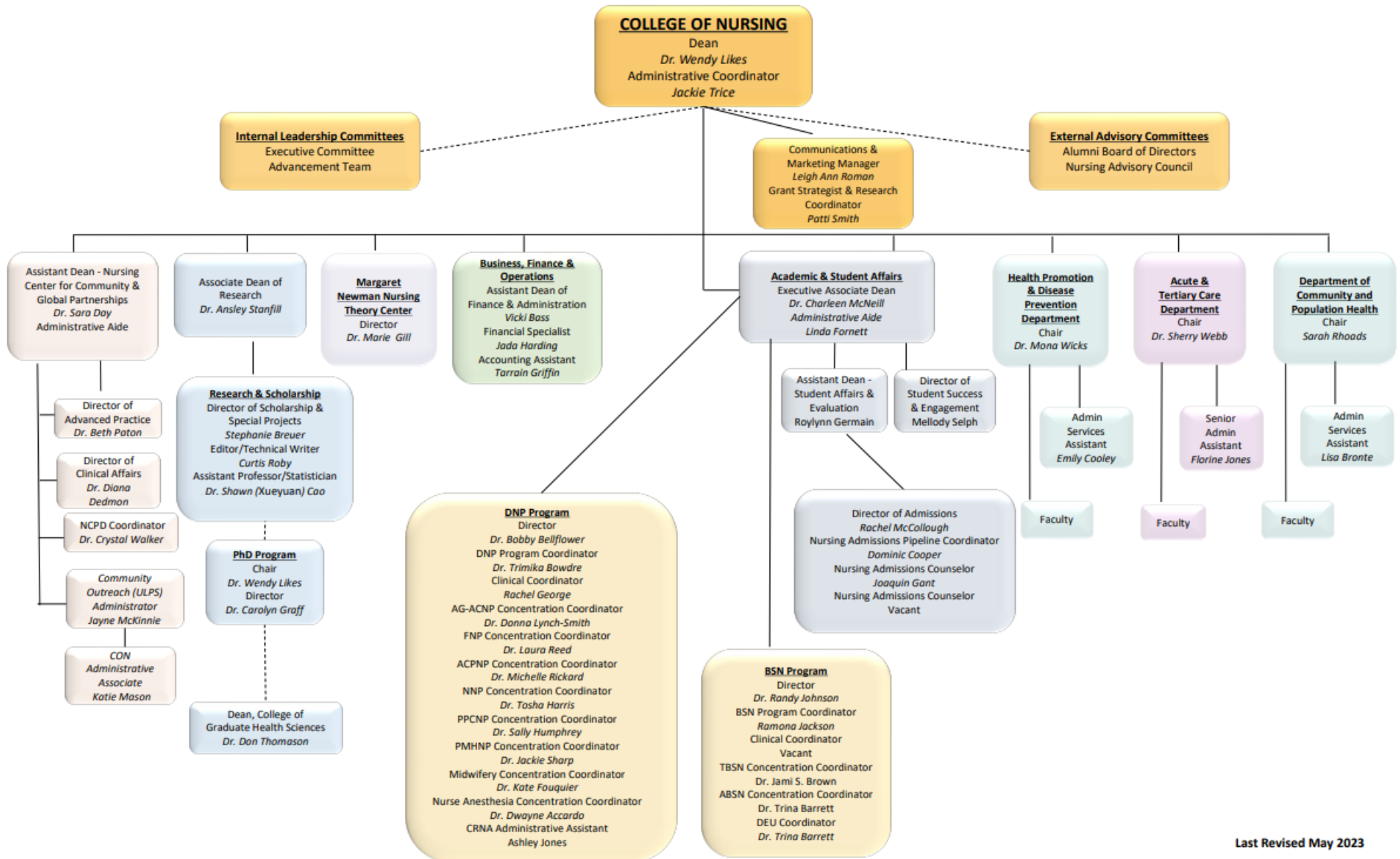
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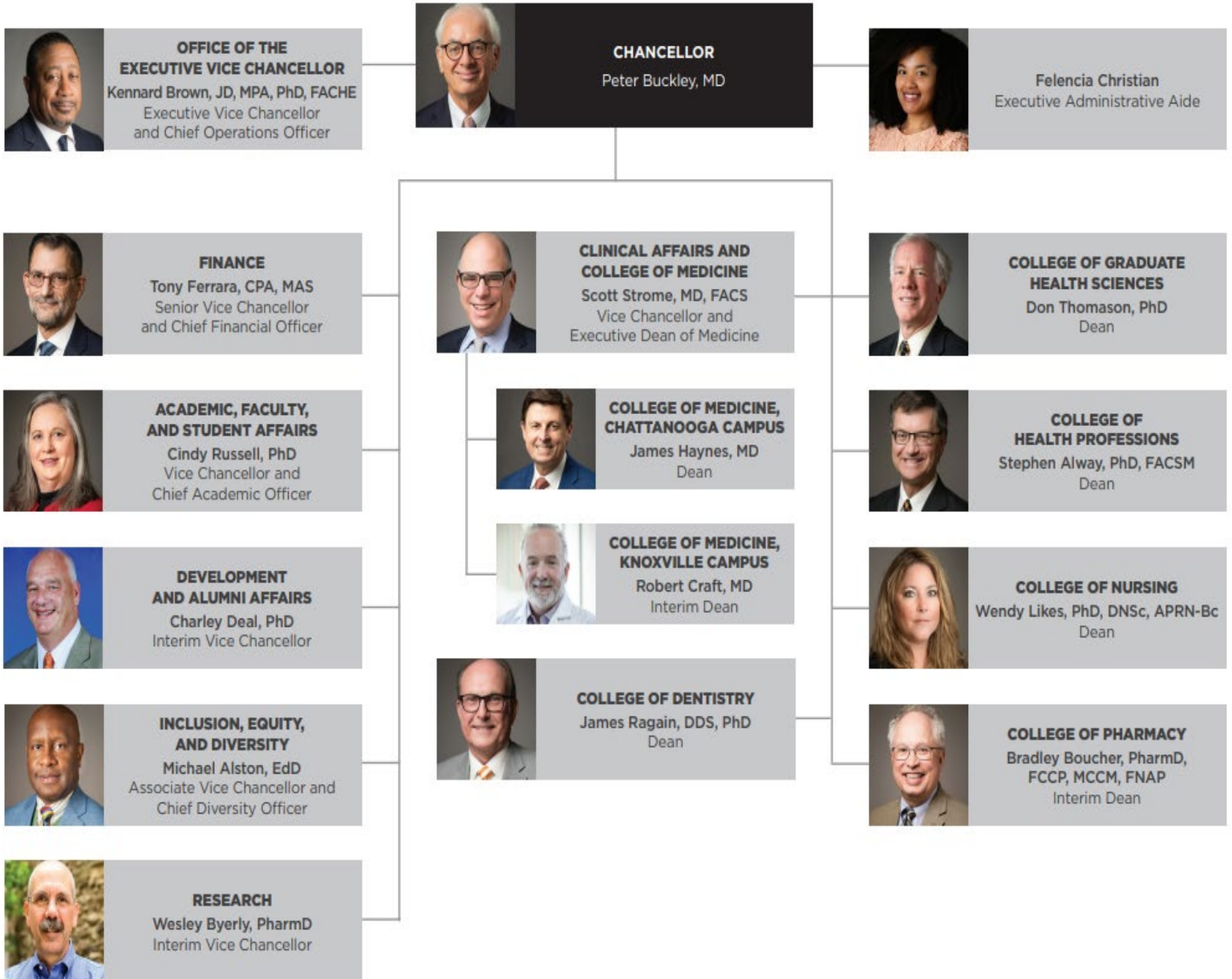
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University of Tennessee Health Science Center Organizational Chart

Office of the Chancellor

ORGANIZATIONAL CHART



**SECTION II: STUDENT RIGHTS, RESPONSIBILITIES, AND
BENEFITS**

DNP and Post-Graduate APRN Certificate Curriculum and Program Outcomes

The *Essentials* are the foundational outcome competencies deemed essential for all nursing program graduates regardless of specialty or focus. Specialty competencies/content prepare the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The original Essentials were composed in 2006. In April 2021, new essentials of core competencies were developed and approved with input from many organizations, nurses, educators, and communities of interest. Colleges of nursing will implement the new core competencies over the next two to three years. We will fully implement the new core competencies in 2024-2025.

AACN (2021). *The Essentials: Core Competencies of Professional Nursing Education*. [AACN Essentials Resources](#). To go directly to the new Essentials, click here: [2021 Essentials for APRN Education](#)

The current document is AACN (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. To go directly to the DNP Essentials copy and paste the link below.
<http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

AACN DNP Essentials

I. Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
 - determine the nature and significance of health and health care delivery phenomena;
 - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work:
 - Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.

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- Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
 - Develop and/or monitor budgets for practice initiatives.
 - Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of healthcare outcomes.
 - Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the healthcare organization, and research.

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, healthcare organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
 - collect appropriate and accurate data to generate evidence for nursing practice
 - inform and guide the design of databases that generate meaningful evidence for nursing practice
 - analyze data from practice
 - design evidence-based interventions
 - predict and analyze outcomes
 - examine patterns of behavior and outcomes
 - identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

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2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

V. Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

VII. Clinical Prevention and Population Health for Improving the Nation's Health

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.

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2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

VIII. Advanced Nursing Practice

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

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

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

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

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

Graduation and Completion Requirements

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

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

Attendance at Graduation

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

Student Rights

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You are our partner in your education to be an APRN. As a student in the University of Tennessee Health Science Center's College of Nursing DNP and Post-Graduate APRN Certificate Programs, you are entitled to rights and are charged with responsibilities for your education. Your participation is essential as is your willingness to communicate your concerns and needs.

As an adult learner with extensive professional and life experience, you bring knowledge, dedication, professional expertise, and maturity to this educational endeavor. Within this context, your education will be designed, and your future career as an APRN will be forged.

As a student, you have the right to expect:

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

Students will be accountable for:

- Reading the DNP and Post-Graduate APRN Certificate Student Handbook; reviewing the UTHSC *CenterScope* and University Bulletin (CON Catalog); and knowing, understanding, and acting within DNP and Certificate programs regulations, policies and procedures.

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

Problems or Issues that May Arise in Your Course:

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

Formal Complaint in the College of Nursing

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

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Executive Associate Dean of Academic Affairs. After a complaint is filed, the Executive Associate Dean of Academic Affairs reviews the complaint and charts a course of action. The complainant may or may not be asked to appear in person to discuss the matter further but will be informed in writing of subsequent actions taken by the Executive Associate Dean of Academic Affairs. The Executive Associate Dean of Academic Affairs will provide a copy of the complaint submitted by the student to any individuals named in a formal complaint. The Dean receives copies of all formal complaints. If a formal complaint is not resolved at the Executive Associate Academic Dean level, the complaint will be turned over to the Dean for resolution. All formal complaints will be retained in the Office of Academic Affairs.

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

Maintenance of Ethical and Professional Standards of the Health Professions

Student Conduct

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

Use of Social Media

Students should be aware of the Social Media Guidelines in the UTHSC **Centerscope** [Social Media Guidelines](#)

When using social media sites, avoid postings that may compromise the privacy of patients (Health Information Portability Accountability Act: HIPAA) and students (Family Educational Rights and Privacy Act: FERPA). Postings that adversely affect another student may be a violation of the Honor Code. Personal postings should be considered within the context of the Student Code of Conduct.

Dress Code Policy

Students must dress in professional attire at all times that they are participating in any activities that are sponsored by the College, including clinical experiences, direct patient/resident areas, and professional academic and teaching areas used by the College of Nursing including labs, health fairs, on-campus activities, and simulation experiences.

Students must conform to the facility dress code where their clinical rotation is assigned. Dress codes will vary by site; students are expected to determine the code for each specific site from their preceptor or facility and to adhere to the policy without exception.

Clinical and Direct Patient/Resident Areas. This policy also includes on-campus lab areas and professional academic/teaching areas for all CON activities such as health fairs and on-campus time.

1. Jeans, T-shirts, jogging shorts, casual shorts, and sweatpants/shirts are not appropriate attire for clinical assignments, professional on-campus activities, or CON-related activities. (Your faculty will let you know if you will be participating in an activity that may require other than professional attire, such as children's camps or health fairs.)
2. A short white lab coat with the UTHSC CON patch on the left upper sleeve is to be worn when the student is in the clinical area as appropriate. Please remember that the lab coat should be freshly laundered and pressed.
3. UTHSC ID badges are to be worn so that your picture is visible at all times in any UTHSC-sponsored activity or in clinical areas.
4. Hair must be neat and combed. Long hair must be pulled away from the face and must not interfere with patient care. Some clinical sites may have more restrictive policies on hairstyles.
5. Cosmetics should be used in moderation. No perfume or fragrances should be worn in clinical areas or labs.
6. Many individuals have tattoos, and these can have culturally specific meanings. We ask that tattoos be covered at all times while you are caring for patients or in professional academic and teaching areas. Some tattoos may be difficult to cover with clothing. Discuss this with your Faculty Advisor.
7. Jewelry should be kept to a minimum with no body piercing showing (for example, nose, lip, cheek, tongue, eyebrow, etc.) other than a single small stud in ear lobes.
8. Fingernails need to be trimmed short. Light or clear polish without chips is acceptable depending on the clinical site.
9. The Occupational Safety and Health Administration (OSHA) requires closed-toed and closed-heel shoes (no sandals) in any clinical/lab area. Low-heeled leather shoes or clean athletic shoes are preferred for clinical sites.

Principles of the Student Honor Code

- A. Students who have accepted admission into an academic program at UTHSC are expected to behave in a professional manner, adhering to high moral and ethical standards in the classroom, in laboratories, and patient care settings. All UTHSC students are bound by this Honor Code and pledge to act in accordance with its principles. Any knowledge of a violation shall be reported in accordance with the provisions and procedures of the Honor Code. A complete description of the Student Honor Code can be found in the UTHSC *CenterScope* Student Handbook [UTHSC Honor Code](#).
- B. SafeAssign
Faculty have the option of using text-matching software integrated into the online course delivery system (Blackboard) to analyze student papers and other written work. SafeAssign is text-matching software that may be installed as part of the

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UTHSC Blackboard system. The software is designed to check paper submissions against other submitted papers at UTHSC, as well as papers that are located on the Internet and in published journal, newspaper, and magazine articles (ProQuest/ABI Inform), to screen written work for plagiarism. Using work verbatim you have completed in other classes is considered plagiarism.

Violations of the Honor Code

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

The classroom, including without limitation:

1. Tests and examinations;
2. Oral, written, and practical reports and assignments in a student's academic or research program;
3. The use of electronic technology; and
4. Classroom requirements set by UTHSC, a college within UTHSC ("College"), or a UTHSC faculty member.

b. Laboratory work, including without limitation:

1. Completing individual and group assignments;
2. Reporting laboratory results;
3. Acknowledging contributions from other individuals and sources; and
4. Laboratory requirements set by UTHSC, a College, or a faculty member.

c. Clinical work, including without limitation:

1. Attendance and participation in clinical teams;
2. Use of patient records;
3. Timely completion of reports;
4. Patient care; and
5. Clinical work requirements set by UTHSC, a College, or a faculty member.

2. Section .02(1) shall be referred to as the "Honor Code."

Violations of the Honor Code include, without limitation:

- a. Using, receiving, or providing unauthorized assistance or possessing unauthorized information or materials: during tests, examinations, academic assignments, or scholarship; in the preparation of oral, written, or practical reports; or in clinical or laboratory work in the student's academic or research program.
- b. Recording or reporting fraudulent data relating to patient care, willfully neglecting clinical responsibilities, or otherwise compromising patient treatment through a lack of professional integrity.
- c. Plagiarizing (presenting another person's ideas, words, projects, creations, or work as the student's own).

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- d. Falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with academic assignments or clinical, field, or laboratory records.
- e. Substituting for another student or have another student substituting for oneself to take an exam or perform an academic, laboratory, clinical, or field assignment.
- f. Collaborating with others in assigned out-of-class activities, laboratory work, field work, scholarship, or other academic assignment when the instructions require individual effort.
- g. Altering grades, answers, marks, or documents in an effort to change academic records, the earned grade, or credit. Submitting without authorization the same assignment for credit in more than one course.
- h. Forging a signature or allowing forgery on any class- or university-related document, such as a class roll or drop/add sheet. Such forgeries could involve false identification by electronic, paper, or other means.
- i. Failing to follow a faculty member's instructions about the integrity of an exam or academic assignment.
- j. Engaging in an activity that unfairly places another student at a disadvantage, such as taking, hiding, or altering resource material or manipulating a grading system.
- k. Maliciously and falsely accusing another student of violating the Honor Code.
- l. Assisting another student in violating the Honor Code.
- m. Failing to report to UTHSC in a timely manner one's reasonable belief that another person has violated the Honor Code.
- n. Discussing or revealing confidential information or materials relating to allegations, investigations, charges, or hearings of a College Honor Council or the University Honor Court.
- o. Engaging in unauthorized or inappropriate distribution or use of course materials (e.g., podcasts/lecture recordings), including without limitation:
 - 1. Sharing materials with individuals not enrolled in the UTHSC course;
 - 2. Posting lectures or portions of lectures to external sites;
 - 3. Creating clips for online video repositories; and
 - 4. Posting recordings of patient encounters in simulated or actual clinical settings.
- p. Engaging in other similar acts of academic dishonesty.

The Honor Code Pledge.

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

I have read carefully the provisions of the Honor Code of the University of Tennessee Health Science Center and fully understand its meaning and significance, and I agree to abide by the Honor Code while a student enrolled

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at this institution and agree to accept all of its implications without reservation.

2. A student's signature under Section .03(1) indicates the student's pledge of personal integrity and responsibility and professional and ethical conduct and obligates the student to comply with the UTHSC Honor Code and the UTHSC Honor System.
 - A. Students, faculty, staff and/or test administrators must report observed violations to a member of the college Honor Council in accordance with Honor Code procedures. Any alleged violation under shall be immediately reported by the President of the Honor Council, or Faculty Advisor, to the principal clinician or investigator after the alleged violation is received.
 - B. Suspicious Activity: If someone witnesses suspicious behavior but is uncertain of a Honor Code violation, the person may informally report the behavior to a college Honor Council member. The Honor Council member will counsel with the suspected student and advise the student that such actions are suspicious and, if continued, may lead to a formal complaint. An Honor Council member receiving a report of suspicious behavior must notify the Honor Council President before counseling the student.

Administration of the Honor Code

Participants

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

College of Nursing-Honor Council

1. **Composition:** The Honor Council of the College of Nursing consists of a chairperson and three (3) representatives from each of the programs (BSN and DNP). The Honor

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Council chairperson presides over all regular meetings and over Honor Council hearings.

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

Honor Code Pledge

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

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

Signature Date

UTHSC Student Identification

Number

College

UTHSC Sexual Harassment Policy

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

Law of Sexual Harassment

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

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

Guidelines

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

Preventing Sexual Harassment

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

4. Report inappropriate conduct immediately.

Complaint Procedure

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

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

Email: mialston@uthsc.edu

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

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

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

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

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

Education Policies

Academic Advising

Upon admission to the DNP and Post-Graduate APRN Certificate program, each student is assigned to a Faculty Academic Advisor within their Concentration. Students are encouraged to schedule an appointment to meet with their Advisor during on-campus week and/or as needed to discuss program planning, academic issues with courses, clinical experiences, or to discuss their progress through the program. Any requests for changes to another DNP Concentration or move from full time to part time Plan of Study are to be discussed with the advisor, Concentration Coordinator, and the DNP Program Director. The change in plan of study must be approved by the DNP Program Director and Executive Associate Dean of Academic Affairs. The DNP Program Director is available to meet with students to discuss

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program needs, interests, and goals as well as program policies. Students are allowed **one (1)** change in a Plan of Study unless approved by the Dean of the College of Nursing.

The Syllabus

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

Policy on Children in Classes

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

UTHSC Student Identification Badge

Students are required to wear the UTHSC identification badge when on campus or while representing the College of Nursing in activities off campus (i.e., clinical rotations, health fairs, etc.). The UTHSC identification badge will be received during orientation. This badge is to be worn in a visible fashion and must be presented to UTHSC Campus Police officers, administration, or faculty upon request. If a student's UTHSC identification badge is lost or misplaced, a new one must be obtained from the Campus Police office for a fee. Upon graduation, students may retain their ID badge since it contains an expiration date. Upon withdrawal, students must return their ID badge to the Campus Police office.

Evaluation Methods or Grading Plan:

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

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

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

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

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

Exam Proctoring

Exams that count 10 percent or more of the course grade will be proctored via a live proctoring service called *ProctorU*. All exams will open at 0800 and close at 5 pm. **You must schedule your exam with ProctorU by 1700.** You will receive instructions on how to schedule your exam for a time that works best for you. Please schedule your exam time early (1 month before the exam is scheduled). If you do not schedule the exam by that time, you may find it difficult to schedule a proctor. The University pays for this service, but if you do not schedule the exam early and you wait until 72 hours before the exam to try to schedule the proctoring time, you will have to pay for it, and there may not be a proctor available. If you cannot take the exam because you did not schedule a proctor in a timely manner, you may receive a zero for that exam. There will be no make-up exams. If there is an emergency, please notify your Instructor for the course immediately, and they will discuss what to do.

Academic Counseling Form

Any student who scores less than 75% on any examination or assignment, or is in jeopardy of academic failure, will receive an “Academic Counseling Form” from the Course Faculty. The course faculty will contact the student to discuss the academic issue related to the non-passing grade and, with the student, discuss a plan of action. The student will complete the plan of action section of the Form within 5 business days, sign and date the form, and return it to the course faculty member via the Qualtrics form. The next exam cannot be opened for the student until the student completes the Academic Counseling Form. The form is

forwarded to the student's Faculty Advisor. The Faculty Advisor reviews the student's plan of action and will determine if additional consultation is needed. The Faculty Advisor signs and dates the form and forwards it to the Concentration Coordinator and DNP Director. If a student fails to respond to the Academic Counseling Form from the Course Faculty within 10 business days, the student is referred to the DNP Director/Executive Associate Dean of Academic Affairs for further follow-up including referral to the Progressions Committee.

Withdrawal from Courses

Students who desire to add or drop a course should consult with their academic advisor and the Concentration Coordinator. When students drop a course, faculty record the withdrawal from the course and the last date of student attendance in Banner. Faculty notify the DNP Program Director, Executive Associate Dean of Academic Affairs, and the student's advisor regarding the course change. The Concentration Coordinator, DNP Program Director, and student develop a new plan of study, sign the plan of study, and forward it to the DNP Program Director and DNP Program Coordinator for inclusion in the student's file. Courses in the College of Nursing are typically offered once per year. Individuals who withdraw from a course may not be able to progress to the next set of courses, resulting in a delay in progression of 6 to 12 months.

Limits for Withdrawals from a Course

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

Incomplete vs. Withdrawal

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

an “F” for the permanent record. For example, if a student has an incomplete in a Fall term course, the incomplete must be removed by the end of the spring term.

Grade Dispute

If a student has an assignment or examination grade to dispute, he/she must notify the course lead faculty within three (3) working days (M-F) after grades are posted.

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

Satisfactory Academic Progress

Students must achieve satisfactory academic progress in order to receive federal financial aid. The Office of Financial Aid’s satisfactory academic progress standards mirror the academic progress policies of each individual college. A student who is found not to be making academic progress by their college is not eligible for federal financial aid. This rule may also apply to state, institutional, and private funds. For more information, please refer to ***CenterScope***, Satisfactory Academic Progress <https://catalog.uthsc.edu/content.php?catoid=43&navoid=4503#satisfactory-academic-progress>.

Progression Review

The following guidelines pertain to full time as well as part time students. Promotion is the process by which a student progresses through an academic program and graduates. The progress of all students is reviewed twice per year (end of fall term and end of spring term); however, student progress may be reviewed more frequently, if needed. Promotion and graduation require positive action by the Dean based upon recommendations of the Progression Committee. The Progression Committee can act any time a student is deemed to be making inadequate progress toward degree objectives and/or is demonstrating unacceptable performance in the key areas of personal and professional behavior. Committee recommendations regarding a particular student are based upon input by each faculty member or course director who has teaching responsibility for that student during a given instructional period. Students who wish to appeal dismissal will have the opportunity to submit documents, statements, and are strongly encouraged to appear before the Progression Committee to speak on their own behalf (see the section on “Appeal Process”). Students must maintain a cumulative grade point average of 3.0 to progress to the subsequent term or to graduate. Students are expected to complete all courses with a grade of “B” or higher. Any student who earns a grade of “WF,” “D,” “F,” or “I” is reviewed by the appropriate committee. Students earning two “WF” grades or a grade of “D” or “F” are dismissed from the program. Students earning a “C” may be put on Academic Probation.

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1. Progression Committee actions: If a student fails to meet satisfactory academic performance standards resulting in dismissal from the program, the following actions may be recommended by the Progression Committee to the Dean:

a. Not Upholding Dismissal

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

b. Probation

- i. For All Programs: The Progression Committee may recommend probation for any student failing to meet stated objectives associated with technical and performance standards. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met.
- ii. For All Programs: The Progression Committee may recommend probation for students dismissed from any program upon consideration of all statements and evidence presented at the Progression Committee hearing. Committee recommendations must include delineation of specific conditions that must be met for removal of the student from academic probation, and the time by which such conditions must be met. The Progression Committee may make recommendations intended to facilitate the student's academic success.

c. Upholding Dismissal

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

For all programs: The grade point average is calculated based on required courses completed at the UTHSC. Grades earned in courses that are repeated are included in the calculation of the student's UTHSC GPA. Grades that are transferred into the program are not included in the UTHSC grade point average.

1. A student must demonstrate satisfactory behavior in personal and professional areas deemed by faculty as being necessary for academic success and competency in clinical practice. Such areas may include ability to establish rapport with clients, ability to work effectively with members of the healthcare team, dependability, judgment, integrity, initiative, and interest.
2. Students must complete required clinical hour and meet clinical outcomes for courses to progress in the program. If a student changes their state of residency, the College of Nursing may not be able to arrange appropriate clinical experiences. Delay of

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progression may result and could necessitate that students withdraw from the program if clinical experiences cannot be arranged.

3. Students must meet the College and program technical and performance standards to continue in the various curricula and graduate. Copies of these standards are provided to students by their respective programs and are included in the bulletin.
4. Registered nurses must maintain an unencumbered Tennessee RN license or have unencumbered authority to practice as an RN via the multi-state privilege for the duration of the program.
5. Individuals who are admitted into the DNP program or a certificate program based on licensure as an advanced practice nurse must maintain this license during the program.

Recommended Actions: The Progression Committee may recommend any of the following actions to the Dean:

Promotion: Promotion of the student to the subsequent term or to graduation.

Academic Probation

DNP students - Academic probation may result from a student earning a cumulative grade point average that falls below 3.0, a grade of “WF”, “C”, or by failing to meet expected levels of clinical competencies or professional behaviors. Students who meet one or more of these criteria will be reviewed by the Progression Committee.

Certificate program students - Academic probation may result from a student earning a cumulative grade point average that falls below 3.0, a grade of “WF”, “C”, or by failing to meet expected levels of clinical competencies or professional behaviors. Students who meet one or more of these criteria will be reviewed by the Progression Committee.

- a. **Dismissal:** Dismissal may result from any of the following:
 - i. *DNP students and certificate program students* - A student earning a grade of “D” or “F” in any course or two “WFs” during the course of their studies in the DNP program or certificate program;
 - ii. A student failing to meet the minimum grade point average requirement as stipulated by the specific degree program;
 - iii. A student failing to meet the requirements of a course(s) as stipulated in the course syllabus;
 - iv. A student demonstrating serious deficiencies in personal or professional behavior;
 - v. A student failing to meet technical and performance standards;
 - vi. A student exhibiting unethical or illegal conduct. All students are expected to adhere to the principles of the American Nurses Association Code for Nurses with Interpretative Statements and to the Honor Code for the campus of UTHSC; or

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- vii. A student failing to meet stipulated conditions for removal of academic probation within the designated time period.

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

Appeal of Grades

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

Attendance Policy

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

Class, Seminar and Conference Attendance

1. All students are to take responsibility to coordinate and participate in class requirements, clinical attendance, and participation during on-campus meetings.
2. There will be no unexcused absence from classes, seminar, or conferences with the exception of sick time. This includes on-campus time.
3. Students are expected to notify faculty in advance of any absence from the course.
4. It is expected that you log into the course site at **least two different days each week and review the announcements and other assignments.**
5. Failure to respond to faculty e-mail **within 2 business days** will constitute an unexcused absence from the course. Two unexcused absences from the course may result in failure of the course.
6. Due to tight time restraints and heavy clinical loads, an absence of contact with faculty from the Discussion Board or other established points of contact (such as assignment submissions, clinical documentation, communication with preceptor [may

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include other points of contact]) within the course for more than 7 business days will constitute an unexcused absence from the course and may result in failure of the course.

7. Assignments are to be completed by the due date and time. All times reflect central time. Students may want to access the Fixed World Clock at <http://www.timeanddate.com/worldclock/converter.html> to check on the specific time that the assignment would be due in their time zone.
8. **It is the student's obligation to keep faculty aware of all matters that may impose upon the student's obligation to a course.**

Sick Leave

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

Exposure Report Policy

Policy about exposure to blood or hazardous body fluids at The University of Tennessee Health Science Center requires that ALL exposure incidents be reported to University Health Services. Procedures are for University of Tennessee Health Science Center's students, residents, and employees who sustain an exposure to blood or hazardous body fluids. Students are directed to the UTHSC *CenterScope* Student Handbook for all policies related to the exposures [TB exposure policy](#) and <https://uthsc.edu/student-health-services/injuries-exposures.php>

Notification Procedures for Exposed Students

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

Here are the steps you should take:

1. Take appropriate first aid measures (clean wound with soap and water; flush mucous membranes with water/saline for 15 minutes).
2. Get the name, medical record number and location of exposure source.
3. Notify your supervisor/preceptor/faculty so they can complete the Online Incident Report form within 48 hours [Online incident report](#)
4. If possible, report, in person, to University Health Services ® 910 Madison Ave, Suite 922.

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5. If the exposure happens after hours, on weekends or holidays, report to the facility's Employee Health Office, an urgent care or the Emergency Department. If the exposure occurs at a hospital, go to the Emergency Department at that hospital. If it occurs on campus at times when UHS is closed, go to the nearest hospital or urgent care.
6. Follow up care can be scheduled at UHS. The facility providing care will file all charges to your insurance. The UTHSC campus-sponsored plan has coverage for injuries and exposures.
7. For students outside of the Memphis area, please report to the outside facility's Employee Health Office or Emergency Department. This facility will inform you of the follow-up process.
8. Please contact University Health Services at 901.448.5630 if you encounter any problems with the exposure and follow-up process.
9. **Care following exposures should be sought as soon as possible.**
10. **You are responsible for any bills incurred.**

Criminal Background Checks for Matriculating Students

In order to ensure that admitted students can successfully pursue careers as healthcare professionals and to conform to requirements at clinical training sites, UTHSC requires all entering students to undergo a criminal background check (CBC) prior to matriculation. Once accepted for admission, students must satisfactorily complete the CBC. Annual background checks are required for many clinical sites. For further information, please see <https://uthsc.policymedical.net/policymed/anonymous/docViewer?token=de47aa28-16aa-408b-9c96-cb04f232964f&dtoken=ebb4ceee-e5a4-4928-beaa-30305e81d93b>

Drug and Alcohol Policy

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

Safety Issues

Inclement Weather Policy

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

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

1. Paying attention to phone alerts sent out to students, faculty, and staff about campus status
2. Visiting the UT Health Science Center website at <http://www.uthsc.edu>; or
3. Observing local television and radio station reports.

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

UTHSC Campus Police

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

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

In the event of an accident, crime, or another emergency, dial extension 8-4444 if on campus. Officers will respond and contact the appropriate personnel. Students are encouraged to contact campus police whenever they observe unusual or suspicious behavior.

For more information, check out the following tips for safety tips on campus check the student safety section under Campus Safety Section under Campus Police: [Campus Safety and police](#)

UTHSC Parking

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

SECTION III: DNP CONCENTRATION POLICIES

Student Responsibilities

Licensure and Certification

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

E-mail Messages

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

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

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

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

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

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

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

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

Cell Phone and other tech (Videoconferencing)

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

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

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Contact for Technical and Administrative Support:

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

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

1. 901.448.2222, 800.413.7830 or email at [UTHSC Techconnect](mailto:UTHSC_Techconnect)

For Blackboard-related support, contact the following:

1. For course access and content issues (e.g., cannot access course, cannot find syllabus, locked out of test), contact your course faculty or Continental US toll-free 800-733-2498 (UTHSC, College of Nursing).
2. For basic Blackboard technical issues (e.g., how to change or reset your Bb password), consult the help page at [Getting Started | Blackboard Help](#).
2. For overall system access and Blackboard-related technical issues (e.g., cannot log in to system, etc.), contact the service desk at 901-448-2222 or email the service desk <https://uthsc.teamdynamix.com/TDCClient/2280/Portal/Home/>

Resources for Students at UTHSC

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

University Health Services

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

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

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

Library

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

Librarian Services to Students

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

- Finding Information to complete assignments
- Evidence-based Practice
- Searching Nursing (and other) Databases: PubMed, CINAHL, Stat!REF
- Information Evaluation: Google vs Library Databases

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- APA Citation Style: general format, internal/parenthetical citations, and References page
- AMA Citation Style
- EndNote Citation Management System: downloading, setting up, and using software that does the hard work of citing for you!
- Mobile Apps Every Nurse Should Have!

Student Success Plan for DNP Students

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

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

To contact Melody Selph, email mselph@uthsc.edu

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

Student Success Plan

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

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

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

Faculty Role

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

Student Academic Support Services and Inclusion (SASSI)

Disability Services

Student Academic Support Services and Inclusion (SASSI) provides academic services and accommodations to qualified students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Reasonable accommodations are provided to students disclosing a diagnosed disability with evidence of a functional limitation that impacts the individual in the academic setting. Students with disabilities in the College of Nursing at UTHSC must register and officially request accommodations through the Disability Coordinator in SASSI. Regardless of a student's geographic location, all requests for accommodations must be submitted with supporting documentation and reviewed for reasonableness by the Disability Consultant. Students should contact SASSI at 901-448-5056 or www.uthsc.edu/sassi to set up an appointment to discuss specific needs. All conversations regarding a student's request for accommodations are confidential.

Educational Coaching/Consultation

SASSI has a primary goal of promoting student progress in the various programs offered by UTHSC. They provide a variety of services and resources to help enhance learning and student performance. SASSI services are available to all UTHSC students free of charge, and consultations in SASSI are completely confidential. The College of Nursing recommends that students utilize SASSI services as an additional resource throughout the Program. Students can meet individually or in a group with a SASSI Educational Specialist to develop personalized learning strategies and discern areas of strengths and weaknesses to enhance success.

Areas of consultation include, but are not limited to:

- Organization for Learning
- Error Analysis/Tests
- Time Management

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

For more information concerning this and other offerings at the SASSI, see <https://www.uthsc.edu/sassi/about/index.php>

SECTION IV: DNP CLINICAL POLICIES

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

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

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

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

Getting Started

1. Each Concentration has specific requirements for all clinical settings. Clinical sites are assigned or reviewed to ensure quality learning experiences and to meet eligibility requirements for certification.
 - a. Clinical placement may be done solely by faculty within each Concentration or on the recommendation of the student.
 - b. Students living outside the Memphis area may be expected to help obtain their clinical site/preceptor as you are familiar with the medical facilities in your area. Faculty will offer assistance with lists of clinical sites/preceptors that have been credentialed in the student's area.
 - c. The designated faculty within each Concentration must approve any site or preceptor requests for the clinical assignment prior to the initiation of contractual arrangements by The University of Tennessee Health Science Center.
2. All clinical sites must have a duly executed contract with The University of Tennessee Health Science Center prior to starting clinical experiences in the site. These contracts are program specific within a college.
 - a. Depending on the concentration, students will be assigned clinical preceptors and sites. You will receive instructions from the DNP Clinical Coordinator on how to initiate your clinical courses in ProjectConcert (our clinical tracking system for nurse practitioner students; NA students use Typhon).
 - b. If you are initiating your clinical site/preceptor, **start the process at least 3, but preferably 6 months prior to the date you want to start your clinical experiences.**
 - c. Do not assume that previous sites listed in ProjectConcert have current contracts. Affiliation agreements change frequently as practices are bought by larger institutions or change hands. If you find a site or preceptor who will accept you for clinical placement, contact your faculty who will contact the Clinical Coordinator (901-448-2810 or rgeorg13@uthsc.edu) to verify that the CON has a current, valid contract with that site.
3. If a student is requesting placement at a new clinical site that does not have a current contract, a contract must be initiated **at least 3 - 6 months prior to the semester start date.**

- a. Contracts often take a minimum of 3-6 months to negotiate.
- b. Please note the actual dates of students finding their own clinical site must have the site and preceptor identified for each term:

Clinical Term	Information Due
Fall	May 1
Spring	October 1
Summer	March 1

- c. For student obtaining their own clinical site, finding a clinical site/preceptor can seem to be a challenge for students. Suggestions for beginning this process are to:
 - i. Prepare a folder containing:
 - Introductory letter (Refer to Appendix A; you can update this template to fit your needs).
 - Copy of CV/resume
 - Copy of course syllabus, if available
 - ii. Go to the office/site professionally dressed as if you were going for an interview.
 - iii. Send a follow-up email/letter thanking the office manager/clinician
 - iv. Attend local advanced practice registered nurse meetings (APRN) meetings.

Initiation of Clinical Site or Request for Preceptor

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

- a. In the subject line of the email enter: [Course Semester_contract request_student name] (example: PMH 803 Fall_contract request_sue smith)
- b. Tell your faculty that you have identified a possible new clinical site or preceptor and you have entered that information in ProjectConcert. **All requests for new clinical sites and preceptors will be completed electronically via ProjectConcert. You will receive specific directions from ProjectConcert on how to complete the requests. Contact the Clinical Coordinator, Rachel George rgeorg13@uthsc.edu with any questions.**
- c. The Faculty will approve the clinical site/preceptor as appropriate for Student/Course and the Clinical Coordinator will enter data into ProjectConcert. The Clinical Coordinator will also initiate the contracting process or preceptor approval process as necessary.
- d. Many clinics, hospitals, and health care systems require extensive orientation and training prior to starting clinical. **TCPS (Tennessee Clinical Placement System)** is one of the major placement agencies for several large health systems. Each clinic, hospital or health system has specific requirements and paperwork to complete before clinical placement can be completed! Please return all paperwork you receive from

the Clinical Coordinator as rapidly as possible. Some health care systems require an updated list of immunizations with specific dates, proof of annual TB skin test, seasonal verification of flu vaccinations and many may require proof of COVID vaccination. A urine drug screen may be required at the beginning of each semester depending on the health care system or clinic. An annual background check is required by all clinical sites.

- e. Preceptors may request appointments as a Preceptor or as a Volunteer Faculty:
 - i) **Preceptor status.** To be accepted as a preceptor, verification of licensure and certification are required along with curriculum vitae (or résumé).
 - ii) Note: If a preceptor does not have a CV or résumé, they can provide and only want preceptor status, they can complete the Preceptor Curriculum Vitae Form instead (Refer to Appendix C).
 - iii) **Volunteer Faculty.** The Volunteer Faculty appointment is similar to the employment process for full-time Faculty and will require completion of a personal data sheet, submission of 2 letters of reference, verification of current licensure and certification, submission of a curriculum vitae (or résumé), and the satisfactory completion of a background check. Volunteer Faculty appointments allow the preceptor to obtain a Net ID granting access to the UTHSC library. This is especially beneficial because the preceptor has access to all books, periodicals, and journals on the library web site, including UptoDate. Appointments are made for the duration of three academic years.

Contacting the Site/Preceptor

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

- Enter the information into ProjectConcert. If your dates or time change, update ProjectConcert immediately and let your faculty and preceptor know.

Clinical Responsibilities

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

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

Preparation to Start Clinical

Starting clinical rotations is often at varied schedules at the start of the semester. However, before any student can begin a clinical rotation, the following process must be followed. The College wants to ensure that students have an excellent learning experience and also that the University and the clinical site comply with all standards to insure there are no liability issues.

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

Validation of Patient Data in the Clinical Database: ProjectConcert

Students will validate their patient data by entering them into the ProjectConcert Database in a timely manner. Students will receive an email from ProjectConcert with information on how to set up an account with embedded videos on every tab to guide clinical documentation, notes, journals, codes, etc.

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

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

Validation of Clinical Hours in the Clinical Database

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

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

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

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

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

APPENDIX G. Campus map.

We are glad you chose UTHSC to start your journey to be a Nurse Practitioner or a CRNA or a Nurse Midwife. Please let your faculty or the DNP Program Director know if you have any questions, comments, or concerns.

SECTION V: APPENDICES

APPENDIX A—Preceptor Form



Date _____

Hello ____ (name of preceptor) _____,

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

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

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

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

Sincerely,

_____, BSN, UTHSC DNP Student

Cell: _____

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



Doctor of Nursing Practice and Post-Graduate APRN Certificate Program

PRECEPTOR CURRICULUM VITAE

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

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

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

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

--	--	--

CERTIFICATIONS

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

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

ACADEMIC APPOINTMENTS

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

PROFESSIONAL AND SCIENTIFIC MEMBERSHIPS

<u>Dates</u>	<u>Organization</u>	<u>Position</u>
From: To:		
From: To:		
From: To:		

ACADEMIC AND PROFESSIONAL HONORS

<u>Date</u>	<u>Honor</u>	<u>Conferring Organization/Agency</u>
Date:		
Date:		

MOST RECENT PUBLICATIONS AND CONTINUING EDUCATION

<u>Date</u>	<u>Name of Article or CE Course</u>

Date:

Date:

Please check the appropriate answer:

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

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

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

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

Preceptor's Signature

Date

APPENDIX C—Student-Preceptor-Faculty Agreement



UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF NURSING

Course # _____ Semester/Year: _____

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

Conditions of this program are as follows:

The Affiliation period will be _____ to _____.

The student, _____, will be under the supervision of _____,
(Student Name)
_____, acting as preceptor.
(Preceptor Name)

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

Preceptor Responsibilities:

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications.
2. Ensure that there are current written agreements which delineate the functions and responsibilities of the clinical preceptor and associated agency and nursing program.

3. Ensure that clinical experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
4. Orient both the student and the preceptor to the clinical experience.
5. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
6. Assume overall responsibility for teaching and evaluation of the student.
7. Assure student compliance with standards on immunization, screening, HIPAA compliance, OSHA standards, CPR, criminal background check as needed and current liability insurance coverage.
8. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
9. Make appropriate student assignments with the preceptor.
10. Communicate assignments and other essential information to the preceptors.
11. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
12. Monitor student's progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
13. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
14. Receive feedback from the preceptor regarding student performance.
15. Provide recognition to the preceptor for participation as a preceptor.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.

Student Responsibilities:

1. Verify clinician/administrator's eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures.
7. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Wear appropriate professional attire and university name tags when in the clinical site.

Signatures on following page confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation. This letter serves as documentation from UTHSC College of Nursing that you have served as a preceptor for the hours contained within. Please submit a copy of this form to the appropriate faculty and save a copy of this form for your certification record.

Student

(Print)

(Sign)

(Date)

Preceptor/Clinical Agency

(Print)

(Sign)

(Date)

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

(Print)

(Sign)

(Date)

Site Name:

Site Address:

City, State, Zip

Location Phone #

APPENDIX D—Plan for Clinical Course Completion



Plan for Clinical Course Completion

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

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

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

APPENDIX E—Student Clinical Checklist



**STUDENT CLINICAL CHECKLIST
(for your convenience)**

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

APPENDIX F - Clinical Reference Sheet

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

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



PARKING SERVICES
3 N. DUNLAP STREET | 901.448.5549

EMPLOYEE/STUDENT/COMMERCIAL PARKING LOTS AND BUILDINGS

- | | | |
|---|--|--|
| 1. 910, 920, 930 Madison Plaza Buildings | 26. Phi Chi | 34. Plough Center |
| 2. Pharmacy Building | 27. Hyde | 35. Regional One Health |
| 3. Alexander Building | 28. Cancer Research Building (CRB) | 36. Adams Pavillion |
| 4. General Education Building (GEB) | 29. Translational Science Research Building (TSRB) | 37. Le Bonheur Children's Medical Center |
| 5. Center for Healthcare Improvement and Patient Simulation (CHIPS) | 30. Coleman Building | 38. Le Bonheur Children's Hospital |
| 6. Johnson Building | 31. Pauline Annex | 39. VA Hospital |
| 7. Link Building | 32. Doctor's Office Building | |
| 8. Wittenborg Building | 33. Day Care Building | |
| 9. Mooney Building | | |
| 10. Hyman Administration Building | | |
| 11. Crowe Building | | |
| 12. Nash Addition | | |
| 13. Nash Research | | |
| 14. Dunn Dentistry Building | | |
| 15. Physical Plant Building | | |
| 16. Shops Building | | |
| 17. Docs Field Pavillion | | |
| 18. Docs Field | | |
| 19. Molecular Sciences Building | | |
| 20. Van Vleet Center/Campus Police | | |
| 21. Student-Alumni Center (SAC) | | |
| 22. Speech and Hearing Building | | |
| 23. Variety Building | | |
| 24. Boling Center for Developmental Disabilities | | |
| 25. Harwood Center | | |

Legend:

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

EMPLOYEE LOT FEE
Includes 9.25% state sales tax

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

STUDENT LOT FEE

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

COMMERCIAL LOTS

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

